A CRITICAL ANALYSIS OF POTENTIAL DROPOUTS IN THE BAY D'ESPOIR-HERMITAGE-FORTUNE BAY INTEGRATED SCHOOL BOARD IN THE PROVINCE OF NEWFOUNDLAND

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A CRITICAL ANALYSIS OF POTENTIAL DROPOUTS IN THE BAY D'ESPOIR-HERMITAGE-FORTUNE BAY INTEGRATED SCHOOL BOARD IN THE PROVINCE OF NEWFOUNDLAND

A Project

Presented to the

Faculty of Education

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Master of Education

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by

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ABSTRACT

This study of potential dropouts was carried out at the request of and with the cooperation of the Bay d'Espoir-Hermitage-Fortune Bay Integrated School Board in the Province of Newfoundland. The general objective was to initiate contact with students and teachers, and through their cooperation and assistance, obtain appropriate data relevant to the dropout situation within the schools under this Board which would then provide a factual basis for the Board to begin developing action plans to combat the problem. Out of this, 19 specific objectives for the study were developed.

A review of the literature indicated wide areas of disagreement among researchers in the field. Differences in research design, sampling procedures and terminology made comparisons of some studies invalid. While writers did generally agree that low achievement was characteristic of the dropout, the reasons for this phenomenon were the source of many apparently contradictory research findings. Widespread agreement was found in the literature, however, when discussing socioeconomic factors and their affects on student motivation. The literature leads one to conclude that the most prevalent characteristics of the dropout are low levels of academic achievement and coming from families of lower socioeconomic status.

Two assumptions were made in the conduct of this study. The first was that dropping out is a process, and as a result, the study of potential dropouts was a valid procedure for the purposes of this study. The second was that simply asking students if they

were expecting to leave school before the end of Grade XI was an adequate way to identify potential dropouts.

Two samples were used in the conduct of this study. In all cases, students considered potential dropouts were compared with a control group of potential persisters to ensure that the final conclusions would be based on factors which clearly identified one from the other.

Data were obtained from questionnaires concerning attitudes toward school, family structure, socioeconomic bases of the families, self-ratings, teacher ratings and educational background. Marks and attendance were obtained from school records and standardized tests were used to measure intelligence, reading skills and social maturity.

It was found that many of the basic trends reported in the literature were applicable to this school district. As a group, potential dropouts were found to be more heterogeneous than potential persisters. It was hypothesized that dropping out may be the result of one of two sets of predisposing forces. The first saw premature withdrawal as an ego protecting device. While potential dropouts considered educational goals to be important, they clearly recognized their own lack of success in reaching them within the public school. The second saw dropping out as the result of identification with significant others leading to the development of values and life styles inconsistent with the pursuit of studies.

Usually, the potential dropout expressed the intention of getting out of the school system, finding a job and taking adult up-grading courses from the Vocational Schools when he reached the

necessary age. The family background also played an important role with potential dropouts tending to come from families on Social Assistance more so than potential persisters. A family chain reaction effect was identified, with likelihood of dropping out increasing if the parents and one or more siblings had also been dropouts. The potential dropout emerged as a misfit within the classroom, although the reasons for this were multifarious. The major findings of a Newfoundland dropout study conducted by Sister Mary Perpetua Kennedy in 1966 were found to be operant up to the time of this study.

Recommendations centred around the development of consistent methods of record keeping, greater contact and cooperation between the home and school, approaches to instruction and evaluation taking greater account of individual differences, the development of stronger student identification with the schools and the provision of adequate guidance services. In addition, recommendations for further research were made, and a checklist, based on the findings of this study, was constructed to help identify potential dropouts.

ACKNOWLEDGEMENTS

The writer is indebted to a large number of people in the organization, conduct and reporting of this study. Without the assistance, patience and encouragement of Dr. W. H. Spain as Supervisor, this project would not have been completed. The writer will forever be in his debt for this and other services rendered.

The writer is also indebted to the Bay d'Espoir, Hermitage, Fortune Bay Integrated School Board and the Board staff for their assistance, but most of all, for their willingness to thoroughly investigate the problem and allowing the writer the necessary freedoms to adequately carry out the research within the schools.

Without the whole-hearted cooperation and sincere concern of the staffs of the schools the collection of data would have been impossible. Many thanks to them for tolerating the major disruptions in class schedules so late in the school year. Without the co-operation, honesty and candor of the students, who were a pleasure to work with, the goals of this project would never have been met.

During the time spent in the District, the writer was impressed by the professional concern and competence of the teachers and the genuine concern of parents to see their children succeed in school.

Lastly, a word of thanks to many parents, whose patience, concern, sacrifice and unobtrusive encouragement have fostered my education.

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SECTION I

INTRODUCTION

PURPOSE OF THE STUDY

This study was generated as a result of a request from the Bay d'Espoir-Hermitage-Fortune Bay Integrated School Board who desired to have a thorough investigation of the dropout problem in their schools. While the School Board and school staffs realized that it was a major educational problem within the District, they wished to have the extent and nature of the problem clarified and obtain data basic to the development of approaches to combat the problem. The study was therefore initiated to investigate factors relevant to the dropout situation in the schools under the authority of the requesting School Board.

SIGNIFICANCE OF THE STUDY

The alarmingly high rate of premature loss of students from schools in the district was a major and puzzling frustration for the Board in light of:

(1) their desire to provide a meaningful school experience for all of their students,

(2) their desire to see their students making meaningful contributions to society relative to individual capacities, and

(3) administrative and planning difficulties resulting from inaccurate enrolment estimates.

In a review of the situation, it was stated by the Board staff that "many of our pupils are doomed from the start to repeat grades and eventually drop out of school."[1] With an estimate that they were not meeting the needs of more than 60% of their students, they felt that on the basis of past trends, no more than 150 out of 253 students in Grade VIII would reach Grade XI, and out of these, only about 100 would be graduated.[2] While not stated as such, this data was indicative of a dropout rate greater than 60.5%--at least one and one half times the general Provincial rate.[3] The Board had not been able to identify any general patterns, and there appeared to be deviations from the general pattern reported in the literature.[4]

BACKGROUND INFORMATION

The Bay d'Espoir-Hermitage-Fortune Bay Integrated School Board had a September, 1972, enrolment of 2217 students in 20

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[1]Nathan Cutler and Everard Davidge, "A Proposal Regarding Secondary and Post Secondary Education for the Connaigre Peninsula and the Bay d'Espoir Area" (English Harbour West: The School Board, 1972), p. 1 (Mimeographed).

[2]Ibid., p. 3.

[3]Province of Newfoundland and Labrador, Statistical Supplement to the Annual Report of the Department of Education and Youth for the School Year ended June 30th, 1971 (St. John's: Government Printing Office, 1971), p. 40.

[4]Opinion expressed by Everard Davidge, Board Supervisor, personal interview, January, 1973.

schools in 16 settlements.[5] This broke down by sex to 1142 boys and 1075 girls, and by religion, to 1912 Anglicans, 136 Salvation Army, 79 Roman Catholics, 47 Pentecostals, 38 United Church and 5 others.[6]

A study of Table 1 reveals that the District had a large number of All-grade Schools to deal with. By numbers, they comprised 35% of the schools in the District and served 28% of the students. Out of the total number of schools, 25%, were located in isolated settlements accessible only by boat. The others had only recently been connected to the Provincial roads system.

TABLE 1

TYPES OF SCHOOLS

	Province		District	
	#	%	#	%
All-grade Schools	96	12%	7	35%
Elementary Schools	585	68%	9	45%
Central High Schools	129	16%	4	20%
Regional High Schools	36	4%	0	--
Total	826	100%	20	100%

There were six discernible school systems served by the

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[5]Statistics, Bay d'Espoir-Hermitage-Fortune Bay Integrated School Board, September, 1972, p. 1.

[6]Ibid., p. 4.

Provincial roads system, as follows:

English Harbour,

Harbour Breton,

Milltown,

Hermitage,

Pool's Cove, and

Seal Cove.

In addition, there were five school systems delimited by their isolation. They were:

Pass Island,

McCallum,

Rencontre East,

Gaultois, and

Francois.

More detailed background on each of the systems and the communities in which they were located are included in Appendix A.

SPECIFIC OBJECTIVES

The following objectives were established to be accomplished by this project.

1. Measure the holding power of each of the school systems within the District per Grades VII, VIII, IX, X and XI.
2. Measure the collective holding power of the District per Grades VII, VIII, IX, X, and XI.
3. Investigate possible relationships between the time of year and premature withdrawal from school.

4. Investigate selected reasons for leaving school in terms of applicability to potential dropouts and potential persisters.
5. Investigate potential dropouts' and potential persisters' perceptions of the consequences of actual withdrawal from school.
6. Investigate the similarities and/or differences between teachers' reactions to the selected reasons for leaving school and those of the potential dropouts and potential persisters.
7. Investigate possible differences between potential dropouts and potential persisters in terms of academic variables.
8. Investigate possible differences between potential dropouts and potential persisters in terms of peer relationships.
9. Administer the Vineland Social Maturity Scale to potential dropouts and potential persisters to assess any possible differences in social maturity, as measured by the Vineland.
10. Investigate the in-school behaviour of potential dropouts and potential persisters.
11. Investigate the relationships between bussing, walking to school and attending school on bursary with the potentiality of dropping out.
12. Identify any differences between potential dropouts and potential persisters in terms of their views of the importance of and the ability of the schools meeting the goals of education in Newfoundland as outlined in the Aims of Public Education (see Appendix B).

13. Investigate the possible existence of familial differences between potential dropouts and potential persisters.
14. Investigate the possible existence of differences between potential dropouts and potential persisters in vocational aspirations.
15. Identify differences between potential dropouts and potential persisters in the degree of participation in school and community activities.
16. Identify differences between potential dropouts and potential persisters in terms of attendance.
17. Identify differences between potential dropouts and potential persisters in terms of their attitudes toward teachers.
18. Investigate the relationship between sex and potential withdrawal from school.
19. Identify similarities and/or differences between the dropout pattern evidenced in this study and the dropout pattern for Newfoundland identified by Sister Mary Perpetua Kennedy in 1966.[7]

DEFINITION OF TERMS

Dropout

A dropout was considered to be a pupil who left school, for

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[7]Sister Mary Perpetua Kennedy, P.B.V.M., "A Critical Analysis of the Dropout Problem in the Province of Newfoundland Over the Ten Year Period, 1954-1964" (Unpublished Master's Thesis, The Catholic University of America, 1966), pp. 96-100.

any reason except death, before graduation or completion of a program of studies and without transferring to another school.[8]

Persister

A persister was considered to be a student who remained in school until graduation or completion of a program of studies.

Potential Dropout

A potential dropout, for the purposes of this study, was defined as a student who, in his own opinion, was likely to become a dropout.

Potential Persister

A potential persister, for the purposes of this study, was defined as a student who, in his own opinion, was likely to be a persister.

Board

In this study, the term "Board" was used to refer to the Bay d'Espoir-Hermitage-Fortune Bay Integrated School Board, established under authority of the Integrated Denominational Education Committee as empowered under the Schools Act, Number 68, 1969, as passed by the House of Assembly of Newfoundland and Labrador and signed into law by the Lieutenant Governor, the Honourable

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[8]D. L. Schreiber, B. A. Kaplan, and R. D. Strom, Dropout Studies: Design and Conduct (Washington: National Education Association, 1965), pp. 72-73.

Fabian O'Dea.

District

In this study, the term "District" was used to refer to that area of the Province of Newfoundland and Labrador under the jurisdiction of the Bay d'Espoir-Hermitage-Fortune Bay Integrated School Board. This was an area bounded by a line commencing at Cape Lahune inclusive and extending in a northeasterly direction to Round Pond, thence in a straight line to Piper's Hole exclusive, thence in a southwesterly direction to Brunette Island, thence to the point of commencement.[9]

Holding Power

For the purposes of this study, holding power was defined as the grade enrolment at the time of the study divided by the original Grade II enrolment and converted to a per cent.

System

For the purposes of this study, a system was defined as an all-grade school, or a central high school and its feeder system of elementary schools. This delimited eleven systems within the jurisdiction of the Bay d'Espoir-Hermitage-Fortune Bay Integrated School Board as follows:

(a) English Harbour

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[9]Constitution of the Bay d'Espoir-Hermitage-Fortune Bay Integrated School Board.

(b) Harbour Breton
(c) Milltown
(d) Hermitage
(e) Seal Cove
(f) Pool's Cove
(g) Pass Island
(h) McCallum
(i) Gaultois
(j) Francois
(k) Rencontre East

LIMITATIONS

This study was limited to students still in school who, in their own opinion, were very likely or very unlikely to drop out before the end of Grade XI. The prime reason for this was an expected dearth of school records. Many of the schools had only begun to keep cumulative records when this study was undertaken, and in many of the cases where records had been kept, these had been misplaced in moving or destroyed. This shortage of cumulative records and their lack of consistency, when available, did have a limiting effect on this study as expected. The full extent of this limitation will be more fully explained in subsequent sections.

A large number of schools that used to exist within the District had been phased out due to resettlement and the major high schools were constructed in the few years before this study. As well, the integration of a large number of small School Boards

drastically altered the educational setup in this region of the Province. Connection with the Provincial roads system for most communities in the District, along with the development and improvement of television reception, removed the isolation which had existed as recently as 1972.

Any attempt to generalize from students who dropped out a few years ago to students in the schools today would have been open to serious questioning concerning its validity. However, by studying students who were seriously expecting to drop out, the data obtained was relevant to the situation as it existed at the time of the study. Through the comparison of potential dropouts and potential persisters, the study had a degree of limitation in not studying actual dropouts, but this was compensated for by the identification of factors related to a proneness to dropping out existing at the time of the study.

Time and weather were also limiting factors in the conduct of this study which resulted in the writer being unable to personally visit two of the schools in the isolated settlements. As a result, data collection from Pass Island was nil, while the data from Gaultois was restricted to that obtainable from an initial questionnaire.

SECTION II

REVIEW OF THE LITERATURE

No longer is the completion of Grade XI an educational end in itself, but rather, our technological society has evolved to the point where it is the end of a general education and a stepping stone to further specialized training. Daniel Schreiber's observation that " . . . the school dropout, for all the authentic concern the public has recently shown is not a new phenomenon, but the *problem* of the school dropout is,"[1] becomes more and more apparent every year.

EVOLUTION OF DROPOUT RELATED RESEARCH

A plethora of studies, articles, theses and books can easily be found, all concerning themselves with the dropout. Periodical and ERIC indices contain pages of listings of relevant articles each year and a number of bibliographies have been prepared. In its' Bibliographies in Education Series, the Canadian Teachers' Federation devoted its' second bibliography to the school dropout question,[2] listing 103 books and papers published between 1959 and 1968, 79

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[1]Daniel Schreiber, Profile of the School Dropout (New York: Random House, 1968), p. 3.

[2]Canadian Teachers' Federation, School Dropouts, Bibliographies in Education, No. 2 (mimeographed), pp. 3-17.

noteworthy articles printed between 1962 and 1969 as well as 23 Ph.D. Theses completed between 1964 and 1967. In 1964, the United States Office of Education, in a bibliography prepared by Miller, listed 394 different references available at that time.[3] A quick scanning of the ERIC indexes to educational research makes obvious the rapid rise of this area of educational research, but this wealth of material has led to the beginnings of disagreement among various writers in the field. While the vast preponderance of writers encourage more studies at local levels, there are some, such as Dufresne, who are expressing the concern that the emphasis now being placed on dropouts may be detrimental to regular students, and goes as far as to suggest that the schools get rid of the "obvious misfits"[4] who apparently don't want to be there.

While there has been a vast amount of research, its' design and scope have changed over the years. Taken in conjunction with the vast social transformation brought about in the past few decades, the extent of the generalizability of earlier research findings is open to question.

The earliest research in this field began with the goal of discovering 'the' cause of dropping out, but it was quickly realized that no one global cause existed. A study reported in 1937 considered

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[3]Leonard Miller, Dropouts - Selected References (Washington: United States Government Printing Office, 1964), pp. 1-32.

[4]R. A. Dufresne, "Perspective on the Dropout Problem - The Stay-Ins," Journal of Secondary Education, 40: 1 (January, 1965), p. 23.

the variables of age-grade status, mental ability, school marks and socio-economic status.[5] In 1939, Richman, refering to dropouts, wrote "there are probably hundreds of reasons, varying with the many individuals. . ."[6] and went on to briefly refer to several factors that seemed apparent. This move away from the previous emphasis on generalities such as lack of interest, needing guidance, being truant and requiring different subjects[7] was a positive step as research began to identify factors in the individual's background and makeup.

In a study of the dropout problem as it existed in the Iowa high schools, Van Dyke and Hoyt laid to rest the concept of dropping out as a specific event with a precipitating cause. In summarizing their findings, they reported:

> Dropping out of the secondary school was, for almost every subject included, a true process and not a simple event. It was a process which began at some point in time considerably earlier than the day on which the student actually withdrew from school. As a process, dropping out of school was seen as involving the interaction of predisposing, precipitating and counteracting forces in the student's environment with similar forces existing within the general personality makeup of the student.[8]

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[5]Harl R. Douglass and Kate Wind, "Factors Related to Withdrawal from Junior High Schools in Minneapolis," Elementary School Journal, 37: 5 (January, 1937), p. 375.

[6]Harry H. Richman, "Dropouts," The Clearing House, 13: 9 (May, 1939), p. 548.

[7]Joseph Samler, "The High School Graduate and Dropout," The Journal of Experimental Education, 7: 2 (December, 1938), p. 105.

[8]L. A. Van Dyke and K. B. Hoyt, The Dropout Problem in Iowa High Schools (Iowa City: State University of Iowa, 1958), p. 88.

SELECTED LITERATURE RELATED TO THE OBJECTIVES

Introduction

Hoyt attempted to describe the potential dropout when he wrote:

> He is more likely to be a boy than a girl, to be below average in intellectual ability and even lower, relatively speaking, in academic achievement. He will not have participated in many school activities and will have his closest friends outside of the school population. He comes from a relatively large town and is attending a relatively large high school. In this community he will see some opportunity for employment.
>
> His parents are likely to be from a lower social stratum and his father employed in a lower class occupation. Neither his parents nor any of his brothers or sisters are apt to have distinguished themselves in terms of educational attainments. While he may or may not express an active like or dislike for school, he is apt to be absent rather frequently and in other ways to demonstrate the attitude that he really does not belong in the school building.[9]

However, the accuracy of Hoyt's description is open to question. Kneller, for example, cites one study of 1500 dropouts in San Diego in which only 34% of the dropouts were found to be below average in intelligence.[10] Another study in Maryland found that 49.8% of the dropouts in their sample were of average or above average intelligence.[11] Each of these findings and Hoyt's opinion

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[9]Kenneth Hoyt, "The Counselor and the Dropout," The Clearing House, 36: 9 (May, 1962), p. 516.

[10]George F. Kneller, Foundation of Education (New York: John Wiley and Sons, Inc., 1964), p. 306.

[11]The Maryland Commission for Children and Youth, The Out of School, Unemployed Youth (Baltimore: The Commission, 1963), pp. 6-8.

appear to be somewhat divergent.

Two possible reasons exist for the finding of contradictory or divergent results in valid research projects. The first plausible explanation is that the discrepancies result from basic differences in research design making the results of many studies non-comparable. The second is that local conditions may lead to variations from one school system to another. Both of these ideas appear, to this investigator, to have some basis in fact, and will be considered in more detail later.

Objectives 1 and 2

Measure the holding power of each of the school systems within the District per Grades VII, VIII, IX, X and XI.

Measure the collective holding power of the District per Grades VII, VIII, IX, X and XI.

Many methods have been developed to statistically describe the prevalence of dropping out in the absence of adequate data to account for each student individually. Usually, a percentage is obtained which is referred to as the 'holding power' of the school or schools concerned. The extent of the dropout problem is then implied from this statistic.

Both the Provincial Department of Education in Newfoundland and the Statistics Division of Information Canada assess the school holding power as the percentage of Grade II students reaching Grade XI nine years later.[12] The most recent information at the time this

[12]Newfoundland, Statistical Supplement, op. cit., p. 40.

was written indicated a holding power for Newfoundland schools of 62.3% at the beginning of Grade XI.[13] It was only in the school year 1968-1969 that the figure passed the 50% mark.[14]

A study cited in Your Child Leaves School compared the number of students in a grade with the enrolment in the next lower grade in the previous year.[15] Studies conducted by the Office of Education in the United States develop their statistics based on either Grade V or Grade IX enrolment, and the number of graduates eight or four years later.[16]

Varner also describes another method which is used by the U.S. Bureau of Census which entails a statistical comparison of the number of school age children and the number actually enrolled.[17]

Objective 3

Investigate possible relationships between the time of year and premature withdrawal from school.

The time of year in which a person is most likely to drop out has not been a concern of most researchers in this field. Several studies, however, have reported findings. The Illinois Dropout Study found a tendency for dropouts to increase after

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[13] Ibid.

[14] Ibid.

[15] A. G. McColl, Your Child Leaves School (Toronto: The Canadian Research Committee on Practical Education, 1950), p. 10.

[16] Sherrell E. Varner, School Dropouts (Washington: National Education Association, 1967), p. 6.

[17] Ibid.

Christmas and at the end of the spring semester, when school closed for the summer.[18] A study conducted in Ohio by Nachman, Gelson and Odgers in the 1962-1963 found most dropouts occurring during the summer months, at the beginning of the school year and around Christmas, with the least in June.[19]

The Canadian Study of 1948 supported the Illinois finding that most dropouts occur in June but not the finding related to dropping out after Christmas.[20]

Objective 4

Investigate selected reasons for leaving school in terms of applicability to potential dropouts and potential persisters.

A vast amount of literature is available concerning why students drop out, and three general approaches to the answering of this question can be identified. The first is the use of actual comments or ratings of dropouts, the second is the classification of responses by an interviewer and the third is the provision of reasons by the schools the dropouts attended. Varner found slight differences between the first two methods[21] while a study conducted

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[18]Procedures for the Identification of Potential High School Dropouts (Springfield: The Office of the Superintendent of Public Instruction, 1962), cited by Robert H. Zeller, Lowering the Odds on Student Dropouts (Englewood Cliffs: Prentice-Hall Inc., 1966), pp. 14-17.

[19]Leonard R. Nachman, Russell F. Gelson and John G. Odgers, Ohio Study of High School Dropouts, 1962-1963 (Columbus: Ohio State Department of Education, 1964), p. 9.

[20]McColl, op. cit., p. 51.

[21]Varner, op. cit., p. 10.

by Williams in the State of Tennessee found great differences between the ranking of withdrawal causes by pupils and educators.[22]

The Canadian Study of 1948 found lack of interest in school work to be the most prevalent reason for withdrawal at all grade levels except for Grade XI girls in the general sample, where it was superceded by the desire to earn money for self.[23] A study of the statistics provided, however, indicated that lack of interest in school work tended to gradually decrease in importance from Grade VII to XI as a reason for dropping out, while 'opportunity for good position' and 'desire to earn money for self' tended to become more relevant as reasons for dropping out.[24]

The Canadian finding that having an opportunity to obtain a good position was related to dropping out was also supported by the findings of an Ohio study of dropouts with a minimum Grade IX education who left school in 1962-1963. These investigators stressed the relationship between not finishing school and the opportunities for employment in the community.[25] However, no data was provided to indicate if this reason increased in importance progressively through the high school grades.

Differences in semantics create difficulties in comparing

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[22]Benjamin R. Williams, "What Do We Really Know About High School Dropouts?," Journal of Secondary Education, 41: 6 (October, 1966), pp. 277-84, cited by Varner, op. cit., p. 11.

[23]McColl, op. cit., pp. 50-51.

[24]Ibid.

[25]Nachman, Gelson and Odgers, op. cit., p. 59.

the results of many studies. Certain patterns do appear, however, in a preference of work to school and a general disinterest in school. While financially based reasons are present, the incidence of students dropping out of school to earn money is not as prevalent as many suppose. Table 2 summarizes the findings of investigations by Dillon,[26] Patterson,[27] Kumerlein and Jensen,[28] and Pond.[29] Reasons for withdrawal are ranked in order of importance, as found by each investigator, and where available, the appropriate percentages are included in parentheses. The most noticeable factor permeating the more common reasons is a greater attractiveness in the world of work than in the world of school.

While the world of work is attractive to many dropouts, it is interesting to note Gillingham's finding that the dropout generally did not hold a part time job after school as often as

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[26]Harold J. Dillon, Early School Leavers: A Major Educational Problem, National Child Labor Committee Publication No. 401 (New York: National Child Labor Committee, 1949), p. 50.

[27]Walter G. Patterson, "What Are the Major Causes of Student Drop-Outs and What Should the School Do About the Present Condition? Reasons for Dropping Out of Drury High School," Bulletin of the National Association of Secondary School Principals, 39: 210 (April, 1955), pp. 85-86.

[28]T. J. Kumerlein and Gordon Jensen, "Working Effectively With Dropouts and Delinquents," School Executive Guide, eds. Prentice-Hall Editorial Staff (Englewood Cliffs: Prentice-Hall Co., 1964), p. 589.

[29]Frederick L. Pond, "Pennsylvania Study of Dropouts and the Curriculum," Bulletin of the National Association of Secondary School Principals, 37: 193 (March, 1953), p. 86.

TABLE 2

RANKINGS OF REASONS FOR WITHDRAWAL AS FOUND BY VARIOUS RESEARCHERS

Ranking	Dillon	Patterson	Kumerlein and Jensen	Pond
1	Preferred work to school (36%)	Desire to work (39%)	Dislike of school	More interested in work than in school (34%)
2	Needed money (15%)	Disliked school (30%)	Academic failure	Needed at home (23%)
3	Not interested in school (11%)	Family needed financial help (21%)	Poor social adjustment	Needed to earn money (13%)
4		Dissatisfaction with curriculum (16%)	Need to work	Too many poor grades (8%)
5		Failure and low marks (11%)	Pregnancy	
6			Marriage	
7			Needed at home	
8			Teachers unfair	

the persister.[30] Curley and others found, however, that 40% of dropouts would have remained in school if a work-study project had been available to them.[31]

A Maryland study found that 35.3% withdrew from school due to a lack of interest, but 17.8% stated simply that they left because of lack of academic success.[32] Mink and Barker, in a similar vein, reported a widespread feeling among dropouts that they wouldn't be able to graduate,[33] while Jablonsky reported that dropouts commonly feel that they can't succeed, "no matter what."[34]

There is a great variety of reasons for leaving school expounded by students, but two factors mitigate against their unquestioned acceptance. The first is that if school withdrawal is an ego protecting device, related to mastery of feelings of defeat, as espoused by Millard,[35] then reasons advanced by dropouts must be

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[30]Johnathan Gillingham, A Study of Dropouts: Dade County, Florida, Florida Public Schools (Miami: Dade County Public Schools, 1964), p. 39.

[31]Theodore J. Curley et al., "The Social System: Contributor or Inhibitor to the School Dropout" (Paper read at the 1971 meeting of the American Orthopsychiatric Association, March 21-24, 1971, Washington, D.C.), p. 14.

[32]Maryland Commission, op. cit., pp. 6-8.

[33]Oscar G. Mink and Laurence W. Barker, Dropout Proness in Appalachia, Research Series 3, Report NO-RS-3 (Morgantown: Center for Appalachian Studies and Development, 1968), p. 27.

[34]Adelaide Jablonski, The School Dropout: A Review of ERIC Literature, ERIC-IRCD Urban Disadvantaged Series, Number 9 (New York: Columbia University, 1970), p. 2.

[35]Thomas L. Millard, "Some Clinical Notes on Dropouts," Journal of Secondary Education, 39: 8 (December, 1964), pp. 343-344.

carefully scrutinized to determine if they are valid, or, in many possible cases, rationalizations. Secondly, Varner reports an indication that reasons advanced at the time of dropping out and those given at a point later in time may differ.[36] This means that reasons for withdrawal put forward by dropouts or potential dropouts must be studied carefully with the realization that they may be highlighted aspects of an underlying general malaise, rather than 'reasons' in the usual sense of the word.

Objective 5

Investigate potential dropouts' and potential persisters' perceptions of the consequences of actual withdrawal from school.

Very little could be found in the literature related to these two research questions. Curley did report, however, that 57.3% of the school leavers he investigated either regretted the decision or questioned the wisdom of their choice.[37] A person regretting or questioning his actions is quite different from the student at the time of withdrawal as described by Millard, who in presenting a psychological interpretation, presented dropouts as being "unable to draw realistic inferences from what is happening to them," and "having fantastic notions of self-marketability and ideas of being exceptional" with "illusory and illogical self-confidence."[38] Kumerlein and Jensen concluded that "usually, the student who drops

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[36]Varner, op. cit., p. 10.

[37]Curley, op. cit., p. 11.

[38]Millard, op. cit., p. 344.

out lacks both a goal in life and, even more important, an awareness of the probable consequences of his actions."[39]

Objective 6

Investigate the similarities and/or differences between teachers' reactions to the selected reasons for leaving school and those of the potential dropouts and potential persisters.

The only research findings related to this objective that could be found by the writer were those of Williams cited earlier in this chapter. Williams reported that there was agreement among teachers as to the reasons for student withdrawal, but that these "differed greatly" from the rankings of students.[40] The exact differences were not spelled out.

Objective 7

Investigate possible differences between potential dropouts and potential persisters in terms of academic variables.

The academic performance of dropouts has been analyzed in great detail, but again, the literature is replete with apparent contradictions. Some of these may be reflections of regional differences, but many, if not most, are probably the results of differences in research design and statistical analysis. Writers in the field have been, at times, very specific in terms of the various aspects of academic performance measured while others have

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[39]Kumerlein and Jensen, loc. cit.

[40]Williams, loc. cit.

been fairly general.

Nachman, Gelson and Odgers, in discussing characteristics of the youth which serve as sources of factors relevant to dropping out, mentioned "those that lead to academic failure" as one of the two most important groupings of possibly relevant factors."[41] Mink and Barker described the dropout as "a student of probably lower than average measured intelligence, performing poorly in academic tasks. . ."[42] while Smith, Tseng and Mink restricted the academic performance aspect to a pattern of failure or failure syndrome.[43] Cook also found educational retardation to be an important factor, although he described it as just one of "a multiplicity of factors, which when operating together present the student with seemingly unsoluble problems which he can most easily meet by withdrawing from school."[44]

In a study presented at the 1971 meeting of the American Orthopsychiatric Association in Washington, D.C., it was noted that 60% of premature school leavers had been retained in a grade compared to 11% of non-leavers, and that 10% of the leavers had been retained

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[41]Nachman, Gelson and Odgers, op. cit., p. 59.

[42]Mink and Barker, op. cit., p. 17.

[43]John E. Smith, M. S. Tseng and Oscar G. Mink, "Prediction of School Dropouts in Appalachia: Validation of a Dropout Scale," Measurement and Evaluation in Guidance, 4: 1 (April, 1971), p. 35.

[44]Edward S. Cook, Jr., "An Analysis of Factors Related to Withdrawal from High School Prior to Graduation," Journal of Educational Research, 50: 3 (November, 1956), p. 196.

twice compared to 2.5% of the non-leavers.[45] Howard found that 30.7% of dropouts had been retained one year compared to 6.2% of the graduates,[46] while Zeller reported retention of dropouts as being 80%, with grade placement two or more years below age level.[47] Greene, in a more psychological interpretation, saw withdrawal as an ego protecting device resulting from consistent failure to achieve along with the resultant discrepancy in ages of the dropout and his classmates.[48] Douglas and Wind found grade retardation, with a point biserial correlation of .876, to be one of the two most significant factors.[49]

It should be noted, however, that the Canadian study found that 56% of the boys and 66% of the girls who dropped out had not repeated any grades, although grade repetition was more prevalent among dropouts from Grades VII and VIII, with 66% of the boys and 58% of the girls having repeated one or more grades.[50]

Douglas and Wind concluded that general mental ability was closely related to withdrawal from school, but "definitely secondary"

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[45]Curley, op. cit., p. 8.

[46]Bill Howard, Dropouts: Prevention and Rehabilitation (Washington: National School Public Relations Association, 1972), p. 7.

[47]Robert Zeller, Lowering the Odds on Student Dropouts (Englewood Cliffs: Prentice-Hall Inc., 1966), p. 20.

[48]Bert I. Greene, Preventing School Dropouts (Englewood Cliffs: Prentice-Hall Inc., 1966), p. 37.

[49]Douglas and Wind, op. cit., p. 379.

[50]McColl, op. cit., pp. 50-51.

to grade retardation and socio-economic status.[51] They found school marks and withdrawal to have a biserial correlation of .397 compared to the .876 for grade retardation and .624 for socio-economic status.[52] Van Dyke and Hoyt found that dropouts, on the average, were less intelligent and learned less in school, as measured by marks and a standardized achievement test.[53] Richman cited failure in two or more subjects as being important,[54] and Gillingham found the dropout had, on the average, failed three or more subjects.[55] Samler found only 25.01% of dropouts, compared to 72.68% of graduates, had grade averages of B- or better.[56] Howard found that 68% of the dropouts were below average or very low in achievement levels, compared to 8.2% of the graduates.[57]

The relationship of intelligence, as measured by IQ tests, and withdrawal or graduation, has been an area of disagreement. Walters and Kranzler concluded that the IQ appeared somewhat less significant than indicated in the literature, although it could be reasonably used as an indicator of proneness to dropping out when taken in conjunction with other variables, especially age, arithmetic

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[51]Douglas and Wind, loc. cit.

[52]Ibid.

[53]Van Dyke and Hoyt, op. cit., p. 83.

[54]Richman, op. cit., p. 548.

[55]Gillingham, op. cit., p. 39.

[56]Samler, loc. cit.

[57]Howard, loc. cit.

achievement and socio-economic level.[58] Van Dyke and Hoyt found a difference in mean IQs of 11.4 points with graduates scoring higher than dropouts.[59] Samler also reported a difference in the same direction of 9.3 points.[60] Greene reported a slight difference in mean IQs[61] but Lloyd found the differences in intelligence test scores statistically significant in comparing Negro female dropouts and graduates, but not for Negro males, white males or white females.[62] The Maryland study[63] found 49.8% of the dropouts, and the Canadian study,[64] 70% of the dropouts, to be average or above average in intelligence.

Researchers have also devoted attention to specific subjects and skill areas to see if there is a greater propensity for dropouts than graduates to incur difficulties in mastering them. Howard found that 50.7% of dropouts were below average or very low in reading ability compared to 11.8% of graduates.[65] Zeller,[66]

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[58]Harvey E. Walters and Gerald D. Kranzler, "Early Identification of the School Dropout," The School Counselor, 18: 2 (November, 1970), p. 103.

[59]Van Dyke and Hoyt, loc. cit.

[60]Samler, loc. cit.

[61]Greene, op. cit., p. 39.

[62]Dee Norman Lloyd, "Antecedent Relationships to High School Dropout or Graduation," Education, 89: 2 (November-December, 1968), p. 167.

[63]The Maryland Commission, loc. cit.

[64]McColl, loc. cit.

[65]Howard, loc. cit.

[66]Zeller, op. cit., p. 20.

Gillingham,[67] and Richman[68] also found poor reading ability to be related to premature school withdrawal.

Walters and Kranzler, however, found reading to be somewhat overrated and arithmetic achievement to be more important.[69] They found that arithmetic achievement, in conjunction with age, IQ and father's occupation made it possible to identify dropouts with a 91% accuracy, and distinguish between dropouts and graduates with an 80% accuracy rating.[70] Interestingly enough, one study of potential dropouts, conducted by Davis, found no appreciable difference in reading and mathematics achievement between potential dropouts and persisters.[71]

Lloyd found that mastery of the English language was significant for both black and white males,[72] while Strom wrote:

> It is precisely in the basic courses of language arts, math and social studies that antipathy or enthusiasm is nurtered, success or defeat is sealed, dropout or retention determined.[73]

Related to intelligence and skills mastery, one other finding, reported by some researchers, is a greater prevalence of discrepancies

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[67]Gillingham, loc. cit.

[68]Richman, loc. cit.

[69]Walters and Kranzler, op. cit., p. 103.

[70]Ibid., p. 104.

[71]Donald A. Davis, "An Experimental Study of Potential Dropouts," The Personnel and Guidance Journal, 40: 9 (May, 1962), p. 802.

[72]Lloyd, loc. cit.

[73]Robert D. Strom, The Tragic Migration (Washington: National Education Association, 1964), p. 24.

between potential and performance among dropouts. Greene found that while the differences in mean IQ scores is slight, this discrepancy between performance and potential did exist.[74] Zeller also found achievement levels to be lower than ability potential, with an increasing discrepancy reflected by continually lowering marks.[75]

Objective 8

Investigate possible differences between potential dropouts and potential persisters in terms of peer relationships.

The general picture of the dropout and his peer relationships that emerges from the literature is that of a misfit within the school situation. Howard found that only 51.3% of the dropouts had their closest friends in school, compared to 78.4% of the graduates.[76] Zeller reported a general lack of feelings of 'belonging' and a lack of acceptance by peers.[77] In addition, Bowman and Matthews found that dropouts did not accept others as well as persisters did, in addition to classmates not seeing them as people to choose for friends,[78] while Greene found that dropouts had few friends in their class in comparison to persisters.[79]

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[74]Greene, loc. cit.

[75]Zeller, op. cit., p. 20.

[76]Howard, loc. cit.

[77]Zeller, loc. cit.

[78]Paul H. Bowman and Charles V. Matthews, Motivations of Youth for Leaving School (Quincy University of Chicago, 1960), p. 34.

[79]Greene, loc. cit.

Objective 9

Administer the Vineland Social Maturity Scale to potential dropouts and potential persisters to assess any possible differences in social maturity, as measured by the Vineland.

Very little research in this area could be found. Some writers have referred to dropouts as not being as mature as persisters and generally evidencing poorer adjustments, but others have disputed this.[80] Bowman and Matthews did report that dropouts were found to be lacking in social maturity, and generally obtained poorer scores on the California Psychological Inventory.[81]

Objective 10

Investigate the in-school behaviour of potential dropouts and potential persisters.

Zeller reported a greater prevalence of antagonism toward teachers and principals and more discipline problems among dropouts.[82] Howard reported that out of the samples he studied, 23.3% of the dropouts had previously been suspended from school in comparison with 8.2% of the graduates.[83] While others such as Mink and Barker also identified the dropout as often being a discipline problem,[84] Nachman, Gelson and Odgers didn't mention it. Rather, they referred

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[80]Varner, op. cit., pp. 14-17.

[81]Bowman and Matthews, op. cit., pp. 32-33.

[82]Zeller, loc. cit.

[83]Howard, loc. cit.

[84]Mink and Barker, op. cit., p. 17.

to the "reaction of the school to those unable to achieve success,"[85] and herein could lie the source of many of the 'discipline' problems.

Objective 11

Investigate the relationships between bussing, walking to school and attending school on bursary with the potentiality of dropping out.

In 1955, Boggan found that students whose homes were within the school district graduated more frequently than those who lived outside of the district.[86] This may or may not be applicable to bursary students, however, as these individuals stay in boarding houses or residences within the district. In addition, Boggan found that students who lived close enough to the school to walk back and forth were more likely to graduate than bussed students.[87]

Objective 12

Identify differences between potential dropouts and potential persisters in terms of their views of the importance of and the ability of the schools meeting the goals of education in Newfoundland as outlined in the Aims of Public Education.

Research in this area is somewhat sparse, and none could be found related specifically to the Newfoundland Aims of Public Education. However, several findings are pertinent to this question.

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[85]Nachman, Gelson and Odgers, op. cit., p. 59.

[86]Earl J. Boggan, "What Are the Major Causes of Student Dropouts and What Should the School Do About the Present Condition?" Bulletin of the National Association of Secondary School Principals, 39: 210 (April, 1955), pp. 84-85.

[87]Ibid.

A general dislike of school among dropouts has been found to be a significant factor in many studies,[88] and this might be reflected in an evaluation of the effectiveness of a school. Pond found that dropouts tend to rate the school as being of "much help" in learning to get along with other people but only of "some help" in using leisure time well or getting and holding a good job.[89]

Objective 13

Investigate the possible existence of familial differences between potential dropouts and potential persisters.

The importance of familial differences has been stressed in most studies, with Walters and Kranzler concluding that in terms of predicting dropouts, "no combination of variables can be used as predictive ones to an efficient degree unless some measure of socio-economic status is included."[90] Three aspects of family life should be considered--family structure, educational orientation and socio-economic status.

Family structure. Boggan,[91] Cervantes,[92] and Dillon,[93] could find no relationship between family size and dropping out.

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[88]Varner, op. cit., pp. 10-11.

[89]Pond, op. cit., p. 95.

[90]Walters and Kranzler, op. cit., p. 103.

[91]Boggan, op. cit., p. 84.

[92]Cervantes, op. cit., p. 35.

[93]Dillon, op. cit., p. 21.

Bowman and Matthews, however, found that dropouts tended to come from families with five or more children, while graduates came from families with four or less.[94] Lloyd found number of siblings to be a useful variable in predicting dropouts.[95] While Cook did not find a difference in family size, he did note that younger children were less likely to withdraw than older ones, but the likelihood of dropping out increased if the child was between siblings.[96]

Educational orientation. Mink and Barker described the dropout as ". . . coming from a family that does not value education highly and has a history of low educational attainment."[97] He went on to state later that "it is probable that the home and family of the dropout prone student set the stage for poor academic performance and negative identification with education."[98] Howard reported that in his study, the mothers of 37.3% of the dropouts had graduated from high school compared to 81.5% of the mothers of graduates.[99] Zeller reported that in the case of most dropouts, the parents had less than a Grade VIII education.[100] Gillingham,[101] and Van Dyke

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[94]Bowman and Matthews, op. cit., p. 30.

[95]Lloyd, op. cit., p. 166.

[96]Cook, op. cit., p. 193.

[97]Mink and Barker, op. cit., p. 17.

[98]Ibid.

[99]Howard, loc. cit.

[100]Zeller, op. cit., p. 20.

[101]Gillingham, op. cit., p. 39.

and Hoyt,[102] also reported relatively lower educational attainment for parents of dropouts. In a somewhat similar vein, Jablonsky,[103] and Greene[104] referred to parental rejection of schools and transmission of low educational values to the child as being characteristic of the dropout.

Socioeconomic status. The literature related to dropouts appears to have much of its' greatest consistency in finding relationships between dropping out and low levels of socioeconomic status. The Maryland study found that 46.4% of the dropouts came from families where the income source was from unskilled labour.[105] Douglas and Wind found a biserial correlation of .624 between socioeconomic status and dropping out.[106] Suffice it to say that in all of the literature reviewed by this writer, only one study out of more than one hundred found no relationship between socioeconomic status and dropping out.

Objective 14

Investigate the possible existence of differences between potential dropouts and potential persisters in vocational aspirations.

No research findings related to vocational aspirations

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[102]Van Dyke and Hoyt, op. cit., p. 85.

[103]Jablonsky, op. cit., p. 1.

[104]Greene, op. cit., p. 38.

[105]Maryland Commission, op. cit., pp. 6-8.

[106]Douglas and Wind, op. cit., p. 379.

could be located, although this is not surprising. Since the vast majority of research undertakings have concerned themselves with students who have already dropped out, occupational aspects of these studies have tended to emphasize whether or not the dropout is working, and if so, in what occupational area. However, if any of the psychological findings are relevant to vocational outlook, the previously mentioned findings of lack of goals among dropouts may extend into the area of vocational aspirations.

Objective 15

Identify differences between potential dropouts and potential persisters in the degree of participation in school and community activities.

The importance of extracurricular activities is an area of agreement among the vast majority of researchers and most studies reporting multiple correlation analysis results show participation in extracurricular activities as one of the factors in their more highly correlated groupings of factors.

Howard reported that 86% of the dropouts in his study took part in no extracurricular activities compared to only 24.7% of the graduates.[107] Extending this beyond the school out into the community, he also found that 86% of the dropouts were not involved in any community activities compared to 31.8% of the graduates.[108]

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[107]Howard, loc. cit.

[108]Ibid.

Zeller,[109] Greene,[110] Gillingham,[111] Van Dyke and Hoyt,[112] and Smith, Tseng and Mink[113] all reported differences between dropouts and persisters or graduates in terms of participation in extracurricular activities. Thomas, in a study conducted in the early 1950's, found involvement in school activities to be the most important factor distinguishing dropouts from persisters.[114]

Objective 16

Identify differences between potential dropouts and potential persisters in terms of attendance.

Most researchers considering attendance as a factor related to dropping out have found differences between persisters and dropouts. Zeller,[115] Van Dyke and Hoyt,[116] and Stroup and Robins[117] found attendance to be an important factor. Howard reported that

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[109]Zeller, loc. cit.

[110]Greene, op. cit., p. 40.

[111]Gillingham, op. cit., p. 39.

[112]Van Dyke and Hoyt, op. cit., p. 85.

[113]Smith, Tseng and Mink, op. cit., p. 35.

[114]Robert J. Thomas, "An Empirical Study of High School Dropouts in Regard to Ten Possibly Related Factors," The Journal of Educational Sociology, 38: 1 (September, 1954), pp. 11-18.

[115]Zeller, loc. cit.

[116]Van Dyke and Hoyt, loc. cit.

[117]Atlee L. Stroup and Lee N. Robins, "Elementary School Predictors of High School Dropouts Among Black Males," Sociology of Education, 45: 2 (Spring, 1972), p. 221.

22.7% of dropouts missed 26 or more days during their last full school year, 30.7% missed 16 to 25 days and only 4.7% missed 0 to 5 days, while the respective figures for graduates were 0.5%, 8.2% and 48.5%.[118] Percentages missing 6-15 days were not provided. Greene reported that the differences in elementary school were not great, but that they became more obvious as the students progressed through school.[119] It appears that for most dropouts, withdrawal is a gradual process with temporary withdrawals in the form of absences until finally, a complete break is made.

Objective 17

Identify differences between potential dropouts and potential persisters in terms of their attitudes toward teachers.

Results of research in this area are inconclusive. While one might want to consider the need for discipline as reflecting attitudes toward teachers, the sources of behavioural problems are too numerous and widespread to allow this. Zeller[120] and Greene[121] both reported anatgonism toward teachers and principals/administrators on the part of dropouts. While Bowman and Matthews did find that 19% of dropouts said they were unable to get along with their teachers, the more important finding is that 70% said

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[118]Howard, loc. cit.

[119]Greene, op. cit., p. 37.

[120]Zeller, loc. cit.

[121]Greene, op. cit., p. 40.

that they had been able to get along with their teachers.[122] Cervantes found that 70% of the dropouts had complaints about curriculum, staff and school activities.[123]

Objective 18

Investigate the relationship between sex and potential withdrawal from school.

Varner cites a study by Blough, who in reviewing the literature found that 69 of 83 studies reported marked differences in dropout rates for boys and girls.[124] Of these, 61 found that more boys than girls dropped out. However, Bowman and Matthews found that while more boys than girls tended to drop out, the differences were not significant.[125]

Objective 19

Identify similarities and/or differences between the dropout pattern evidenced in this study and the dropout pattern for Newfoundland identified by Sister Mary Perpetua Kennedy in 1966.

In 1966, Sister Mary Perpetua Kennedy reported a study of Newfoundland dropouts who had dropped out of Grades VII, VIII or IX between 1954 and 1964. One hundred and ten dropouts who were

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[122]Bowman and Matthews, op. cit., p. 45.

[123]Cervantes, op. cit.

[124]Telford B. Blough, "A Critical Analysis of Selected Research on the Problem of School Dropouts" (unpublished Doctor's thesis, University of Pittsburgh, 1956), cited by Varner, op. cit., p. 7.

[125]Bowman and Matthews, op. cit., p. 86.

either employed in or held for punitive reasons in five institutions on the Avalon Peninsula made up the sample, which was considered to be representative of Newfoundland school dropouts of that day.[126]

A family chain reaction effect was found to be operant with 85.4% of the fathers and 71.1% of the mothers having dropped out by the end of Grade VIII and 74% of the dropouts studied had both parents and siblings who had dropped out of school. In terms of parent attitudes toward education, she found, however, that 66.4% of the parents had wanted to see their child graduate while only 8.2% were indifferent and 5.4% wanted him to leave. She did find, however, that 50% of the dropouts had been truant at one time or another.

In terms of academic performance, it was found that 73.6% of the dropouts had repeated one or more grades. As well, dropouts tended to score higher on non-verbal intelligence, and while maths and social studies were the weakest areas in the curriculum, these were chosen by many as the subjects they like best.

Sister Perpetua Kennedy found that the dropouts, while having both positive and negative attitudes toward teachers, ". . . understood well what good teachers and teaching ought to be."[127]

Using the MMPI, no indications of personality disorders were found.

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[126]Sister Mary Perpetua Kennedy, op. cit., pp. 38-39.

[127]Ibid., p. 99.

SECTION III

METHODOLOGY

From an initial pool of 438 students, aged 14 and over, attending the schools of the Bay d'Espoir-Hermitage-Fortune Bay Integrated School Board, 210 students were identified who, in their own opinion, were very unlikely to leave school before the end of Grade XI, and 46 students who were very likely to leave prematurely. These students were compared in terms of certain factors relevant to dropping out as identified during a review of the literature and included in an initial questionnaire.

A sample of 43 students who indicated they were potential dropouts was found on the basis of age categories and random sampling. A matched group of potential persisters of the same size was selected as a control group with individuals being selected randomly from categories matching the potential dropouts on the basis of age and sex. These people were subjected to a more detailed study involving self-rating forms, teacher assessments, standardized testing, several questionnaires and the acquisition of previous academic history. Data were analyzed and comparisons made between the two groups to identify those factors which distinguished potential dropouts from potential persisters.

SAMPLE SELECTION

Bases for Studying Potential Dropouts

The initial problem in developing the research design for this project was the question of sample selection. While it may be successfully argued that actual dropouts form the best sample pool for a study of the factors related to dropping out, the expected limitations and purposes of this research lent themselves to the selection of potential dropouts as the sample, with potential persisters as the control group. Three considerations eventually resulted in this decision being made.

1. The writer accepted the conclusion of Van Dyke and Hoyt that dropping out is actually a process with its' antecedents much further back in time than the day on which the dropout left school. As a consequent of this, the writer felt that the study of potential dropouts was justifiable in that the focus of the research was on an earlier phase in the process of dropping out rather than the final action of withdrawal.
2. The School Board desired data that would form the basis for action plans to reduce the incidence of premature student withdrawal. While being a potential dropout is no guarantee that a student will actually take the final step, it was felt by the writer that factors leading a student to seriously consider dropping out are just as valid for planning prevention programs and making other decisions as

those related to former students who have already withdrawn.

3. It was expected that limitations would be placed in the project by a lack of consistent records of any substance, and the high rate of teacher turnover in most parts of the District. First, it would have been a major operation to find out simply who had attended the schools, even as recently as two years ago in some cases. Many former students would not have been identified and/or located, and while inadvertent, serious sampling bias could have been introduced. Second, due to the wide geographic dispersion of the former students, this approach would have necessitated putting complete confidence in a questionnaire mailed out to former students. This was not acceptable to the writer in that;
   (1) it was felt that personal contact was of the utmost importance if "socially acceptable" answers were to be avoided, and
   (2) data related to reading ability, IQ, arithmetic ability, and so forth, which have been found to be important in much of the literature, would not be available.

Determination of the Primary Sample

An introductory letter and the Initial Questionnaire (see Appendices C and D) were sent to the schools in the District and administered by the respective staffs to all students aged 14 and over as of May 1st, 1973. Age 14 was selected as the minimum in that it would give a range of students who were not yet able to

withdraw legally as well as some who could.

A total of 438 questionnaires were completed throughout the District, except for Pass Island, from which none were received. In the case of Gaultois, these were mailed back to the writer when it was eventually realized that he would not be able to visit that system.

The Initial Questionnaires served two main functions;

(1) they provided a basic set of data for the entire school population aged 14 and over, and

(2) they were used for the purposes of secondary sample and control group identification.

Tables 3 and 4 are summaries of the data obtained related to the makeup of the Primary sample by age and grade and sex.

TABLE 3

DISTRIBUTION BY AGE AND GRADE*
(PRIMARY SAMPLE)

Grade	Age 14	15	16	17	18+	Total
Less than Seven	13	6	1	--	--	20
Seven	35	13	9	1	--	58
Eight	55	34	13	--	--	102
Nine	44	31	19	6	1	101
Ten	3	29	37	13	2	84
Eleven	--	--	27	26	20	73
Total	150	113	106	46	23	438

*Excluding Pass Island.

TABLE 4

DISTRIBUTION BY SEX AND PROPORTION OF DISTRICT*
(PRIMARY SAMPLE)

	N Male	N Female	N	Proportion of District
English Harbour	55	39	94	21.5
Harbour Breton	42	35	77	17.6
Milltown	56	43	99	22.6
Hermitage	23	23	46	10.5
Seal Cove	18	9	27	6.2
Pool's Cove	7	8	15	3.4
Gaultois	18	12	30	6.8
McCallum	6	8	14	3.2
Francois	14	2	16	3.7
Rencontre East	9	11	20	4.6
Totals	248	190	438	100.1%

*Excluding Pass Island

Determination of the Secondary Sample and Control Group

The secondary sample, consisting of potential dropouts, and the control group of potential persisters were selected on the basis of responses to Question 11 of the Initial Questionnaire. This question asked each student to indicate the likelihood of his leaving school before the completion of Grade XI, with answers arranged in a Likert fashion from 1 (Very likely) to 5 (Very unlikely). Potential persisters were those who responded with a 5, while potential dropouts were those responding with a 1. The latter then formed the secondary sample with the former serving as a control group. In certain cases, students responding with a 2 (Possibly) or 3 (Don't know) were included in the secondary sample. This was only done, however, when including 1 responses alone would not yield a sample proportional to the representation of that system within the District. When this had to be done, a check was made with the student concerned to further clarify the response, and if this clarification revealed a serious consideration of dropping out with a tendency towards taking this step, the student was then included in the sample.

Potential dropouts were identified first and then categorized on the basis of age (under 16, 16, and over 16) and sex. The age classifications were based on the Provincial minimum school attendance age of 16, and were selected as including first, a group of students who might want to drop out, but could not legally take this step; second, a group who had just reached the point where they could legally drop out; and third, a group who were in a position where they could have taken this step, but had not, up to the time of this

study, done so. When it was necessary to choose a number of sample members smaller than the number available, it was done on the basis of Peatman's and Schafer's "A Table of Random Numbers from Selective Service Numbers."

The potential persisters were then categorized in a similar manner, and as much as possible, matched with the potential dropouts on the basis of age category and sex. In most cases, there were more individuals available for the control group than were needed. Final selection, in these cases, were random choices which were also made on the basis of Peatman's and Schafer's table of random numbers.

Table 5 shows the distribution of responses to Question 11 of the Initial Questionnaire while Tables 6 and 7 summarize the data related to the basic structure of the secondary sample and control group.

TABLE 5

DISTRIBUTION OF RESPONSES TO QUESTION 11 - LIKELIHOOD OF DROPPING OUT (PRIMARY SAMPLE)

	Very Likely	Possibly	Don't Know	Don't Think So	Very Unlikely	Totals
English Harbour	8	6	13	24	43	94
Harbour Breton	6	4	21	18	28	77
Milltown	11	3	15	14	56	99
Hermitage	3	2	6	7	28	46
Seal Cove	4	0	3	5	15	27
Pool's Cove	2	0	4	3	6	15
Gaultois	5	2	6	4	13	30
McCallum	1	2	4	4	3	14
Francois	5	0	3	1	7	16
Renconter East	1	1	3	4	11	20
Totals	46	20	78	84	210	438

TABLE 6

DISTRIBUTION OF SECONDARY SAMPLE AND CONTROL GROUP BY AGE AND GRADE

Grade	Age 14	15	16	17	18+	Totals
< Seven	1	1	-	-	-	2
Seven	1	7	5	-	-	13
Eight	5	4	4	-	-	13
Nine	6	4	8	2	-	20
Ten	-	4	8	4	1	17
Eleven	-	-	7	8	6	21
Totals	13	20	32	14	7	86

TABLE 7

DISTRIBUTION BY SYSTEM AND PROPORTION OF DISTRICT*
(SECONDARY SAMPLE)

	# Potential Dropouts	# Potential Persisters	Total	Proportion of District
English Harbour	9	9	18	20.9%
Harbour Breton	8	8	16	18.6%
Milltown	10	10	20	23.3%
Hermitage	5	5	10	11.6%
Seal Cove	3	3	6	7.0%
Pool's Cove	2	2	4	4.7%
Gaultois	0	0	0	0.0%
McCallum	2	2	4	4.7%
Francois	2	2	4	4.7%
Rencontre East	2	2	4	4.7%
Totals	43	43	86	100.2%

*Excluding Pass Island and Gaultois

INSTRUMENT DEVELOPMENT

Initial Questionnaire

The Initial Questionnaire, included as Appendix D, was designed to obtain basic data from all students in the District aged 14 and over, and four points were kept in mind during its' preparation.

1. It also had to serve the function of identifying the secondary sample and control group.
2. The purpose of the study would have to be screened. It was felt that if the students knew that potential dropouts were being studied, some of the potential persisters might have become worried about why they were picked. As well, there was the possibility of negative reactions from peers and family.
3. Completion of the questionnaire had to be as simple as possible in that the writer was not in the District at the time of administration.
4. Answers had to be in a form suitable for efficient coding for computer programming.

For these reasons, one question was designed to identify the sample. This question asked students to rate the possibility of their leaving school before the end of Grade XI as Very Likely, Possibly, Don't Know, Don't Think So or Very Unlikely.

While all questions were relevant to the purposes of this study, they were organized to appear as a general consideration of biographical factors and feelings about school. If questions could not be answered numerically, mutliple choice answers were provided.

As well as providing information about the individual's likelihood of leaving school, other data obtained were:

(1) age, grade and sex,
(2) basic family structure,
(3) method of reaching school,
(4) whether or not the individual was a bursary student,
(5) rankings of subjects in order of preference,
(6) involvement in school and community activities,
(7) satisfaction with what was being learned in school,
(8) perceptions of the consequences of dropping out,
(9) desire to be a teacher,
(10) evaluation of past teachers,
(11) feelings of being 'picked on' by teachers,
(12) attitude of parents toward quitting school,
(13) attitudes towards coming to school, and
(14) extent of grade retention.

Since a pilot run with students for whom the questionnaire was designed was impractical, the instrument was validated through a panel of five graduate students in Guidance and Counselling and a trial run with a group of undergraduate students living in University residence. Several changes were recommended, and most of which were incorporated into the final design.

Questionnaire to Teachers

The Questionnaire to Teachers (see Appendix E) was designed to obtain socioeconomic data relevant to the families of students in

the secondary sample, and consisted of six multiple choice questions. Five were concerned with socioeconomic status while one dealt with the student's classroom behaviour. Validation was carried out through expert judgement by the same panel used to validate the initial questionnaire. No changes, deletions or additions were recommended.

Data obtained from this instrument were;

(1) family financial status,
(2) source of family income,
(3) the value the family placed on education,
(4) conduciveness of the home environment to education,
(5) family social status, and
(6) teacher evaluation of the student's in-school behaviour.

Principal's Questionnaire

The Principal's Questionnaire (see Appendix F) consisted of one question related to the number of times a student's behaviour was brought to his attention. No validation study was carried out as the question was basically the same as one on the Questionnaire to Teachers.

Sociometric Checklist

The Sociometric Checklist (see Appendix G) used in this study was a modification of one used previously by this writer when involved in group work with the YMCA. It was designed to obtain measures of how an individual accepts his fellow classmates and how they, in turn, accept him. The checklist had been validated and its reliability established in previous YMCA studies and group

development programs[1] that the writer was involved in.

The instrument yielded two basic scores. The level of acceptance of classmates was computed by adding up each rating the subject gave the individuals in his class and then dividing by the number of rankings. Ratings were scored on a 5-4-3-2-1 basis with best friend as 5 and the other extreme as 1. Level of acceptance by classmates was found by adding all of the ratings of the individual by his classmates and dividing by the number of ratings.

Sociometrics II

Using the basic sociometric format of an individual naming a selected number of his best friends, Sociometrics II (see Appendix H) expanded this technique to provide data on 'in school' and 'out of school' choices. As well, 'out of school' choices were further identified as 'working' or 'not working.' Validation of the technique was not necessary as it is a standard procedure in sociometric measurement,[2] but the format was submitted to a panel of experts to assess the clarity of the instructions. No modifications were recommended.

Performance/Potential Checklists

Student form. This instrument (see Appendix I) listed the

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[1]Hedley Dimock, Group Development (Montreal: Montreal YMCA, Sir George Williams University, 1962), pp. V-23 (Mimeographed manuscript).

[2]Ibid., p. V-2.

various subjects offered by the schools, and was designed such that a student would indicate his performance and potential, as he perceived it, in each subject area. Classifications were the lower, middle or top third of the class. The validity of this instrument was assessed by a panel of expert judgements. Their recommendation concerning a change in the manner of indicating potential was incorporated in the final design of the instrument. Placement in the lower third of the class was scored as 1, middle third as 3 and top third as 5.

Teacher form. Development and validation of this instrument (see Appendix J) were the same as the student form. The only difference was in the wording of the instructions.

Interview Form

The Interview Form (see Appendix K) consisted of a number of questions whose answers could have been obtained through the Initial Questionnaire, but were put into the Interview Form as an intermediary phase between the initial opening and rapport building and the administration of the Vineland Social Maturity Scale. In this way, the students were gradually aclimatized to having their answers jotted down and were not surprised when this was done with the Vineland. At all times students were free to look at the comments being written down by the interviewer.

The data obtained from this instrument were:

(1) relationship between marks and best liked subject,
(2) relationship between marks and least liked subject,
(3) perceptions of the consequences of quitting school,

(4) vocational aspirations,

(5) current employment experiences,

(6) mother's level of education,

(7) father's level of education, and

(8) ordinal position in the family.

Format and content of this part of the interview were validated by a panel of expert judges and through a number of trials with volunteer University undergraduates as the writer familiarized himself with the use of the Vineland.

Reasons for Possibility of Leaving School

Student form. This check off rating form (see Appendix L) contained 15 possible reasons for leaving school, and students were asked to rate each reason in a Likert fashion from Agree Strongly to Disagree Strongly. The reasons selected for inclusion were determined after conducting the review of the literature. The scale was validated through expert judgement, and upon their recommendation, the written instructions were supplemented by verbal ones to ensure that students expressed their own feelings rather than trying to guess how actual dropouts felt.

Ratings obtained were relevant to:

(1) prefering work to school,

(2) considering marriage,

(3) finding school boring,

(4) feeling that the family needed financial help,

(5) wanting personal independence,

(6) feeling teachers were unfair to them,

(7) feeling that most of their friends were outside of the school environment,

(8) finding school work too hard,

(9) feelings about having to do homework,

(10) feelings that they wouldn't be able to graduate,

(11) feeling out of place in the classroom, age-wise,

(12) satisfaction with what they were learning in school,

(13) reactions to restricted subject choice,

(14) feelings about the level of maturity with which they were treated in school, and

(15) desire for own income.

Teacher form. The teacher form of Reasons for Possibility of Leaving School (see Appendix M) was basically the same as the student form except that the teachers were asked to rate the reasons in terms of their applicability to their particular system, and the descriptors were modified to read from Highly Applicable to Very Uncommon.

Aims of Education

Based on the Aims of Public Education for the Province of Newfoundland, the Aims of Education Questionnaire (see Appendix N) was designed to obtain ratings of the importance of these aims and the effectiveness of the schools in meeting them. Completed by the secondary sample, control group and teachers, each of the aims or an aspect of one of them was rated in terms of importance in a Likert fashion from 5 (Very Important) through 1 (Not Important),

and each system was rated from 5 (Extremely Well) through 1 (Poorly) in terms of the progress of the system in fulfilling these aims. Validation was by a panel of expert judges, whose recommendation that the written instructions be supplemented verbally was accepted by the writer. When the questionnaire was administered, the writer ensured that everyone realized that they could use from 5 through 1, not just 1, 3, or 5.

People completing the questionnaire were asked to rate the importance of and effectiveness of the school in helping students to:

(1) understand basic Christian principles,
(2) practice basic Christian principles,
(3) develop moral values,
(4) undergo democratic experiences,
(5) mature mentally,
(6) mature emotionally,
(7) master fundamental skills,
(8) appreciate their cultural heritage,
(9) make wise use of leisure time,
(10) think critically,
(11) understand and practice principles of good health,
(12) prepare for family life,
(13) prepare for community life,
(14) make vocational plans,
(15) prepare for occupational life,

(16) strive for high standards,
(17) appreciate and respect others,
(18) develop individual talents,
(19) help individuals to cope with limitations, and
(20) help individuals to maximize their potential.

SELECTION OF STANDARDIZED TESTS

Several standardized tests were used in answering the research questions related to academic variables and social maturity. The Gates-MacGinitie Reading Tests were selected to assess reading levels, the Canadian Lorge-Thorndike Intelligence Tests to obtain Verbal and Non-verbal IQs, and the Vineland Social Maturity Scale to assess social maturity.

Gates-MacGinitie Reading Tests

The Gates-MacGinitie Reading Tests have gained wide acceptance in Newfoundland due to their validity and ease of administration. The tests took approximately 45 minutes to administer, and yielded four scores: Speed, Accuracy, Vocabulary, and Comprehension.

In the construction of the test, item analysis was conducted after the original pool of items was completed by approximately 800 students in the grade for which an item was designed and 750 students in the adjacent grade levels.[3] Norms were then established sampling approximately 400 students in 38 American communities with an

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[3]Arthur I. Gates and Walter H. MacGinitie, Technical Manual: Gates-MacGinitie Reading Tests (New York: Teachers College Press, 1965), p. 2.

adjustment made for intelligence based on the Verbal scores of the Lorge-Thorndike.[4] Studies of reliability by the authors found a split-half reliability ranging from .88 to .96 for the levels and various subtests used in this research.[5] Alternate form reliability ranged from .67 to .89.[6]

Canadian Lorge-Thorndike Intelligence Tests

The Canadian Lorge-Thorndike Intelligence tests consisted of 8 subtests yielding a Verbal IQ, Non-verbal IQ, age and grade equivalents. Standardization,[7] conducted in the Fall of 1966, was based on a randomly selected sample of schools. This eventually involved 31,739 students in 229 schools which ranged in size from the small rural school to the large urban high-schools. Provincial representation was proportional to the English speaking child population of the Province.

Split-half reliability[8] for the Verbal Battery ranged from .830 to .945 depending on which of the 7 levels was used. The Non-verbal Battery ranged from .894 to .931. Correlations between the two batteries ranged from .558 to .681.

In studying the validity,[9] the Verbal Battery correlated with

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[4]Ibid., pp. 2-3.

[5]Ibid., p. 8.

[6]Ibid.

[7]Irving Lorge and Robert Thorndike, Manual for Administration (Toronto: Thomas Nelson & Sons (Canada) Limited, 1967), pp. 33-36.

[8]Ibid., p. 29.

[9]Ibid.

the WISC Verbal Scale from about .75 to .85, while the Nonverbal Battery and the WISC Performance Scale correlated from about .65 to .75.

Its widespread use in Newfoundland, the writer's previous use of the tests and the ability to compare the results with those of Sister Mary Perpetua Kennedy's research led to the final selection of this instrument.

Vineland Social Maturity Scale

The Vineland Social Maturity Scale, developed by Edgar A. Doll over a period of 20 years,[10] affords, according to the author, "... a measure of individual differences..." and indicates "... the social status of the individual..." [11] Anderson referred to it as a mersure of acheviement,[12] while Isco reported that it can be used to yeild "a total evaluation of the social developmental level of a child."[13] An individually administered test, administration time vaired from individual to individual, depending on age, level of maturity and amount of time necessary to build sufficient rapport. No reliability data had been published, but while he pointed out certian weaknesses in the standardi zation procedure, Cruickshank

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[10]Edgar A. Doll, Vineland Social Maturity Scale (Minneapolis: Educational Test Bureau, 1947), Foreward.

[11]Ibid., PP. 2-3

[12]John E. Anderson, The Fifth Mental Measurements Yearbook, ed. Oscar K. Buros (Highland Park: The Gryphon Press, 1959), p. 1022.

[13]Ira Iscoe, The Fifth Mental Measurements Yearbook, p. 1019.

concluded that:

> Psychologists, sociologists, educators, and social workers will find it a reasonably well-standardized and validated reseach and clinical too; for the measurement of social competence.

GENERAL PROCEDURES

Altogether, the writer spent one month in the District, visiting all systems except Gaultois and Pass Island. This entailed travelling over 2000 miles by car and approximately 250 miles on five different boats.

Upon arrival at a school, the writer first met the staff and then picked up the completed Initial Questionaires. These were immediately coded for keypunching at a later date. The secondary sample of potential dropouts and control group of potential persisters were then identified.

Generally, the interview was the next activity, although in a few systems, they had to be held later due to scheduling difficulties. After the interviews were completed, the Canadian Lorge-Thorndike or the Gates-MacGinitie Reading Tests were administered. Each was administered on a seperate day in order to reduce fatigue, but the order of administration was determined by ease of scheduling. The other questionaires and forms were completed when most convenient, although nerver immediatly before either of the standardized tests. Data from the School Registers and Cumulative Records, when available,

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[14] William M. Cruickshank, The Mental Measurements Yearbook, p. 1020

were collected and recorded when it was most convenient for the writer and administrator of the system.

The amount of time required to obtain the data varied from system to system and ranged fron one and a half days to three and a half days.

PROCEDURES IN MEETING THE OBJECTIVES

Objectives 1 and 2

> Measure the holding power of each of the school systems within the District per Grades VII, VIII, IX, X and XI.
>
> Measure the collective holding power of the District per Grades VII, VIII, IX, X and XI.

Records of the Integrated Denominational Education Committee were searched to provide the necessary statistics for computation of the holding power per the definition of that term in Chapter I. Holding power was assessed for each system and the District at each grade level from Grade VII to Grade XI.

Objective 3

> Investigate any possible relationships between the time of year and premature withdrawal from school.

The records of the Integrated Denominational Education Committee were searched to yield the required statistics to determine the frequencies of dropping out during the summer and during the school year.

Objective 4

> Investigate selected reasons for leaving school

in terms of applicability to potential dropouts and potential persisters.

The Student Form of Reasons for Possibility of Leaving School (included as Appendix L) was administered to the secondary sample and control group. Means and standard deviations for each item and the total score were found and compared for the two groups. Levels of significance were established using a t-test.

Objective 5

Investigate potential dropouts' and potential persisters' perceptions of the consequences of actual withdrawal from school.

The data to answer this question were obtained through both the Initial Questionnaire and interview. Answers were classified as positive, negative or neutral. In the Initial Questionnaire, the classification was made by the respondent. In the interview, however, the students described the consequences as they perceived them, and the classification was made by the writer. Responses indicating benefits to the individual concerned were classified as positive. Negative perceptions were those which indicated such action would have a limiting effect on the plans and/or life styles of the individual. Responses classified as neutral were those in which the student did not describe the effects of such action in terms of consequences for himself. In situations where the student referred to possible reactions of his parents, further discussion ensued. However, if he still did not relate the results of dropping out to his own life, the response was classified as neutral.

A frequency distribution of responses in the Initial Questionnaire was obtained for the primary sample. The level of significance was established using chi-square and the correlation with likelihood of leaving school was found. Data from the Interview relating to the secondary sample and control group were treated in the same manner.

Objective 6

> Investigate the similarities and/or differences between teachers' reactions to the selected reasons for leaving school and those of the potential dropouts and potential persisters.

Teachers were administered the Reason for Possibility of Leaving School, Teacher Form. Means were found for each item and the total score. These were then compared with the results in Objective 4.

Objective 7

> Investigate possible differences between potential dropouts and potential persisters in terms of academic variables.

Standardized testing results (reading, intelligence), teacher assessment of performance and potential, students' assessment of their own performance and potential, student rankings of subject preference, grade retention, marks and pupil satisfaction with what they are learning in school were obtained and analyzed.

Reading. Several factors related to the acquisition of reading skills by the secondary sample and control group were assessed. Mean deviations of reading grade equivalents from actual

grade levels were found, and in certain cases, data was available to measure the increase in reading grade equivalents in the past two years.

Levels of significance were established using t-tests and correlations with potentiality of dropping out found.

Intelligence. The results of the Canadian Lorge-Thorndike Intelligence Tests were analyzed in four ways.

The first was to compare the means and standard deviations of the secondary sample and control group. Levels of significance were established using a t-test and a measure of correlation with the potentiality of dropping out was found.

Second, scores were classified as more than 1 SD below the standardized mean, within 1 SD and more than 1 SD above the mean. Levels of significance were established using chi-square and correlations with potentiality of dropping out were found.

Third, each group was compared on the basis of mean differences between Verbal IQ and Nonverbal IQ. The level of significance was established using a t-test.

Fourth, mean differences between the grade equivalents of the students based on their raw scores and their actual grade levels were found, and level of significance established using a t-test.

Assessment of performance and potential. Ratings of student performance and potential by the students themselves and by teachers were obtained for each academic subject and overall school performance.

A mean difference was obtained for each individual and the secondary sample and control group means were compared with the level of significance being established, using t-tests.

Subject preference. In the Initial Questionnaire, the primary sample was asked to rank their subjects in order of preference from 1 to 7. For each academic subject, a crosstabulation of subject rankings by the likelihood of leaving school was obtained. Levels of significance were established using chi-square and correlations with the likelihood of leaving school were found.

As well, the numbers of students obtaining their best marks in the most preferred subjects and poorest marks in the least preferred subjects were identified.

Grade retention. Data concerning the frequency of grade retention and specific grades repeated were obtained. Members of the primary sample were compared. Level of significance was established using chi-square and correlation with likelihood of dropping out was found.

Members of the secondary sample and control group were compared on the basis of grade levels repeated. Levels of significance were established using chi-square and correlations with the potentiality of dropping out were obtained.

Marks. Final marks for the past three years were obtained except in one school, where marks from previous years had not been recorded. Average scholastic marks of the secondary sample and control

group were compared as well as the marks in each subject. Levels of significance were established using t-tests and correlations with potentiality of dropping out were obtained. Results were scrutinized for indications of stability.

Pupil satisfaction with what they are learning. Question 15 of the Initial Questionnaire asked students if they were satisfied with what they were learning in school. Responses were forced-choice, being Yes, No, Don't Know. A crosstabulation of responses by the likelihood of leaving school was obtained. The level of significance was established using chi-square and the correlation with likelihood of leaving school was obtained. Results were compared with a similar question dealt with in Reasons for Possibility of Leaving School, Objective 4.

Objective 8

Investigate possible differences between potential dropouts and potential persisters in terms of peer relationships.

The data used to answer this question was found through the use of the Sociometric Checklist and Sociometrics II. The Sociometric Checklist was scored by finding the individual's mean rating of his classmates to obtain a score indicating his acceptance of his classmates. The mean rating of all the student ratings of the individual was used to find a score indicating his acceptance by his classmates. The mean scores of the secondary sample and control group were compared, and significance established using a t-test.

Sociometrics II was used to identify the frequency of

'in school' and 'out of school' friendship choices among the two groups. In the case of 'out of school' choices, information was obtained to see if there was any relationship between potential dropping out and the number of friends out of school who were working. Means were found for both groups and level of significance was established, using t-tests.

Objective 9

> Administer the Vineland Social Maturity Scale to potential dropouts and potential persisters to assess any possible differences in social maturity, as measured by the Vineland.

The Vineland was scored so as to yield a Social Intelligence Quotient (SIQ) similar to a ratio IQ. Means and standard deviations were found for the secondary sample and control group. The level of significance was established using a t-test.

As well, scores were classified on the bases of units of standard deviations away from the mean. The level of significance was established using chi-square and the correlation with potentiality of dropping out was found.

Objective 10

> Investigate the in-school behaviour of potential dropouts and potential persisters.

Results of the Principal's Questionnaire and teacher assessment of discipline needs were used. Frequency distributions were obtained for the secondary sample and control group. Levels of significance were established using chi-square and correlations with potentiality of dropping out were found.

Objective 11

Investigate the relationships between bussing, walking to school and attending school on bursary with the potentiality of dropping out.

A crosstabulation of manner of coming to school (bus, walking or other) by likelihood of leaving school (Very Likely, Very Unlikely) was obtained. Level of significance was established using chi-square and the correlation with likelihood of leaving school was found. The same procedure was used in comparing bursary and non-bursary students.

Objective 12

Identify any differences between potential dropouts and potential persisters in terms of their views of the importance of and the ability of the schools meeting the goals of education in Newfoundland as outlined in the Aims of Public Education.

Mean responses to each item, as well as total score, on the questionnaire concerning the Aims of Education were found. Significant differences between the secondary sample and control group were identified using the t-test.

Objective 13

Investigate the possible existence of familial differences between potential dropouts and potential persisters.

Data used in answering this research question were obtained from the Initial Questionnaire, Questionnaire to Teachers and Interview.

Family structure. The Initial Questionnaire yielded

information related to size and structure of family while the ordinal position of the individual in the family was obtained during the interview. Crosstabulations were obtained, with levels of significance being established using chi-square and correlations with likelihood of leaving school being found.

Educational orientation. In the Initial Questionnaire, respondents were asked to describe how their parents would feel if they quit school and report the number of siblings graduated and/or dropped out. In the Questionnaire to Teachers, teachers were asked to evaluate the family in terms of the value they placed on education and the general conduciveness of the home environment to educational achievement. During the interview, educational levels attained by parents were identified. Crosstabulations were obtained with levels of significance being established using chi-square and correlations with likelihood potentiality of dropping out being found.

Socioeconomic status. Three items of the Questionnaire to Teachers were concerned with socioeconomic status, specifically dealing with wealth, source of income and standing within the community. Data from these items were treated in the same manner as those related to family structure and educational orientation.

Objective 14

Investigate the possible existence of differences between potential dropouts and potential persisters in vocational aspirations.

During the interview, students were asked to talk about

the career they would most like to pursue. Their responses were then classified into general categories such as Professional/Managerial, Clerical, Semi-skilled, Fishing, Labour and Other. The selections of the secondary sample and control group were then compared. The level of significance was established using chi-square and the correlation of vocational aspirations with the potentiality of dropping out was found.

Objective 15

Identify any differences between potential dropouts and potential persisters in the degree of participation in school and community activities.

Data relevant to this question were obtained from the primary sample through two questions in the Initial Questionnaire. Students indicated the degree of their participation in these activities and crosstabulations were obtained. The levels of significance were established using chi-square and correlations with likelihood of leaving school were found.

Objective 16

Identify differences between potential dropouts and potential persisters in terms of attendance.

Where possible, numbers of days absent for members of the secondary sample and control group were obtained for the past three years. Mean numbers of days absent for the school year just completed were obtained for the two groups and where possible, attendance was analyzed for stability over the past three years. Levels of significance were established, using a t-test. Attitudes towards

coming to school were compared for the primary sample, and the level of significance established using a chi-square.

Objective 17

Identify differences between potential dropouts and potential persisters in terms of their attitudes towards teachers.

In the Initial Questionnaire, members of the primary sample were asked to rate how often they felt their teachers 'picked on' them, their desire to be a teacher and the performance of their past teachers. Crosstabulations of responses were obtained, levels of significance established using chi-square, and correlations with likelihood of leaving school were found.

Objective 18

Investigate the relationship between sex and potential withdrawal from school.

The sex of each member of the primary sample was correlated with the likelihood of leaving school. A crosstabulation was obtained and the level of significance established using chi-square.

Objective 19

Identify any similarities and/or differences between the dropout pattern evidenced in this study and the dropout pattern for Newfoundland identified by Sister Mary Perpetua Kennedy in 1966.

Findings of this study in fulfilling the research objectives were compared with the salient findings from Sister Mary Perpetua Kennedy's work as outlined previously in the Review of the Literature.

STATISTICAL ANALYSIS

Computer Usage

The facilities of the Newfoundland and Labrador Computer Services were used for the statistical treatment of the data. A prepackaged program, the Statistical Package for the Social Sciences (SPSS) was used to obtain frequency distributions and obtain all of the statistics used.[14]

Level of Significance

For purposes of this research, the writer decided to accept the .05 level for establishment of significance. This decision was somewhat arbitrary, but two factors influenced its selection.

1. The .05 level appears to be the most commonly used in this type of research.
2. It was felt that Type I errors were more to be avoided than Type II.

Tests of Significance

The selection of the chi-square for tests of significance was based on its relative usefulness in this study. Its use with nominal or higher order data better lent itself for consistent use in the statistical analysis on a more reasonable basis than the other commonly used tests such as the t-test. In a number of cases where means were

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[14]Norman H. Nie, Dale H. Bent, and C. Hadlai Hull, Statistical Package for the Social Sciences (New York: McGraw Hill Co. Ltd., 1970).

the basic statistic used and the data did not lend themselves to crosstabulation, a two-tailed t-test based on pooled variance was used.

Correlation Coefficients

In cases where t-tests were used to establish levels of significance and correlations were also desired, the Pearson Correlation based on ranked order was used.

SECTION IV

ANALYSIS OF DATA

OBJECTIVE 1

Measure the holding power of each of the school systems within the District per Grades VII, VIII, IX, X and XI.

The formula selected for the purposes of this study was found to be statistically weak in handling small numbers and thus not suitable for handling the enrolments of the smaller schools. In a number of cases, holding power, using the formula, was calculated in excess of 100%.

The high mobility rate in parts of the District also made the formula unreliable in a number of cases, such as Milltown and Harbour Breton. Since the school records were inadequate for the purposes of accounting for each student individually, fulfillment of this objective, with a reasonable degree of accuracy, was impossible.

OBJECTIVE 2

Measure the collective holding power of the District per Grades VII, VIII, IX, X and XI.

Table 8 is a presentation of the data relevant to the holding power of the District, excluding Seal Cove and Pool's Cove. Due to a high degree of mobility in parts of the District, these figures should be considered as optimal. As well as being approximations,

they do not account for dropouts within the past academic year, but are based on September, 1972, enrolment figures. It can be seen from the table that enrolment decreases fairly consistently up to Grade X and holding power by the beginning of Grade X has dipped below 50%. The most dramatic decrease in holding power is between Grade VIII and Grade IX, with a drop of almost 30%.

TABLE 8

HOLDING POWER OF THE DISTRICT

	Original Grade II enrolment	September, 1972 enrolment	Holding power
Grade VII	240	208	86.6%
Grade VIII	205	182	88.8%
Grade IX	208	124	59.6%
Grade X	208	101	48.5%
Grade XI	196	96	48.9%

Considering the students who began school in the period 1962-1967, only 67.3% were in high school by September, 1972. Individual student accounting procedures would probably yield a figure lower than this as it does not account for any students who might have transferred into the schools under consideration.

OBJECTIVE 3

Investigate possible relationships between the time of year and premature withdrawal from school.

Due to the general nature of the statistics maintained by the Denominational Education Committees and the lack of old School Registers in most of the schools of the District, it was not possible to fulfill this objective.

OBJECTIVE 4

Investigate selected reasons for leaving school in terms of applicability to potential dropouts and potential persisters.

Using a two-tailed t-test based on pooled variance, significant differences between the means of the secondary sample and control group were found on 7 items and the total scores of the Reasons for Possibility of Leaving School. Table 9 compares the mean scores for the two groups for each item as well as the total score.

While the differences between the means were not large, a tendency was found for potential dropouts, moreso than potential persisters, to;

a) prefer work to school,

b) be considering marriage,

c) feel that the family could use their financial assistance,

d) feel that most of their friends are outside of their school environment,

e) feel that they won't be able to graduate, and

f) feel out of place in the classroom, age-wise.

TABLE 9

MEAN SCORES OF REASONS FOR POSSIBILITY OF LEAVING SCHOOL
(SECONDARY SAMPLE)

	Potential Dropouts (N=43)	Potential Persisters (N=43)	Difference
1. I would rather be going to work than to school.	3.2093	2.0465	1.1628*
2. I am thinking of quitting to get married and raise a family.	1.8140	1.3721	.4419*
3. I find school too boring.	3.3023	2.8837	.4186
4. My family would be helped a great deal if I was providing money rather than costing them money.	3.0233	1.9070	1.1163*
5. I want to be independent and support myself.	3.6977	3.1395	.5582
6. It seems as if teachers are always picking on me.	2.5814	2.1395	.4419
7. None of my friends are left in school.	2.3721	1.4419	.9302*
8. There is too much hard work in school.	2.7209	2.1860	.5349
9. It really bothers me to have to do homework.	3.1395	2.7442	.3953

TABLE 9 (CONTINUED)

	Potential Dropouts (N=43)	Potential Persisters (N=43)	Difference
10. I have no hopes of finishing Grade XI, so I may as well quit now.	3.4419	1.4884	1.9535*
11. The kids in my class are too young for me to enjoy being with.	2.5814	1.6279	.9535*
12. I'm not learning what I want to learn in school.	2.6512	3.2558	.6046*
13. Some of the subjects in school are OK, but I really don't like most of them.	3.3953	2.9535	.4418
14. They treat me like a child too much while I'm in school.	2.3488	2.3953	.0465
15. There are a number of things I'd like to buy, but I'll have to be working in order to get them.	3.6744	3.2326	.4418

*Significant at the .05 level of confidence.

These are not necessarily the items that potential dropouts rated highest, but rather, rated significantly higher, statistically, than did the potential persisters.

Potential persisters indicated greater dissatisfaction with what they are learning in school.

No significant differences were found between the potential dropouts and potential persisters in terms of;

a) finding school boring,
b) wanting personal independence,
c) feeling teachers were unfair to them,
d) finding school work too hard,
e) feelings about having to do homework,
f) reactions to restricted subject choice,
g) feelings about the level of maturity with which they are treated in school, and
h) desire for own income.

A significant, although slight difference was found between the means of the two groups for the total scores. Out of a possible 5, potential dropouts had a mean of 2.9302 and standard error of 0.113 while the respective figures for potential persisters were 2.3009 and 0.092 respectively.

In all items, except those relating to personal independence, manner in which they are treated in school and desire for own income, potential dropouts' scores showed greater standard deviations, suggesting that they were more variable in their opinions than were the potential persisters.

OBJECTIVE 5

Investigate potential dropouts' and potential persisters' perceptions of the consequences of actual withdrawal from school.

In the data from the Initial Questionnaire, certain differences between potential dropouts and potential persisters in the primary sample were found. Of those very likely to leave school, 32.6% saw the results of such a step as being favorable, 32.6% unfavorable and 34.8% were uncertain of the consequences. Of those very unlikely to leave school, only 5.2% saw results as being favorable to themselves compared to 81.9% who saw such action in an unfavorable light. Only 12.9% were uncertain. A study of the data in Table 10 indicates that there was a positive relationship between the likelihood of leaving school and perceptions of the consequences of such action. It is interesting to note that of those who didn't know if they would stay in school or not, fully 60% of them were uncertain about the consequences of prematurely withdrawing.

Data from the interviews also indicated a positive correlation between the likelihood of leaving school and perceptions of the consequences of such action, with differences between the secondary sample and control group being much sharper as can be seen in comparing Table 11 with Table 10. Of the potential persisters, 26.2% felt that they would simply get a job if they quit school, but did not see themselves as getting a better job were they to remain until graduation, and only 2.4% of the potential dropouts felt that

they might get a better job by completing Grade XI.

TABLE 10

PERCEPTIONS OF CONSEQUENCES OF QUITTING SCHOOL
(PRIMARY SAMPLE)

Likelihood of Leaving School	Consequences of Quitting School		
	Favorable	Uncertain	Unfavorable
% Very unlikely (N=46)	6.2	12.9	81.9
% Not too likely (N-20)	3.6	19.0	77.4
% Don't know (N=78)	9.0	60.3	30.8
% Possible (N=84)	30.0	30.0	40.0
% Very likely (N=210)	32.6	34.8	32.6

chi-square = 74.82838 with 8 degrees of freedom
(significant at .05 level)

TABLE 11

PERCEPTIONS OF CONSEQUENCES OF QUITTING SCHOOL
(SECONDARY SAMPLE)

	Favorable	Neutral	Unfavorable
% Potential Dropouts (N=43)	85.4	12.2	2.4
% Potential Persisters (N=43)	11.9	26.2	61.9

chi-square = 47.89301 with 2 degrees of freedom
(significant at .05 level)

OBJECTIVE 6

Investigate the similarities and/or differences between teachers' reactions to the selected reasons for leaving school and those of potential dropouts and potential persisters.

Teachers' ratings of the reasons for leaving school showed certain discrepancies from those of the potential dropouts and potential persisters.

The following items were those which the teachers rated as being more important than potential persisters did;*

(1) prefer work to school (3.784),

(2) finding school boring (3.757),

(3) finding school work too hard (3.432),

(4) feeling that they won't be able to graduate (4.081),

(5) feelings about the level of maturity with which the students are treated in the classroom (2.703), and

(6) lacking satisfaction with what is being learned in school (3.027).

The data indicated that teachers tended to overestimate the importance of the above factors as they related to dropping out. In comparing the responses of potential dropouts and potential persisters, items numbered 1 and 4 were the only two that potential dropouts had rated significantly higher than potential persisters.

Teacher ratings of the following items were lower than those

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*The mean rating of each item, by teachers, is included in brackets.

of the potential dropouts;

(1) feeling that the family could use financial help (2.378),

(2) wanting personal independence (2.973), and

(3) desiring own income (2.973).

The data indicated that teachers tended to underestimate the importance of the above factors. Item numbered 1 had differentiated between potential dropouts and potential persisters on the basis of student ratings. Those numbered 2 and 3 had been equally applicable to both groups of students.

Teachers appeared to show greater accuracy in rating the importance of the following items, as the means of both teachers and potential dropouts were similar;

(1) be considering marriage (1.838),

(2) feeling that most of the dropout's friends are outside of the school environment (2.622),

(3) feeling that teachers were unfair (2.378),

(4) feelings about having to do homework (3.135),

(5) feeling out of place in the classroom, age-wise (2.324), and

(6) reactions to restricted subject choice (3.324).

Of the above items, those numbered 1, 2, and 5 had differentiated between potential dropouts and potential persisters on the basis of student ratings.

OBJECTIVE 7

Investigate possible differences between potential dropouts and potential persisters in terms of academic variables.

Reading

The Gates-MacGinitie Reading Tests, administered to the secondary sample and control group, yielded four scores: Speed, Accuracy, Comprehension and Vocabulary. For each group, mean differences were found between actual grade levels and the grade equivalents of their raw scores on each subtest. Both groups scored lower than their actual grade levels. Using the t-test to test for significant differences between the means, significant differences between potential dropouts and potential persisters were found for Comprehension and Vocabulary, but not Speed or Accuracy.

In Comprehension and Vocabulary, potential dropouts were more than 3 grade levels behind compared to 2 or less for potential persisters. In Speed and Accuracy, both groups were closer to their actual grade levels, and differences between the two were less marked. In all cases, potential dropouts showed greater standard deviations than potential persisters. Data relevant to this are presented in Table 12.

Potential dropouts also showed less reading skills improvement in the past two years than potential persisters, as can be seen in Table 13. While potential persisters improved their grade equivalent scores by the same number of years in school since the original

TABLE 12

DIFFERENCES BETWEEN GRADE LEVELS AND READING LEVELS (SECONDARY SAMPLE)

	Potential Dropouts (N=36)		Potential Persisters (N=37)	
	$\bar{X}$ Difference	SD	$\bar{X}$ Difference	SD
Speed	- 0.0917	2.631	- 0.4783	2.183
Accuracy	- 1.8870	2.523	- 1.0517	2.180
Comprehension*	- 3.5194	2.080	- 1.6757	1.695
Vocabulary*	- 3.1278	1.950	- 2.0081	1.804

*Differences significant at .05 level of confidence.

TABLE 13

READING IMPROVEMENT IN THE PAST TWO YEARS (SECONDARY SAMPLE)

	Potential Dropouts (N=27)	Potential Persisters (N=25)	Difference
Vocabulary Grade Improvement	0.3667	2.3391	1.9724*
Comprehension Grade Improvement	0.8000	2.1720	1.3720*

*Significant at .05 level of confidence.

testing, potential dropouts did not. These differences were found to be significant at the .05 level.

Intelligence

An initial test of significance of differences between the means found potential dropouts in the secondary sample scoring significantly lower than potential persisters on both the Verbal and Non-verbal scales of the Canadian Lorge-Thorndike. On both subtests, however, potential dropouts showed less variation than potential persisters, as can be seen in Table 14.

TABLE 14

MEAN VERBAL AND NON-VERBAL IQS
(SECONDARY SAMPLE)

	Verbal		Non-verbal	
	IQ	SD	IQ	SD
Potential Dropouts (N=40)	72.8	8.87	78.9	8.32
Potential Persisters (N=38)	86.8	13.36	89.1	11.79

Categorizing the results on the basis of a population mean of 100 and standard deviation of 15, the bases for standardization of the test, the results shown in Table 15 and Table 16 were obtained. Again, the differences between the potential dropouts and potential persisters were significant, with potential dropouts tending to perform more poorly on both scales than potential persisters.

The Canadian Lorge-Thorndike also provides for conversion of the raw scores into grade equivalents. Treating these scores

TABLE 15

DISTRIBUTION OF VERBAL IQS
(SECONDARY SAMPLE)

	% < -1 SD	% -1 SD <--> +1 SD	% > +1 SD
Potential Dropouts (N=40)	88.4	11.6	0.0
Potential Persisters (N=38)	62.8	32.6	4.7

chi-square = 8.12469 with 2 degrees of freedom
(significant at .05 level)

TABLE 16

DISTRIBUTION OF NON-VERBAL IQS
(SECONDARY SAMPLE)

	% < -1 SD	% -1 SD <--> +1 SD	% > +1 SD
Potential Dropouts (N=40)	81.4	18.6	0.0
Potential Persisters (N=38)	48.8	48.8	2.3

chi-square = 10.32759 with 2 degrees of freedom
(significant at .05 level)

in the same way that the Reading scores had been handled, mean differences between actual grade levels and test grade equivalents were found. Results are presented in Table 17. While both groups scored lower than their actual grade levels, differences between the two groups were not significant.

TABLE 17

DIFFERENCES BETWEEN CANADIAN LORGE - THORNDIKE GRADE EQUIVALENTS AND GRADE PLACEMENT (SECONDARY SAMPLE)

	Verbal Scale		Non-verbal Scale	
	$\bar{X}$ Difference	SD	$\bar{X}$ Difference	SD
Potential Dropouts (N=40)	- 2.9950	1.083	- 2.6300	1.450
Potential Persisters (N=38)	- 2.4737	1.302	- 2.2605	1.650

Assessments of Performance and Potential

Assessment of performance. Both self-assessments and teacher assessments of overall academic performance of members of the secondary sample indicated that potential dropouts placed lower in their classes than potential persisters, as can be seen in Table 18.

TABLE 18

ASSESSMENTS OF OVERALL ACADEMIC PERFORMANCE (SECONDARY SAMPLE)

	Students' Self Assessments*		Teachers' Assessments*	
	$\bar{X}$	SD	$\bar{X}$	SD
Potential Dropouts (N=43)	2.4419	1.098	2.2093	1.319
Potential Persisters (N=43)	3.3721	0.788	3.2326	1.394

*Differences significant at .05 level of confidence.

Potential dropouts assessed themselves as performing more poorly than potential persisters in Literature, Geography, History and Science as well as the overall rating. In all subjects except Geometry, French and General Mathematics, potential dropouts indicated greater variability as reflected by the standard deviations.

Teachers agreed and rated potential dropouts as performing more poorly in the same subjects, but also added English and Geometry. Interestingly, teachers ratings showed greater standard deviations for potential persisters in all subjects but Algebra and General Mathematics.

Differences in performance levels between the potential dropouts and potential persisters in Algebra, French and General Mathematics were not found to be significant, either from the students' or teachers' viewpoints.

Assessment of potential. Data relevant to assessment of academic potential of potential dropouts and potential persisters are included in Table 19. Both students and teachers assessed potential dropouts as having a more limited academic potential than potential persisters.

Potential dropouts also saw themselves as having less academic potential in Literature, English, Geometry, Geography, History and Science, as well as the overall academic potential.

Teachers' assessments agreed with the students concerning the previously mentioned subjects, but also included Algebra and French.

TABLE 19

ASSESSMENTS OF OVERALL ACADEMIC POTENTIAL
(SECONDARY SAMPLE)

	Students' Self Assessments*		Teachers' Assessments*	
	$\bar{X}$	SD	$\bar{X}$	SD
Potential Dropouts (N=43)	3.5714	1.272	2.9070	1.377
Potential Persisters (N=43)	4.4884	0.883	3.9302	1.009

*Differences significant at .05 level of confidence.

No significant differences were found between potential dropouts and potential persisters for potential achievement in General Mathematics in any of the assessments. However, in all assessments by both students and teachers, the standard deviations for potential dropouts were greater than those for potential persisters, again indicating greater variability among potential dropouts as a group.

Subject Preference

In the primary sample, no significant differences were found between potential dropouts and potential persisters in terms of subject preference. Mean rankings were similar for all subjects except French, and in all cases, standard deviations were quite high. The data is presented in Table 20.

TABLE 20

SUBJECT RATINGS
(PRIMARY SAMPLE)

	Potential Dropouts (N=46)			Potential Persisters (N=210)		
	Rank	Mean	SD	Rank	Mean	SD
Language	4	4.1395	1.726	5	4.0698	1.518
Literature	1	4.8140	1.749	2	4.5116	1.804
French	7	2.4848	1.938	7	2.7429	2.254
Maths	2	4.3721	2.320	1	4.5349	2.482
Geography	3	4.2326	1.950	4	4.2093	1.684
History	6	3.6047	1.954	6	3.4186	1.942
Science	5	4.0000	1.976	3	4.3256	1.936

In investigating the correlations between subject preference and marks, no significant differences were found between the secondary sample and control group. However, it was noted, as can be seen in Table 21, that for all of the students concerned, there was a close relationship between subject preference and feelings of accomplishment in that area.

Grade Retention

A positive correlation of .67 between grade retention and likelihood of leaving school was found to be significant. A crosstabulation of number of grades repeated by those very likely to leave school and those very unlikely to leave school yielded

TABLE 21

RELATIONSHIP BETWEEN SUBJECT PREFERENCE AND ACHIEVEMENT (SECONDARY SAMPLE)

	Potential Dropouts (N=43)	Potential Persisters (N=43)
Best marks in most liked subject	100%	95.2%
Poorest marks in least liked subject	100%	90.5%

the data presented in Table 22. The difference between the two groups is very marked, with 63.8% of those very unlikely to leave school never having repeated a Grade compared to only 6.5% of those very likely to leave school.

TABLE 22

GRADE RETENTION (PRIMARY SAMPLE)

	# Grades Repeated				
	0	1	2	3	4
Potential Dropouts (N=46)	6.5	17.4	47.8	13.0	15.2
Potential Persisters (N=210)	63.8	28.6	5.7	1.4	0.5

chi-square = 116.02130 with 4 degrees of freedom (significant at .05 level)

The mean number of grades repeated by those likely to leave school was 2.13, while the mean for potential persisters was 0.46. The modes were 2 and 0 respectively.

Comparing the secondary sample and control group, potential dropouts were found to have a mean grade retention of 2.12 compared to 0.44 for potential persisters, with a t-test establishing a significant difference at the .05 level. In studying grade retention at each grade level, retention and the possibility of premature withdrawal from school were found to be significantly correlated at all grade levels except Grades I and X. However, sample numbers became gradually smaller as the grade level increased, and past Grade IX, the secondary sample size, especially as it relates to potential dropouts, becomes too small to place any high degree of confidence in the findings.

Marks

Comparing the secondary sample and control group, significant differences were found between potential dropouts and potential persisters in terms of academic averages for the past three years. While there is no apparent steady decline, it is interesting to note that in the school year previous to this study, the average mark of the potential dropouts was borderline in relation to the normal passing mark of 50%. Data relevant to this is presented in Table 23. It can be noted that the potential dropouts have consistently achieved at lower levels than the potential persisters, as measured by teacher-made tests. Using a t-test, these differences were found

to be significant at the .05 level.

TABLE 23

AVERAGE MARKS FROM 1970 TO 1972
(SECONDARY SAMPLE)

	1970* (N=47)	1971* (N=67)	1972* (N=78)
Potential Dropouts	50.3	57.0	49.8
Potential Persisters	66.4	69.2	65.6

*Differences significant at .05 level.

An investigation of marks for all subjects since June, 1970, indicated that potential dropouts' marks were significantly lower than those of potential persisters. The only exception was the final French mark in 1970, in which the two groups did not differ.

Out of 26 different final marks considered, 17 of these showed greater standard deviations for potential dropouts, indicating wider variability in their marks.

Pupil Satisfaction With What They Are Learning

A frequency distribution of responses to the question concerning satisfaction with what is being learned in school was obtained. Altogether, 192 responded yes, 149 responded no and 94 didn't know. Table 24 is a summary of the responses of those likely to drop out, those not likely to drop out and the District as a whole. While it appears that potential dropouts are somewhat less satisfied

with what they are learning than potential persisters or the students in the District as a whole. A chi-square test failed to establish any significant differences between those likely to leave school and those unlikely to leave.

TABLE 24

PUPIL SATISFACTION WITH WHAT THEY ARE LEARNING IN SCHOOL (PRIMARY SAMPLE)

	Yes	No	Don't Know	Total
Potential Dropouts (N=46)	34.8	45.7	19.6	100.1
Potential Persisters (N=210)	41.8	36.1	22.1	100.0
All Students (N=438)	44.1	34.3	21.6	100.0

chi-square = 1.49156 with 2 degrees of freedom
(not significant at .05 level)

OBJECTIVE 8

Investigate possible differences between potential dropouts and potential persisters in terms of peer relationships.

In investigating the degree to which members of the secondary sample and control group accepted their fellow classmates, significant differences were found between potential dropouts and potential persisters with the former's acceptance of classmates mean score being lower than that for the latter. However, no differences were found between the two groups in terms of their acceptance by their

fellow classmates. Data relevant to this are presented in Table 25.

TABLE 25

ACCEPTANCE OF AND BY CLASSMATES
(SECONDARY SAMPLE)

	Potential Dropouts (N=42)		Potential Persisters (N=43)	
	$\bar{X}$	SD	$\bar{X}$	SD
Acceptance of Classmates*	3.4143	0.548	3.8419	0.531
Acceptance by Classmates	3.5732	0.686	3.7302	0.582

*Difference significant at .05 level of confidence.

In the administration of Sociometrics II, no significant differences were found between potential dropouts and potential persisters when they were asked to list their best friends, indicating numbers in school, out of school, employed and unemployed. However, the number of selections, restricted to 5, may have been inadequate. The sociometric may have been inadequate in that at the time of testing, the respondents were in close physical proximity to classmates, but not to friends out of school. The probability of selecting visible people (i.e. in school) could have been greater than that for selecting non-visible people (i.e. out of school).

OBJECTIVE 9

Administer the Vineland Social Maturity Scale to potential dropouts and potential persisters to

assess any possible differences in social maturity, as measured by the Vineland.

A two-tailed t-test based on pooled variance found a significant difference between the mean scores of the secondary sample and control group on the Vineland Social Maturity Scale, with potential dropouts tending to score higher. The mean of 101.5500 for potential persisters was much closer to the population mean of 100 than the potential dropouts' mean of 116.5882. The standard deviation for potential dropouts was higher than the published standard deviation of 15, while the standard deviation of the potential persisters' scores was lower. The data is presented in Table 26.

TABLE 26

VINELAND MEAN SCORES
(SECONDARY SAMPLE)

	Mean*	Standard Deviation
Potential Dropouts (N=34)	116.5882	19.012
Potential Persisters (N=40)	101.5500	8.105

*Differences significant at .05 level.

The standard deviations indicated the likelihood that the scores of the potential persisters were more closely clustered around the standardized mean of 100 and that while the mean score of potential dropouts was higher, there was a much wider variation between scores. Table 27 gives the reader an indication of the dispersion of the scores from the mean in terms of standard

deviations of 15. While 86% of the potential persisters were within 1 SD on either side of the mean, only 41.9% of the potential dropouts fell within this range.

TABLE 27

DISTRIBUTION OF VINELAND SCORES
(SECONDARY SAMPLE)

	% < -1 SD	% -1 SD <--> +1 SD	% > +1 SD
Potential Dropouts (N=34)	23.3	41.9	34.9
Potential Persisters (N=40)	7.0	86.0	7.0

chi-square = 18.33286 with 2 degrees of freedom
(significant at .05 level)

OBJECTIVE 10

Investigate the in-school behaviour of potential dropouts and potential persisters.

The results from both the Principal's Questionnaire and Questionnaire to Teachers indicated no significant differences between the secondary sample and control group in terms of in-school behaviour requiring discipline. Data is presented in Tables 28 and 29.

Only 4.7% of the potential dropouts and none of the potential persisters were considered to require discipline very frequently according to the Principals. The teachers reported having to discipline 11.6% of the potential dropouts very frequently compared to 2.3% of the potential persisters.

Teachers also reported that 46.6% of the potential dropouts required disciplinary action less frequently than usual for most of their students, and Principals also described 67.5% of the potential dropouts in this way.

TABLE 28

FREQUENCY OF DISCIPLINING - PRINCIPALS
(SECONDARY SAMPLE)

	Very Frequently	Frequently	Average	Infrequently	Very Infrequently
Potential Dropouts (N=43)	4.7	7.0	20.9	25.6	41.9
Potential Persisters (N=43)	0.0	7.0	20.9	20.9	51.2

chi-square = 2.6 with 4 degrees of freedom
(not significant at .05 level)

TABLE 29

FREQUENCY OF DISCIPLINING - TEACHERS
(SECONDARY SAMPLE)

	Very Frequently	Frequently	Average	Infrequently	Very Infrequently
Potential Dropouts (N=43)	11.6	14.0	27.9	23.3	23.3
Potential Persisters (N=43)	2.3	11.6	30.2	18.6	37.2

chi-square = 4.40441 with 4 degrees of freedom
(not significant at .05 level)

OBJECTIVE 11

Investigate the relationships between bussing, walking to school and attending school on bursary with the potentiality of dropping out.

Bussing and Walking

Table 30 is a summary of the data from the primary sample pertaining to how students come to school. No significant differences between those likely to leave school and those unlikely to leave school were found.

TABLE 30.

MANNER OF REACHING SCHOOL
(PRIMARY SAMPLE)

	All Students (N=438)	Potential Dropouts (N=46)	Potential Persisters (N=210)
Bussing	47.5%	43.5%	50.0%
Walking	50.9	56.5	47.6
Other	1.6	0.0	2.4

chi-square = 2.03158 with 2 degrees of freedom
(not significant at .05 level)

Bursary Students

There were 20 bursary students within the District who made up 4.6% of all students aged 14 and over. Of these 20, 8 thought it would be very unlikely that they would leave school prematurely, 3 didn't think they would, 8 didn't know and only 1 thought it was

possible. No bursary students thought it very likely that they would leave school. No significant differences were found between bursary and non-bursary students with respect to their estimation of the likelihood that they would leave school.

OBJECTIVE 12

Identify differences between potential dropouts and potential persisters in terms of their views of the importance of and the ability of the schools meeting the goals of education in Newfoundland as outlined in the Aims of Public Education.

Importance of the Aims of Education

On only four of the 20 items in the Aims of Education were significant differences found between the secondary sample and control group. Potential dropouts tended to place less importance on the schools assisting to mature mentally, make vocational plans, strive for high standards and become the best possible person they could become. In all but 2 items, the standard deviations for potential dropouts were greater than those for potential persisters. No significant differences were found between total scores either. Means and standard deviations of each item and total score for both groups are contained in Appendix O.

Effectiveness of the Schools in Fulfilling the Aims of Education

Significant differences between potential dropouts and potential persisters were found for only two items. Potential dropouts considered the schools to be more effective than did

potential persisters in assisting pupils to practice basic Christian principles and to prepare for family life. Means and standard deviations for both groups on each item are contained in Appendix P.

OBJECTIVE 13

Investigate the possible existence of familial differences between potential dropouts and potential persisters.

Family Structure

Studying the primary sample, no significant differences were found between potential dropouts and potential persisters in terms of size of family or order of birth. While no significant difference was found in terms of the number of boys in the family, a difference was found between those very likely to leave school and those very unlikely to leave school in terms of the number of girls in the family.

Data relevant to the number of girls in the family is presented in Table 31. Out of those very likely to leave school before the end of Grade XI, 43.5% came from families with 5 or more girls, compared to 16.7% of those very unlikely to leave. While the correlation was small, it was significant at the .05 level.

Educational Orientation

Attitudes of parents toward child quitting school. A significant difference was found between potential dropouts and potential persisters in terms of how they think their parents

TABLE 31

NUMBER OF GIRLS IN FAMILY
(PRIMARY SAMPLE)

Number of Sisters	Percent Very Likely to Leave (N=46)	Percent Very Unlikely to Leave (N=210)
0	6.5	8.1
1	8.7	19.0
2	19.6	21.0
3	15.2	20.5
4	8.7	14.8
5	17.4	8.1
6	13.0	6.2
7	6.5	1.9
8	2.2	0.0
9	2.2	0.5

chi-square = 18.68321 with 9 degrees of freedom
(significant at .05 level)

would feel were they to quit school. Table 32 is a summary of this data. While 85.7% of the students who were unlikely to leave believed that their parents would feel very upset about their child quitting, only 23.9% of the students who were likely to leave believed that their parents would have similar feelings.

TABLE 32

STUDENTS PERCEPTIONS OF PARENTS FEELINGS ABOUT QUITTING SCHOOL (PRIMARY SAMPLE)

Parents' Reactions	% All Students (N=438)	% Very Likely to Leave (N=46)	% Very Unlikely to Leave (N=210)
Very Upset	69.2	23.9	85.7
Somewhat Upset	25.1	39.1	13.3
Wouldn't Care	3.2	17.4	1.0
Satisfied	1.8	13.0	0.0
Quite Happy	0.7	6.5	0.0

chi-square = 100.48416 with 4 degrees of freedom (significant at .05 level)

Value placed on education. No significant differences were found between the secondary sample and control group in terms of teacher ratings of the value their families placed on education. In a similar vein, no significant differences were found in terms of the conduciveness of the home towards education, as rated by the teachers. However, it is interesting to note that in the cases of 56.3% of the potential dropouts and 43.8% of the potential persisters, the home was considered to be neutral, neither helping nor hindering the educational process.

Parents' level of education. In comparing the formal education of both the mothers and fathers of potential dropouts

and potential persisters, significant differences were found. Both parents of all potential dropouts in the secondary sample had failed to complete high school, with 56.1% of the mothers and 61.2% of the fathers failing to complete a Grade VI level education. Data related to mothers' education is included in Table 33 while Table 34 relates to the fathers'.

TABLE 33

EDUCATIONAL ATTAINMENT OF MOTHERS
(SECONDARY SAMPLE)

	% Potential Dropouts (N=43)	% Potential Persisters (N=43)
% Less than Grade VI	56.1	31.0
% Completed Elementary	43.9	45.2
% Completed High School	0.0	19.0
% Attended Post High School	0.0	4.8

chi-square = 12.79461 with 3 degrees of freedom
(significant at .05 level)

Socioeconomic Status

While no significant differences were found between the secondary sample and control group in terms of the amount of money their families had as income, a small, but significant relationship was found between the source of the income and the potentiality of dropping out of school. Of the potential dropouts, family income came from Social Assistance for 39.5% of them, compared to 16.3% of

the potential persisters. Data related to source of family income is presented in Table 35.

TABLE 34

EDUCATIONAL ATTAINMENT OF FATHERS
(SECONDARY SAMPLE)

	% Potential Dropouts (N=43)	% Potential Persisters (N=43)
% Less than Grade VI	75.0	45.2
% Completed Elementary	25.0	40.5
% Completed High School	0.0	9.5
% Attended Post High School	0.0	4.8

chi-square = 10.24151 with 3 degrees of freedom
(significant at .05 level)

TABLE 35

SOURCE OF FAMILY INCOME
(SECONDARY SAMPLE)

	% Potential Dropouts' Families (N=43)	% Potential Persisters' Families (N=43)
Steady Employment	27.9	46.5
Employment and Unemployment Insurance	32.6	37.2
Social Assistance	39.5	16.3

chi-square = 8.17777 with 3 degrees of freedom
(significant at .05 level)

Studying the primary sample, a small, but significant relationship was found between the potentiality of dropping out and the number of children in the family who had previously quit school. Of the potential dropouts, 67.4% had siblings who had left school prematurely compared to 41.9% of the potential persisters. The data relevant to this is presented in Table 36.

TABLE 36

NUMBER HAVING SIBLINGS WHO DROPPED OUT
(PRIMARY SAMPLE)

	% Potential Dropouts (N=46)	% Potential Persisters (N=210)
None	32.6	58.1
Some	67.4	41.9

chi-square = 4.69176 with 1 degree of freedom
(significant at .05 level)

Although in other samples, potential persisters tended to have siblings who graduated from High School more so than potential dropouts, the difference shown in Table 37 was not found to be statistically significant at the .05 level.

However, if one accounts for those sample members who are the oldest in their families and therefore, in all probability, could not have had any siblings graduate before them, one finds that 85.7% of the potential persisters had siblings who had graduated from High School. Since potential dropouts who are the

oldest in the family are expecting to drop out, this would not change the figures for potential dropouts as a whole. Considering this, there is a much more marked difference, with 85.7% of the potential persisters having siblings who graduated compared to 39.5% of the potential dropouts.

TABLE 37

NUMBER HAVING SIBLINGS WHO GRADUATED FROM HIGH SCHOOL (PRIMARY SAMPLE)

	% Potential Dropouts (N=46)	% Potential Persisters (N=210)
None	60.5	44.2
Some	39.5	55.8

chi-square = 1.67805 with 1 degree of freedom (not significant at .05 level)

No significant differences were found between the families of potential dropouts and potential persisters in terms of family social status within the community.

OBJECTIVE 14

Investigate the possible existence of differences between potential dropouts and potential persisters in vocational aspirations.

Significant differences were found between the secondary sample and control group in terms of vocational aspirations. While

69% of the potential persisters were interested in professional or managerial positions, only 36.6% of the potential dropouts were similarly inclined. While 21.9% of the potential dropouts were interested in semi-skilled jobs, fishing, or labour, this only applied to 2.4% of the potential persisters. The percentages of each group interested in the various occupational categories are presented in Table 38.

TABLE 38

VOCATIONAL ASPIRATIONS
(SECONDARY SAMPLE)

	% Potential Dropouts (N=43)	% Potential Persisters (N=43)
Professional, Managerial	36.6	69.0
Technical	12.2	14.3
Clerical	14.6	9.5
Semi-skilled	12.2	2.4
Fishing	7.3	0.0
Labour	2.4	0.0
Other	14.6	4.8

chi-square = 13.60205 with 6 degrees of freedom
(significant at .05 level)

OBJECTIVE 15

Identify differences between potential dropouts and potential persisters in the degree of participation in school and community activities.

Throughout the District, only 17.8% of the students were not involved in any school activities, not counting those for whom none were available. However, 30.4% of those very likely to leave school were not involved in any extracurricular activities compared to 11.9% of those very unlikely to leave school. Frequency distributions of involvement of all students, potential dropouts and potential persisters, based on the primary sample are reported in Table 39. Differences between potential dropouts and potential persisters were found to be significant at the .05 level.

TABLE 39

INVOLVEMENT IN SCHOOL ACTIVITIES
(PRIMARY SAMPLE)

Degree of Involvement	% All Students (N=438)	% Potential Dropouts (N=46)	% Potential Persisters (N=210)
Most	32.9	21.7	35.2
Some	42.2	43.5	47.6
None	17.8	30.4	11.9
None Available	7.1	4.3	5.2

chi-square = 10.79727 with 3 degrees of freedom
(significant at .05 level)

A different picture emerges, however, in considering involvement in community activities. In this instance, participation appears to be fairly consistent among all three groups, with only small differences of percentage points. When statistically tested, no significant differences were found between potential dropouts and potential persisters. Table 40 shows the distribution of responses among the three groups of students.

TABLE 40

INVOLVEMENT IN COMMUNITY ACTIVITIES
(PRIMARY SAMPLE)

	% All Students (N=438)	% Potential Dropouts (N=46)	% Potential Persisters (N=210)
Involved	24.3	28.3	24.3
Not Involved	33.2	32.6	31.4
None Available	42.6	39.1	44.3

chi-square = 0.48641 with 2 degrees of freedom
(not significant at .05 level)

OBJECTIVE 16

Identify any differences between potential dropouts and potential persisters in terms of attendance.

Actual Attendance

It was attempted to assess the attendance patterns of the potential dropouts and potential persisters for the past three years. Due to a lack of adequate records, this was impossible.

However, attendance records were available from September, 1972 to May, 1973.

No significant differences in attendance were found between the two groups. Potential dropouts had missed a mean of 2.4186 days compared to 2.5930 days for potential persisters.

Feelings About Coming to School

Data gathered from the Initial Questionnaire in response to a question concerning how students feel about coming to school are presented in Table 41. A crosstabulation using those very likely to leave school and those very unlikely found significant differences between the two groups. While more students expecting to drop out had negative feelings about coming to school, it is interesting to note that both groups had approximately the same percentages looking forward to it. Slightly over half of those likely to drop out don't mind coming to school.

TABLE 41

FEELINGS ABOUT COMING TO SCHOOL
(PRIMARY SAMPLE)

	% of All Students (N=438)	% of Those Very Likely to Leave (N=46)	% of Those Very Unlikely to Leave (N=210)
Look Forward	12.6	10.9	10.5
Don't Mind	57.5	41.3	64.3
Take It or Leave It	5.7	6.5	4.3
Would Rather Not	12.3	19.6	12.4
Don't Want To	11.9	21.7	8.6

chi-square = 11.12735 with 4 degrees of freedom
(significant at .05 level)

OBJECTIVE 17

Identify differences between potential dropouts and potential persisters in terms of their attitudes toward teachers.

Feelings About Teachers 'Picking On' Them

Table 42 summarizes the responses of all students, those very likely to leave before the end of Grade XI and those very unlikely to leave to a question administered to the primary sample concerning how often they felt teachers were 'picking on' them. It can be noted that more of those likely to leave tend to see teachers 'picking on' them more often than do other students. These differences, although slight, were found to be significant at the .05 level.

TABLE 42

FEELINGS OF BEING 'PICKED ON' BY TEACHERS
(PRIMARY SAMPLE)

Frequency	% of All Students (N=438)	% of Those Very Likely to Leave (N=46)	% of Those Very Unlikely to Leave (N=210)
Never	25.1	17.4	21.9
Rarely	35.4	34.8	42.9
Occasionally	31.5	30.4	30.5
Frequently	4.8	10.9	2.9
Most of the Time	3.2	21.4	1.9

chi-square = 9.53811 with 4 degrees of freedom
(significant at the .05 level)

Desire to be a Teacher

In the primary sample, a significant difference was found between those very likely to leave school and those very unlikely to leave in terms of their desires to be a teacher. Table 43 presents the data in terms of the extent to which the students would like to become teachers. While not that many likely to finish school would really like to become teachers, a large number wouldn't mind. On the other hand, it can be noted that over half of those who don't expect to finish would never think of it, compared to only 15.2% of the potential persisters.

TABLE 43

DESIRE TO BECOME A TEACHER
(PRIMARY SAMPLE)

	% of All Students (N=438)	% of Those Very Likely to Leave (N=46)	% of Those Very Unlikely to Leave (N=210)
Very Much So	9.4	2.2	9.0
Wouldn't Mind	29.9	15.2	38.6
Don't Know	13.5	15.2	11.0
Not Too Much	25.1	13.0	26.2
Would Never Think of It	22.1	54.3	15.2

chi-square = 37.51425 with 4 degrees of freedom
(significant at .05 level)

Evaluation of Past Teachers

No significant differences were found between students very likely to leave school and those very unlikely to leave in their evaluations of past teachers. Differences in their ratings were minimal as can be seen in Table 44.

TABLE 44

EVALUATION OF PAST TEACHERS
(PRIMARY SAMPLE)

Rating of Teachers	% of All Students (N=438)	% of Those Very Likely to Leave (N=46)	% of Those Very Unlikely to Leave (N=210)
Good	78.8	76.1	79.0
Poor	12.8	13.0	11.0
Don't Know	8.4	10.9	10.0

chi-square = 0.21588 with 2 degrees of freedom
(not significant at .05 level)

OBJECTIVE 18

Investigate the relationship between sex and potential withdrawal from school.

The percentages, per sex, of students in the primary sample who consider themselves very likely to drop out or very unlikely to drop out as well as all students in the District are listed in Table 45. It can be noted that in all three cases, distributions by sex were almost identical. A chi-square test did not establish

any significant differences between those very likely to leave and those very unlikely to leave.

TABLE 45

DISTRIBUTION BY SEX
(PRIMARY SAMPLE)

	Potential Dropouts (N=46)	Potential Persisters (N=210)	District (N=438)
Male	56.6	52.2	56.7
Female	43.4	47.8	43.3

chi-square = 0.15356 with 1 degree of freedom

OBJECTIVE 19

Identify any similarities and/or differences between the dropout pattern evidenced in this study and the dropout pattern for Newfoundland identified by Sister Mary Perpetua Kennedy in 1966.

Sister Mary Perpetua Kennedy[1] found that 73.6% of the dropouts in her study had repeated 1 or more grades. In this study, 93.5% of the potential dropouts had repeated 1 or more grades.

Sister Kennedy also identified a family chain reaction with dropouts having both parents and siblings who had dropped out. This study found that both parents of all the potential dropouts had dropped out themselves and 67.4% of the potential dropouts had

[1]Sister Mary Perpetua Kennedy, op. cit., pp. 71-99.

siblings who dropped out previous to the time of this study.

In her study, Sister Kennedy also found that all of the drop-outs scored less than 110 on the Verbal IQ. The range of Non-verbal IQs showed higher scores. Although different tests were used, (Otis and Standard Progressive Matrices compared to the Canadian Lorge-Thorndyke), the same basic results were found. In this study, all potential dropouts scored less than an IQ of 115 on both the Verbal and Non-verbal, but tended to score higher on the Non-verbal scale, with the mean Non-verbal IQ being averaging 6.1 IQ points higher for potential dropouts, compared to 2.3 for potential persisters.

Sister Kennedy found that 63% of the parents of her sample members had wanted to see them graduate. In this study, it was found that 63% of the parents of potential dropouts wanted to see them graduate.

Sister Kennedy reported that Maths and Social Studies were the weakest subject areas of the dropouts in her sample. In this study, both students and teachers assessed potential dropouts as achieving less in the Social Studies and also having less potential in this subject area. No differences were found, however, for General Mathematics and Algebra, while teachers did report lower achievement levels for Geometry. In terms of potential, no differences were found for General Mathematics, but were found for Algebra and Geometry on the basis of teacher assessments.

In her conclusions, Sister Kennedy stated: that "the

participating dropouts . . . understood well what "good" teachers and teaching ought to be."[2] The impression gathered by the writer from his interviews and other interactions with potential dropouts is in basic agreement with this conclusion.

[2]Sister Mary Perpetua Kennedy, op. cit., p. 99.

SECTION V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

Purpose of the Study

This study was designed to provide the Bay d'Espoir-Hermitage-Fortune Bay Integrated School Board with an assessment of the extent of their dropout problem and identify some of the factors relevant to students prematurely leaving their schools. This would then provide them with more reasonable and reliable grounds for decision-making than the feelings and impressions that were the only bases available to them in the past.

Limitations of the Study

The locating of a reasonably representative sample of actual dropouts and graduates from all of the schools within the District would have been extremely difficult, if not impossible. For this reason, it was decided to compare students who expected to dropout and students who planned to remain until graduation. Recent drastic changes in the educational organization of this area of the Province and the effects of resettlement supported this decision in that the generalizability of findings related to dropping out a few years ago would be open to question.

The lack of consistent and meaningful school records was a severe limitation in conducting this study. As well, time and

weather were limiting factors in preventing the writer from personally visiting two schools.

Review of the Literature

A review of the literature conducted by the writer indicated areas of much disagreement between noteworthy researchers in the area of premature school withdrawals. It appeared that dropouts were a widely varied lot and invariably, when one study would lead to a certain conclusion, another study could be found to contradict it. Subtle differences in research design led this writer to seriously question the validity of comparing the results of most studies.

Generally, the literature indicated that most dropouts were low achievers in academic endeavours and usually came from families where motivation to succeed in school was low. Writers did differ greatly in considering what caused the low achievement and lack of educational motivation within the family.

Procedures

For the purposes of this study, 19 specific objectives were set.

Sample selection. From an original group of 438 students, aged 14 and over and attending the schools of the District, 210 students were identified who, in their own opinion, would remain in school until graduation, and 46 students were identified who seriously expected to drop out. These students formed the

primary sample, which was used in analyzing data obtained from the Initial Questionnaire. The resulting sample was representative of all students excluding those in Pass Island.

A secondary sample of 43 students who indicated they were potential dropouts was found on the basis of age categories and random sampling. A matched group of potential persisters of the same size was obtained through random selection from categories matching the potential dropouts on the basis of age and sex, as well as school attended. The resulting groups were representative of the schools within the District, excluding Pass Island and Gaultois.

Data Collection

Data collection required one month travelling by car and boat to visit the schools within the District. Data from the primary sample was obtained when the writer collected the previously completed Initial Questionnaires. Members of the secondary sample and control group were subjected to a more detailed study using self-rating forms, standardized testing, teacher assessments, several additional questionnaires and the acquisition of previous academic backgrounds.

Data processing. Data were processed using the services of the Newfoundland and Labrador Computer Services. Comparisons were made between the two groups to identify those factors which distinguished potential dropouts from potential persisters, with differences being tested for significance at the .05 level of probability.

CONCLUSIONS

The concern of the Board over the dropout pattern appeared justified in that over 50% of the original potential graduates for the school year ending June, 1973, did not reach Grade XI.

The pattern found in this study for potential dropouts appeared to follow the basic trend reported in the literature, and most of the findings of Sister Mary Perpetua Kennedy were operant. However, one result stood out clearly, and that is the heterogeneity of potential dropouts as a group compared to the potential persisters. In most cases, larger standard deviations were found for potential dropouts, indicating a wider range of scores and/or opinions. In most cases, measures of correlation, even though statistically significant, were small, indicating large numbers of exceptions.

The potential dropout emerged as a distinct individual, apparently more so than the potential persister. He shares several characteristics, abilities, attitudes and/or experiences with other potential dropouts, but no single attribute with all potential dropouts.

Several factors correlated more closely with the potentiality of dropping out, than others. When a student perceived the consequences of quitting school as being favorable in comparison to remaining in school, the likelihood of his prematurely withdrawing increased. During the interviews, the writer noted consistent references to attending adult up-grading courses offered through the Provincial Government in cooperation with Canada Manpower.

It appeared that the potential dropouts were saying, without verbalizing it, that they had given up on the public system of education rather than education itself. As a result, stopping their education was not a positive step, per se, but rather, leaving the public school system, getting a job and taking adult education at a later time would be a better step for them.

This was supported by the findings in the assessments of performance and potential. The potential dropouts did not see themselves performing as well as the potential persisters. More importantly, they placed themselves in a relatively similar position in terms of potential academic performance. While they indicated that they thought they could do better, they still did not feel that they could do as well as the potential persisters. Teachers concurred with this, and a study of the academic marks over the past three years indicated that the students were realistic in their assessments.

Related to these feelings of lack of success within the school system were the data related to grade retention. While grade retention for students aged 14 and over was quite high, it was most severe among the potential dropouts. Though it appeared that students could adjust satisfactorily to repeating Grade I or Grade X, retention in all other grades showed small, but significant correlations with the potentiality of dropping out.

The fact that very few differences were found between potential dropouts and potential persisters in their ratings of

the importance of schools in fulfilling the Aims of Education indicated that the potential dropouts considered education just as important as the potential persisters did.

In studying the academic achievement of the potential dropouts and potential persisters, problems in the system of student evaluation became apparent.

First, one of the highest correlations found in this study was between grade retention and the potentiality of dropping out. It appeared possible that by making children repeat grades, the schools were making their own contribution to the dropout problem.

Second, a correlation was found between students' perceptions of their own achievement and the potentiality of dropping out. The students were realistic in assessing their own academic abilities and performance and knew only too well where they stood in relation to their classmates. Policies of automatic promotion must take this finding into account. Such a policy may not eliminate reactions to the feelings of incompetence which might result from under-achievement. While the student may not repeat a grade, the feelings related to lack of success may still be present. As many students, teachers and parents pointed out in talks with the writer, the reckoning day eventually comes, and the student who has been "pushed on" without the necessary skills or remedial attention could suffer.

Retention may make a student feel out of place in the classroom because of age, interests, social interactions, and physical size. Automatic promotion may make the student feel out of place in terms of inability to understand what is being taught,

level of actual achievement and social status.

The pervasiveness of educational achievement as a relevant factor in the dropout situation was given further emphasis in the results of the reading and intelligence tests. While it was found that the vast majority of students were below their actual grade levels in reading skills, potential persisters did improve their scores by approximately the amount that would normally be expected in two years.

However, not only were potential dropouts further behind, but also, they were not improving at the rate of the potential persisters. The consequent of this was that the differential between the two groups was steadily becoming greater.

The results of the intelligence testing indicated that in most cases, although there were exceptions, potential dropouts were less intelligent than potential persisters. The mean IQ of the potential dropouts was lower than that of the potential persisters, and there was a tendency for the IQs of the former group to be in the lower ranges more so than the latter group. Grade equivalents obtained from the test scores showed a constant difference from the actual grades in which students were placed, suggesting that the Canadian Lorge-Thorndike could be used to determine the instructional level of a student.

When factors relevant to academic achievement were taken in conjunction with the heterogeneity of the potential dropouts compared to a greater homogeneity among potential persisters, it appeared that the schools were serving about one half of their students--those

who could fit into the educational system as it was constituted. The provision of systems of accounting for individual differences appeared to be of crucial importance in any attempt to resolve the dropout problem within the District.

The family also appeared to play an important role in determining the potentiality of dropping out. Potential dropouts were more likely to have both parents and siblings who had dropped out of school. While a large majority of students reported that their parents wanted to see them graduate, this feeling was not as pervasive among the families of potential dropouts as it was among those of potential persisters.

The actual size of the family had no relationship with a propensity towards dropping out; but, it was found that students coming from families with five or more girls were more likely to be potential dropouts. There also appeared to be a relationship between a family's source of income and the likelihood of dropping out. Potential dropouts tended to come from families receiving Social Assistance more so than potential persisters. This may be the reason behind potential dropouts feeling a need to supplement the family income moreso than potential persisters.

Several other differences were also found. The potential dropout tended to score at either extreme of the Vineland Social Maturity Scale whereas potential persisters were clustered around the standardized population mean. This indicated that potential dropouts tended to be either very mature or very immature in social behaviour while the potential persisters tended to be at the

usual levels for their ages.

The potential dropout was aspiring to a lower level occupation than the potential persister. However, this study cannot conclude if this was a genuine occupational preference or a result of feeling that he would not be able to attain the educational levels required for successful entry into professional or managerial positions.

While not applicable to any large number of potential dropouts, it was found that the potential dropouts were considering marriage moreso than the potential persisters.

The potential dropout emerged as an academic and social misfit within the classroom. He had been retained one or more grades and felt that he would be better off out of school, preferring the world of work to the school situation. He saw little likelihood of doing any better in school and had little hope of ever graduating. He was older than his classmates and did not want to have too much to do with them, even though they liked him well enough. He did not take part in school activities, and indicated feelings of being 'picked on' by teachers.

It appears reasonable to hypothesize that dropping out is basically an ego protecting device by which a student escapes from an environment in which he feels trapped with little hope of changing. With little likelihood of negative reactions at home, the potential dropout feels that he has little to lose and a lot to gain by taking such a step.

In view of the heterogeneity of the dropout, a further

hypothesis explaining the phenomenon might be that having identified with significant others, he has developed values in the process that deemphasize education while emphasizing a life style which is inconsistent with pursuit of studies. A decision to drop out in this case, would indicate a well-developed ego.

Possibly, both hypotheses could be demonstrated for the potential dropouts studied in this research. The results of the Vineland may well be supporting these hypotheses in that the socially immature might be affected by the first hypothesis and the very socially mature affected by the second.

The most severe limitation in the conduct of this study was a critical shortage of consistent cumulative records containing educationally relevant data. Where records were available, most of them consisted of simple listings of marks, which in isolation, were of questionable value. Factors found to be important in this study, such as parental educational levels, and siblings having dropped out were missing. Other factors that were considered important when the records were started, such as family size, were not kept up to date.

RECOMMENDATIONS

The purpose of this study was not to develop specific procedures to reduce the incidence of premature school withdrawal within the District. However, the writer would feel somewhat amiss if he failed to make certain suggestions. These should be considered as possible goals or objectives for the School Board, in

concert with its professional staff at all levels, parents, students and other concerned community members. The recommendations are made on the basis of this philosophy, with the understanding that implementation of some of these may be limited by factors external to the Board itself.

The recommendations are divided into two groups. The first relates to emphases, which, in the opinion of the writer, require attention if the Board wishes to develop action plans to combat the dropout problem. It is realized that these will affect many other areas where difficulties are existent in the educational system. However, the dropout problem per se cannot be isolated out of context as part of a general educational dilemma--the discrepancy between goals and outcomes, which affects all students. The second group of recommendations relates to avenues of further research that appear advisable.

Development of Action Plans

1. A comprehensive system of adequate and meaningful school records should be developed in consultation with the teachers. A dual level record system should be considered with comprehensive and usable records kept in the schools and essential items of information kept on file in the Board office. Organization of these records should permit accounting for each individual student. The importance of these cannot be stressed too much. They are basic to the development of effective educational services within

the District. Without them, research is at best awkward, evaluation of services next to impossible, and work with individual students severely curtailed.

2. In view of the findings of this study regarding the significance of the home, the Board should do all in its power to encourage the opening up of consistent lines of communication between the home and the school, with the aim of fostering greater parent/teacher cooperation and helping to educate parents in ways that they can help their children at home.
3. The present approach to the evaluation of students and their progression through the educational system should be studied to ensure that it fosters both skills development and feelings of achievement among all students.
4. Techniques of instruction should be developed to help teachers to take greater account of individual differences.
5. Regular guidance services should be established within the schools of the District to spot potential dropouts and help ensure that appropriate action is taken. The work needed to be done appears to be too extensive for one person working out of the Board office to handle. In informal conversations, a number of teachers appeared interested in this aspect of education, and since the schools are not large enough to support a specialized guidance worker on their own staffs at this time, advantage might be taken of this teacher interest. Investigation of the situation may

show that a type of guidance program involving selected teachers being relieved of some of their teaching duties and carrying out guidance functions under the supervision of the Board Guidance Specialist might prove effective.

Based on the findings of this study, guidance activities should emphasize career education, study habits and skills, and individual appraisal.

6. The Board should encourage the development of extra-curricular activities to involve as many students as possible, and to foster a higher degree of identification with the school among all students.

Recommendations for Further Research

1. The data collected in this study should be further analyzed as follows:
   a. Separate systems within the District could be evaluated with respect to the stated objectives when the generality of the findings of this study is questioned within a particular system.
   b. More sophisticated statistical approaches to analysis, such as linear regression and discriminant analysis would enable the development of prediction formulas.
   c. Appendix Q is a teacher checklist developed as a result of this study to be used to identify potential dropouts. This instrument should be validated against the samples used in the study and cross-validated through a follow-up

of the actual school leaving records of the students in the District in the next few years.

2. Adequate school records should be developed and maintained, with a follow-up study of the students involved in this research. Involved in this should be the development of a systematic follow-up program to be maintained by the Board.
3. Many approaches to the prevention of dropouts have been developed. An investigation of the possible effectiveness of some of these approaches and/or the development of new ones specifically suited to the Board's requirements and capabilities is recommended.
4. Further research into the dropout problem should include a more thorough consideration of family background, peer relationships and the effects of bussing, taking into account the distances bussed.
5. A study of low achievers and those progressing at normal rates of learning should be undertaken to specifically identify the factors relevant to underachievement. While intellectual differences cannot be ignored, emphasis should be given to other factors which if operant, might be susceptible to remediation, such as home background.

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APPENDIX A

BACKGROUND INFORMATION

APPENDICES

APPENDIX A

BACKGROUND INFORMATION

English Harbour

English Harbour, the centre of Board operations, was the location of Conrad Fitzgerald High School, built in 1967. The enrolment in September, 1972, was 151, with a teaching staff of 9 in addition to the Principal.

There were six feeder schools at the time, as follows:

English Harbour, Grades K-VI (3 rooms),
Belleoram, Grades K-VI (5 rooms),
Boxey, Grades K-V (1 room),
Coomb's Cove, Grades K-V (1 room),
Wreck Cove, Grades K-V (1 room),
St. Jacques, Grades K-IV (1 room).

Students beyond the grade levels offered in their home schools were bussed to English Harbour. The total school population in September, 1972, was 464.

Most people in this area, population approximately 1200, were employed in the fishery or related industries. Many worked on boats carrying produce along the coast and collecting lobster, in season. The predominant religion in the area was Anglican, although half of the families in St. Jacques were of the Roman Catholic faith.

Harbour Breton

The community of Harbour Breton was served by King Academy,

a Central High School offering Grades VII-XI. The school's population in September, 1972, was 112, with a teaching staff of 6 in addition to the Principal. The only feeder school, King Academy Elementary, was located in a different part of the same physical plant. This resulted from the system having been an All-grade one until the school year 1972-1973. The population of the area was approximately 1000 with a total school population in September, 1972, of 412.

Employment was primarily in fishing, the fish plant and service trades. The fish plant, whose hiring practices included the engaging of 16 year olds, and sometimes younger, was considered to serve as an attraction to many students in both Harbour Breton and the District who were contemplating leaving school. The community was designed as a growth centre and many of its people had resettled from smaller, isolated communities along the coast. The settlement was predominantly Anglican with only a scattering of other religious faiths.

Milltown

Milltown had a central high school and one feeder school with a school population of 497 in September, 1972. The high school had a Fall enrolment of 181 and was staffed by 8 teachers in addition to the Principal. The Milltown area (including Head Bay d'Espoir and Morrisville, whose children were bussed to Milltown) had a population of about 1500 people. It was a "boom town" during the construction of the Bay d'Espoir hydro project, but cutting wood for export was the main economic base. The area was predominantly Anglican with some Roman Catholic families.

Hermitage

The combined population of Hermitage and Sandyville, an adjacent settlement served by the Hermitage schools, was approximately 680. Previously an All-grade system, it had been changed to a Central High and Elementary system at the beginning of the school year with a school population of 218. A new Central High School was occupied in March, 1973 with 81 students and a teaching staff of 3 in addition to the Principal. The vast majority of the people were of the Anglican faith, and fishing was the economic base of the area.

Pool's Cove

Pool's Cove was a small settlement of about 60 families. There was a three room all-grade school with 67 students, 2 teachers, and a full-time teaching Principal offering Kindergarten to Grade X. The community was half Pentecostal, half United Church, and the economic base was fishing.

Seal Cove

Seal Cove was served by a four room all-grade school with 3 teachers and a full time teaching Principal who provided 132 students with an education from Kindergarten to Grade XI. There were approximately 500 people in the settlement. Most of the men were employed in wood cutting operations between Seal Cove and Grand Falls. Men who remained home to work found employment in the fishery. The community was predominantly Salvation Army.

Pass Island

Pass Island was an isolated settlement accessible by a ten

minute boat ride. There were approximately 200 people living there, and their source of income was from the fishery. There was a two room All-grade school serving 37 students from Kindergarten to Grade IX. Students in Grades X and XI went away to complete high school on bursary. The settlement was completely Anglican.

McCallum

McCallum was also an isolated community accessible only by boat. There was a three room All-grade school with a staff of 3 serving 63 students from Kindergarten to Grade X. The population of approximately 250 was supported by the inshore fishery, and the people were of the Anglican faith.

Francois

Francois, another isolated settlement accessible only by boat, had a population of approximately 250, all of the Anglican faith. There was a three room All-grade school with 3 teachers serving 71 students from Kindergarten to Grade XI. Employment was found in the inshore fishery.

Rencontre East

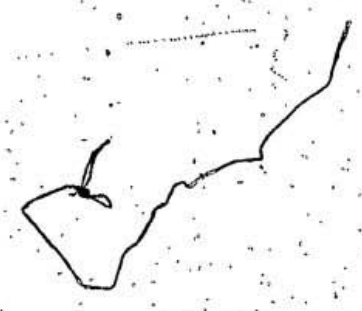
The population of Rencontre East was approximately 300 and most were employed in the inshore fishery. There was a three room All-grade school with a staff of 3 serving 83 students from Grades I-XI. The predominant religion was Anglican, with several Roman Catholic families.

Gaultois

Gaultois had a population of approximately 650 people, and except for a few Roman Catholic families, the people were of the Anglican faith. There were 173 students from Kindergarten to Grade XI attending the six room All-grade school, which had 6 teachers in addition to the Principal. A fish plant, operating four draggers, provided year round employment.

APPENDIX B

AIMS OF PUBLIC EDUCATION FOR NEWFOUNDLAND



APPENDIX B

AIMS OF PUBLIC EDUCATION FOR NEWFOUNDLAND

This philosophy suggests the following general objectives for education in Newfoundland schools:

1. To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.
2. To help pupils to develop moral values which will serve as a guide to living.
3. To acquaint pupils with the principles of democracy and to provide opportunities for the practice of these principles.
4. To help pupils to mature mentally.
5. To help pupils to mature emotionally.
6. To ensure that all pupils master the fundamental skills of learning to the limit of their abilities.
7. To provide opportunities for the development of pupils' abilities to think critically.
8. To help pupils to understand, appreciate and benefit from what is good and valuable in history, literature, science and the arts.
9. To help pupils make the best of their leisure time.
10. To help pupils understand the human body and practice the principles of good health.
11. To help pupils appreciate their privileges and responsibilities

as members of their families and the wider community and so live in harmony with others.

12. To give pupils guidance in the choice of a career and to provide opportunities to begin preparation for occupational life.
13. To encourage pupils to strive for high standards in their work and to develop an appreciation and respect for the work of others.
14. To seek out and develop pupils' special talents and potentialities and to assist them in developing their strengths and in overcoming or adjusting to handicaps and weaknesses.

APPENDIX C

INTRODUCTORY LETTER

APPENDIX C

INTRODUCTORY LETTER

P.O. Box 15
Education Building
Memorial University
St. John's, Nfld.
April 24, 1973

The Principals,
Schools of the Bay d'Espoir, Hermitage,
Fortune Bay Integrated School Board

Dear Principals:

By this time, I imagine that Mr. Cutler has informed you of the study that I am undertaking for the Board in regards to potential dropouts. Essentially, I am looking to see if there is any recurring pattern among potential dropouts that distinguishes them from students who are likely to finish school. Hopefully, we will then be better able to identify potential dropouts in the future, before it is too late, and be in a position to attempt to provide them with a more meaningful school experience. There is a large amount of data to be collected, and I am hoping that I will be able to count on cooperation from you, your staff and students.

Within the next few weeks, I expect to be visiting your schools and carrying out this research. In order to facilitate my work and control the amount of disruption in the schools, I would appreciate it if the following questionnaire could be given to all of your students aged fourteen and up. In this way, I will have some information to go on as soon as I arrive. A guide has been included for each teacher to use in explaining to the students how to fill in the questionnaire.

One further request is that the students not be told that this study has anything to do with dropouts. If there are any

questions about what this is for, you might explain that I am only a student like them, and that I will be visiting the school to talk with them about how they feel about school. If word gets out that I am coming to study dropouts, some of the students may feel very uncomfortable, and keep wondering why they were picked. Indeed, I will be just as concerned about students who are most likely not going to drop out.

All of us from the Guidance program had a wonderful time in your District in March, and I am looking forward to revisiting some of the schools, and also visiting those that I did not get a chance to visit at that time.

Yours sincerely,

Ronald E. Duncan

System: _____

Expected time of visit(s): _____

_____

Please not that these dates are the latest possible, and it will most likely be a few days earlier than indicated.

_____

Please make arrangements for accommodations _____

I will make my own arrangements for accommodations _____

Expected amounts of time required:

All students: _____

Potential Dropouts: _____ students _____ each

Potential Persisters: _____ students _____ each

Teachers: _____

Principals: _____

_____

School Records Required:

a) Cumulative records

b) School Registers (as far back as possible)

APPENDIX D

INITIAL QUESTIONNAIRE

APPENDIX D

INITIAL QUESTIONNAIRE

To The Student:

Within the next few weeks, I will be visiting your school, and I am looking forward to meeting all of you and talking with some of you for awhile. Right now, however, it would be greatly appreciated if you could help me by filling in this questionnaire. Please be assured that all of your answers will be treated with the strictest of confidence.

Yours truly,

Ron Duncan

1. Name: _____ Age: ____ Grade: ____
2. Number of children in your family: ____
3. Number of brothers: ____
4. Number of sisters: ____
5. Number of brothers and sisters finished Grade XI: ____
6. Number of brothers and sisters still in school: ____
7. Number of brothers and sisters who have left school: ____
8. Number of brothers and sisters not started school: ____
9. I come to school by _____.

   1) bus 2) walking 3) other

10. Are you a bursary student? Yes ____(1) No ____(2)
11. Are you expecting to leave school before the end of Grade XI?

    1) Very likely 2) Possibly 3) Don't know 4) Don't think so 5) Very unlikely

12. Please rank these subjects from 7 (the one that you like best) to 1 (the one that you like least).

    1) English Language _____
    2) Literature _____
    3) French _____
    4) Maths _____
    5) Geography _____
    6) History _____
    7) Science _____

13. To what extent are you involved in school activities?

    1) Most of them _____ 2) A few _____ 3) None _____
    4) None available _____

14. Are you involved in any group activities outside of the school?

    Yes _____(1) No _____(2) None available _____(3)

15. Are you learning what you would like to learn in school?

    Yes _____(1) No _____(2) Don't know _____(3)

16. If you were to leave school now or in the near future, do you think that this would be a good step for you?

    Yes _____(1) No _____(2) Don't know _____(3)

17. How would you like to be a teacher?

    Very much so _____(1)
    Wouldn't mind _____(2)
    Don't Know _____(3)
    Don't think I would like it _____(4)
    Would never think of it _____(5)

18. Do you feel that you have had good teachers in the past?

Yes _____(1) Don't know _____(2) No _____(3)

19. Do you feel that your teachers pick on you?

Never _____(1)

Hardly ever _____(2)

From time to time _____(3)

A little bit too often _____(4)

Most of the time _____(5)

20. How would your parents feel if you quit school?

Very upset _____(1)

Somewhat upset _____(2)

Wouldn't care one way or the other _____(3)

Satisfied _____(4)

Quite happy _____(5)

21. Which of the following best describes how you feel about coming to school in the morning?

Look forward to it _____(1)

Don't mind _____(2)

Can take it or leave it _____(3)

Would rather not _____(4)

Don't want to _____(5)

22. Please indicate any grades that you have repeated or are repeating.

Grade One _____	Grade Two _____
Grade Three _____	Grade Four _____
Grade Five _____	Grade Six _____
Grade Seven _____	Grade Eight _____
Grade Nine _____	Grade Ten _____
Grade Eleven _____	

THANK YOU

GUIDE FOR COMPLETING QUESTIONNAIRE

Question Numbers	Instructions
1	Please print their name.
2 - 8	Fill in the blanks with the numbers
9	Fill in the blank with the number that best answers the question for them.
10	Place a check after Yes or No
11	Fill in the blank with the number that best answers the question for them.
12	Place the rank numbers from 7 to 1 in the spaces after the subjects.
13 - 21	Place a check mark after the answers that best suit them.
22	Place a check mark after each grade that they have repeated. If they repeated a grade twice, place two check marks after the grade.

APPENDIX E

QUESTIONNAIRE TO TEACHERS

APPENDIX E

QUESTIONNAIRE TO TEACHERS*

(*Strictly Confidential)

Re: _____
(Name)

Would you please complete the following on the basis of your familiarity with the above student.

1. In comparison with the people of this community, this family is: _____

   1) significantly wealthier 2) slightly wealthier
   3) average income 4) slightly below average
   5) significantly below average

2. Generally, this family places a(n): _____ value on education.

   1) very high 2) high 3) average 4) low 5) very low

3. This family's main source of income is from: _____.

   1) steady employment 2) employment and UIC
   3) social assistance for medical reasons
   4) social assistance for other reasons

4. Generally speaking, this family is _____ by the rest of the community.

   1) highly respected 2) respected
   3) looked down upon a little bit
   4) thought of as average 5) greatly looked down upon

5. The home environment of this person is _____ to education.

   1) conducive 2) neutral 3) not conducive

6. This student "needs to be spoken to" and requires discipline _____.

1) very frequently
2) frequently
3) about the same as most
4) infrequently
5) very infrequently

APPENDIX F

PRINCIPAL'S QUESTIONNAIRE

APPENDIX F

PRINCIPAL'S QUESTIONNAIRE

Student's name: _____

1. This student's behaviour is brought to my attention _____ in comparison to other students.

   1) very frequently
   2) frequently
   3) an average number of times
   4) infrequently
   5) very infrequently

APPENDIX G

SOCIOMETRIC CHECKLIST

APPENDIX G 8

SOCIOMETRIC CHECKLIST

School: _____ Name: _____

Date: _____ Teacher: _____

Below are spaces to list all of the people in your class. Check one of the spaces to the right to describe how you feel about him/her. There are no right or wrong answers. All of us are entitled to our own feelings and opinions.

	Would like to have him as one of my best friends.	Glad he is in the class but don't want him as a close friend.	Like to be with him from time to time, but not too much.	Don't mind him being in the class, but don't want too much to do with him.	Would prefer it if he wasn't in this class-room.

APPENDIX H

SOCIOMETRICS II

APPENDIX H

SOCIOMETRICS II

Please list, in order, and as best as possible, your five best friends. As well, check the column or columns which best describe them. Two samples are given.

Name	In School*	Out of School	Working	Not Working
Sample				
John Doe	___	✓	___	✓
Juliette Public	✓	___	___	___
1.	___	___	___	___
2.	___	___	___	___
3.	___	___	___	___
4.	___	___	___	___
5.	___	___	___	___

*If the person is still in school, you don't need to check any of the other descriptions.

APPENDIX I

PERFORMANCE/POTENTIAL CHECKLIST

(STUDENT FORM)

APPENDIX I

PERFORMANCE/POTENTIAL CHECKLIST

(STUDENT FORM)

Name: _____ Age: _____ Grade: _____

Please place a check mark (✓) in the box that shows where you think you stand in your class for each of these subjects. Then, place an X in the same box or a different one to show how you think you would do trying your best.

	Lower 1/3	Middle 1/3	Top 1/3
Literature			
English			
Algebra			
Geometry			
Geography			
French			
History			
Science			
Other (Maths)			
Overall Performance			

School: _____

APPENDIX J

PERFORMANCE/POTENTIAL CHECKLIST

(TEACHER FORM)

APPENDIX J

PERFORMANCE/POTENTIAL CHECKLIST

(TEACHER FORM)

Name of Student: _____ Age: ____ Grade: ____

Please place a check mark (✓) in the box which appropriately indicates this student's position in your class. If you feel the student can do better, please use an X to indicate his potential.

	Lower 1/3	Middle 1/3	Top 1/3
Literature			
English			
Algebra			
Geometry			
Geography			
French			
History			
Science			
Other (Maths)			
Overall Performance			

School: _____

APPENDIX K

INTERVIEW FORM

APPENDIX K

INTERVIEW FORM

1. On the first questionnaire, you mentioned that the subject you like the most is _____. Why do you like this subject. Do you usually get your best marks in this subject?

   Yes _____ No _____

2. As well, you mentioned that you liked _____ the least. What is there about _____ that you don't like? Do you usually get your poorest marks in this subject?

   Yes _____ No _____

3. What do you think would happen to you if you quit school?

   + (1) Neut (2) - (3)

4. If you could have your choice of any job, what would it be?

   1) Professional/Managerial _____
   2) Technical _____
   3) Clerical _____
   4) Semi-skilled _____
   5) Fishing _____
   6) Labour _____

   Any special reasons?

5. Are you working now?

Part-time during the week _____(1)

Weekends _____(2)

Summer _____(3)

No _____(4)

6. Education of mother: Failed to complete Elementary _____(1)

Completed Elementary _____(2)

Completed High School _____(3)

Some post High School _____(4)

Completed University _____(5)

7. Education of father: Failed to complete Elementary _____(1)

Completed Elementary _____(2)

Completed High School _____(3)

Some post High School _____(4)

Completed University _____(5)

8. Position in family: 1 2 3 4 5 6 7 8 9 10 11

_____

Vineland Social Maturity Scale

APPENDIX J

REASONS FOR POSSIBILITY OF LEAVING SCHOOL

(STUDENT FORM)

APPENDIX J

REASONS FOR POSSIBILITY OF LEAVING SCHOOL

Please place a check (✓) in the column which best describes how you feel about the following reasons some students have given for quitting school.

	Agree Strongly	Agree Slightly	No opinion	Disagree Slightly	Disagree Strongly
1. I would rather be going to work than going to school.					
2. I am thinking of quitting to get married and raise a family.					
3. I find school too boring.					
4. My family would be helped a great deal if I was providing some money rather than costing them money.					
5. I want to be independent and support myself.					
6. It seems as if teachers are often picking on me.					
7. None of my friends are left in school.					
8. There is too much hard work in school.					
9. It really bothers me to have to do homework.					
10. I have no hopes of finishing Grade XI, so I may as well quit now.					
11. The kids in my class are too young for me to enjoy being with.					

	Agree Strongly	Agree Slightly	No opinion	Disagree Slightly	Disagree Strongly
12. I'm not learning what I want to learn in school.					
13. Some of the subjects in school are OK, but I really don't like many of them.					
14. They treat me like a child too much while I'm in school.					
15. There are a number of things I'd like to buy, but I'll have to be working in order to get them.					

APPENDIX M

REASONS FOR POSSIBILITY OF LEAVING SCHOOL

(TEACHER FORM)

APPENDIX M

REASONS FOR POSSIBILITY OF LEAVING SCHOOL

(TEACHER FORM)

Please place a check mark (✓) in the column which you feel best describes how applicable the following reasons are for students who quit attending your school.

	Highly Applicable	Somewhat Applicable	No opinion	Not Very Common	Very Uncommon
1. I would rather be going to work than going to school.					
2. I am thinking of quitting to get married and raise a family.					
3. I find school too boring.					
4. My family would be helped a great deal if I was providing some money rather than costing them money.					
5. I want to be independent and support myself.					
6. It seems as if teachers are often picking on me.					
7. None of my friends are left in school.					
8. There is too much hard work in school.			✓		
9. It really bothers me to have to do homework.	✓				
10. I have no hopes of finishing Grade XI, so I may as well quit now.					

	Highly Applicable	Somewhat Applicable	No Opinion	Not Very Common	Very Uncommon
11. The kids in my class are too young for me to enjoy being with.					
12. I'm not learning what I want to learn in school.					
13. Some of the subjects in school are OK, but I really don't like many of them.					
14. They treat me like a child too much while I'm in school.					
15. There are a number of things I'd like to buy, but I'll have to be working in order to get them.					

APPENDIX N .

AIMS OF EDUCATION

A QUESTIONNAIRE

APPENDIX N

AIMS OF EDUCATION

A QUESTIONNAIRE

The following statements describe what some people, although not all, have said the schools should be doing. In Column I, please rate each statement from 5 (Very Important) through 3 (Don't Know) to 1 (Not Important) depending on how important you think it is for the school to try to do this. In Column II, describe how well you feel that your school does this, rating it from 5 (Extremely Well) through 3 (Dont' Know) to 1 (Poorly). Remember that there is no such thing as a right or wrong answer and that everyone is entitled to their feelings.

	COLUMN I	COLUMN II
1. The schools should help students to understand basic Christian principles.		
2. The schools should encourage pupils to practice basic Christian principles in their daily living.		
3. The schools should help to develop moral values which will serve as a guide to living.		
4. The schools should acquaint pupils with the principles of democracy and provide opportunities for the practice of these principles.		
5. The schools should help pupils mature mentally.		
6. The schools should help pupils mature emotionally.		

	COLUMN I	COLUMN II
7. The schools should ensure that all pupils master the funadmental skills of learning to the limit of their abilities.		
8. The schools should help pupils to understand, appreciate and benefit from what is good and valuable in history, literature, science and the arts.		
9. The schools should help pupils make the best of their leisure time.		
10. The schools should provide students with opportunities to think critically.		
11. The schools should help pupils to understand the human body and practice the principles of good health.		
12. The schools should help pupils to appreciate their privileges and responsibilities as members of their families.		
13. The schools should help pupils to appreciate their privileges and responsibilities as members of their communities.		
14. The schools should assist pupils in the choice of a career.		
15. The schools should provide pupils with opportunities to begin preparation for occupational life.		
16. The schools should encourage pupils to strive for high standards in their work.		
17. The schools should help pupils to develop an appreciation and respect for the work of others.		

	COLUMN I	COLUMN II
18. The schools should seek out and develop each student's special talents and strengths.		
19. The schools should help pupils in overcoming or adjusting to handicaps and weaknesses.		
20. The schools should help every student to become the best person that he can become.		

APPENDIX O

MEAN SCORES FOR IMPORTANCE OF THE AIMS OF EDUCATION

APPENDIX O

MEAN SCORES FOR IMPORTANCE OF THE AIMS OF EDUCATION

1 - Not Important 5 - Very Important

Significance was established at .05 level using a two-tailed t-test based on the pooled variance. Items where significant differences were found are indicated by an asterisk.

		Potential Dropouts		Potential Persisters	
		$\bar{X}$	SD	$\bar{X}$	SD
1.	Understand Christian principles	3.7442	1.197	3.2093	1.521
2.	Practice Christian principles	3.1395	1.302	2.6512	1.361
3.	Develop moral values	3.9535	1.090	4.2326	0.895
4.	Provide democratic experiences	3.6047	1.072	3.7907	1.125
5.	Mature mentally*	3.6744	1.304	4.2093	0.833
6.	Mature emotionally	3.4186	1.384	3.7209	1.333
7.	Master fundamental skills	3.9767	1.225	4.2326	1.043
8.	Cultural appreciation	4.3488	0.973	4.4884	0.703
9.	Use of leisure time	3.4419	1.637	3.4884	1.470
10.	Think critically	3.6512	1.173	4.0233	1.058
11.	Health education	4.4651	1.008	4.5349	0.767
12.	Family life	3.8605	1.373	3.9535	1.174
13.	Community life	3.9070	1.231	3.6977	1.186
14.	Vocational planning*	3.4186	1.500	4.1395	1.187

		Potential Dropouts		Potential Persisters	
		$\bar{X}$	SD	$\bar{X}$	SD
15.	Preparation for occupational life	4.0698	1.009	4.34988	0.783
16.	Strive for high standards*	4.1628	1.045	4.6512	0.573
17.	Appreciate and respect others	3.9767	1.318	3.9767	1.035
18.	Develop individual talents	3.6047	1.312	3.8837	1.005
19.	Help with limitations	3.8372	1.446	4.0698	1.183
20.	Become best person possible*	3.7442	1.329	4.3488	0.923
	Total Score	3.8000	0.478	3.9826	0.413

APPENDIX P

MEAN SCORES FOR EFFECTIVENESS OF THE SCHOOLS IN MEETING THE AIMS OF EDUCATION

APPENDIX P

MEAN SCORES FOR EFFECTIVENESS OF THE SCHOOLS IN MEETING THE AIMS OF EDUCATION

1 - Poorly 5 - Extremely well

Significance was established at .05 level using a two-tailed t-test based on the pooled variance. Items where significant differences were found are indicated by an asterisk.

	Potential Dropouts		Potential Persisters	
	$\bar{X}$	SD	$\bar{X}$	SD
1. Understand Christian principles	2.0698	1.334	1.7442	1.136
2. Practice Christian principles*	2.3721	1.528	1.6279	0.952
3. Develop moral values	2.5349	1.241	2.5581	1.098
4. Provide democratic experiences	2.6512	1.429	2.5814	1.180
5. Mature mentally	2.5116	1.404	2.7907	1.166
6. Mature emotionally	2.5349	1.403	2.3256	1.128
7. Master fundamental skills	3.1163	1.451	3.2791	1.386
8. Cultural appreciation	3.8837	1.276	3.6047	1.417
9. Use of leisure time	2.9302	1.595	2.4186	1.295
10. Think critically	2.8837	1.349	2.4186	1.180
11. Health education	2.8140	1.532	2.3256	1.286
12. Family life*	2.6744	1.340	2.0930	0.971
13. Community life	2.5581	1.315	2.2558	1.026

14.	Vocational planning	3.0000	1.414	3.4186	1.277
15.	Preparation for occupational life	2.8605	1.355	2.5581	1.351
16.	Strive for high standards	3.4186	1.500	3.7209	1.031
17.	Appreciate and respect others	3.2093	1.337	3.0465	1.362
18.	Develop individual talents	2.6047	1.383	2.1163	1.219
19.	Help with limitations	2.5349	1.470	2.1395	1.265
20.	Become best person possible	2.6977	1.473	2.4186	1.258
	Total Scores	2.7930	0.802	2.5721	0.649

APPENDIX Q

CHECKLIST OF FACTORS RELATING TO A PRONENESS TOWARDS DROPPING OUT

APPENDIX Q

CHECKLIST OF FACTORS RELATING TO A PRONENESS TOWARDS DROPPING OUT

Name of student: _____

Name of teacher: _____

Please place a check mark (✓) before each statement which is applicable to the student named above.

This student:

_____ has been retained one or more grades,

_____ expresses little hope of graduating,

_____ is in the lower third of the class in academic achievement,

_____ lacks confidence in his academic potential,

_____ has a recorded Verbal IQ of less than 80,

_____ has a Non-verbal IQ of less than 85,

_____ is more than two years below grade level in reading achievement,

_____ is making very little progress in the development of reading skills,

_____ has been failing in several subjects,

_____ has scored above or below average on the Vineland Social Maturity Scale, or indicates that he would scores in this way,

_____ thinks that he would prefer work to school,

_____ is aspiring towards a lower classified occupation,

_____ has not been involved in school activities,

_____ does not feel like coming to school,

_____ indicates feelings of being 'picked on' by teachers,

_____ absolutely rejects the idea of becoming a teacher,

_____ is older than his classmates,

_____ has a number of friends not attending school,

_____ doesn't think his parents would mind if he quit school,

_____ is considering marriage,

_____ feels that his family could use some financial assistance from him,

_____ has parents who were dropouts themselves,

_____ has siblings who have dropped out before him,

_____ has 5 or more sisters,

_____ comes from a family that is receiving Social Assistance.