

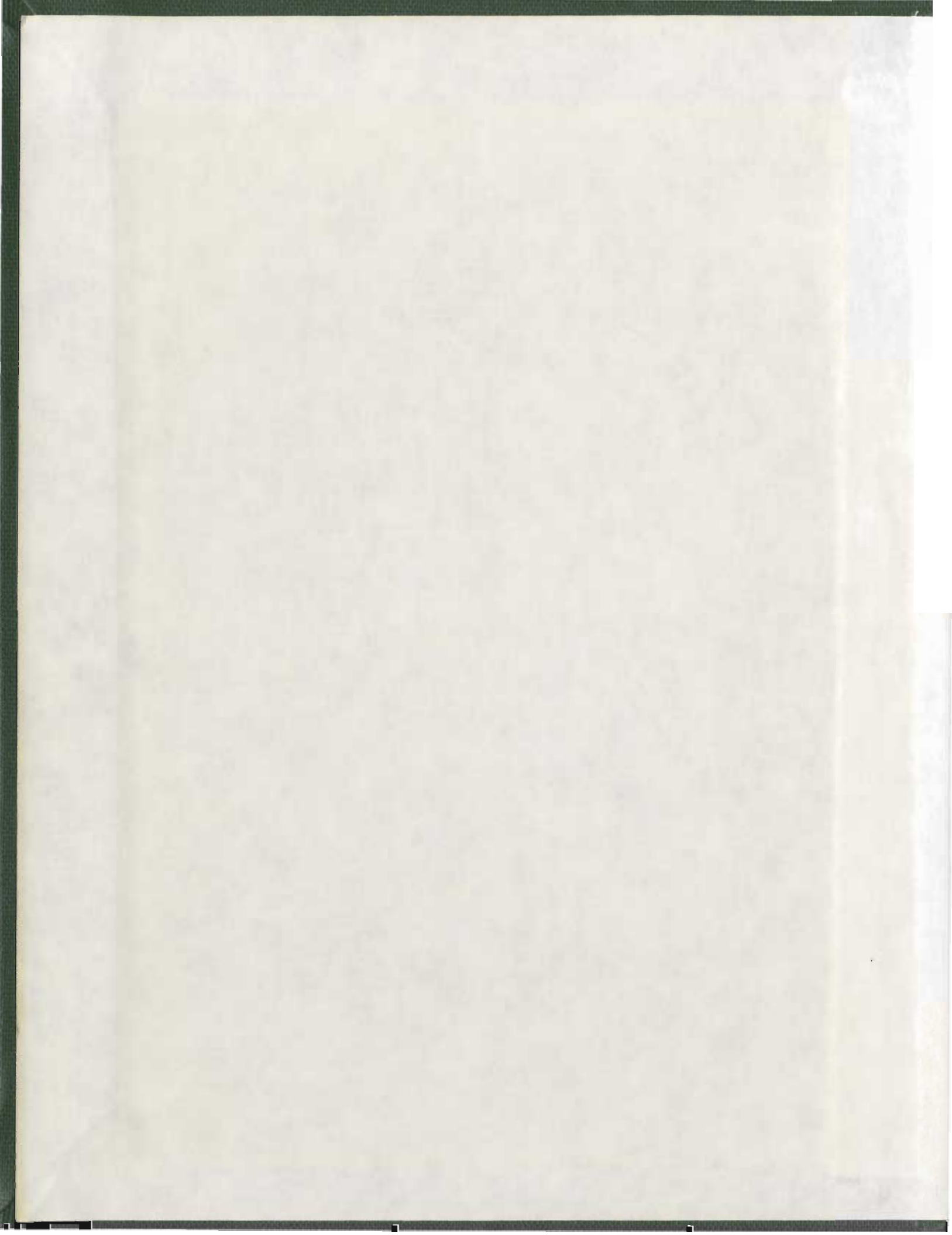
ALIENATION AND OTHER
FACTORS AFFECTING THE
SENIOR HIGH SCHOOL
DROPOUT IN ST. JOHN'S,
NEWFOUNDLAND

CENTRE FOR NEWFOUNDLAND STUDIES

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ALIENATION AND OTHER FACTORS AFFECTING THE SENIOR
HIGH SCHOOL DROPQUT IN ST. JOHN'S, NEWFOUNDLAND

by

Roberta Anne (Kennedy) Gillespie, B.A., B.Ed.



A Thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Education

Department of Educational Administration
Memorial University of Newfoundland
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Newfoundland

ABSTRACT

The 'school dropout' appears to be one of the most widely researched individuals in education. Yet, despite all the research and findings, there are still dropouts. Newfoundland and Labrador has one of the lowest retention rates in Canada. This study investigates many of the traditional variables affecting the high school dropout. These variables are grouped under five categories: individual factors, family, school, peer group, and community. A further category, alienation, is examined as a possible broader framework or context into which the "dropping out" phenomenon can be placed.

Methodologically this research differs from other Newfoundland studies in that a personal, in-depth approach was used. Thirty senior high school dropouts and a control group of twenty-nine non-dropouts were interviewed at length by the researcher. This method allowed for clarification of the questioning when necessary, and removed possible ambiguity in participants' answers. In order to measure the degree of alienation experienced by the participants, and to determine whether dropouts differed from non-dropouts, an attitude questionnaire was administered to the fifty-nine young people.

The findings of the study show that the dropouts exhibited some of the characteristics of the 'classic' dropouts of previous studies. The dropouts were older than 'normal' for their grade; they tended to be enrolled in 'General' rather than 'Academic' programs of study. The dropout group had had more of their brothers and sisters leave school before graduation than did the non-dropouts. Peer group influence also seemed to be evident. More of the dropouts' closest friends were dropouts themselves than were the friends of non-dropouts. The two 'classic' variables, parental schooling and occupation, were not the discriminating factors in this study that they have been in previous research.

One of the more conclusive findings was in the area of alienation. Dropouts exhibited a significantly greater degree of alienation from the school organization than did non-dropouts. This, coupled with the fact that dropouts consistently gave 'school'-related reasons for 'dropping out', focuses attention on the school as the area for attention and action.

The recommendations of the study emphasize the need for the schools to capitalize on the interests and aptitudes of students so that the latter can feel a sense of success and achievement. The importance of dropout prevention programs, vocational games, and extra-curricular activities are stressed as meaningful participation for students who

often feel they are misfits in the educational system. The role of educational administrators is seen as critical in alleviating the situation.

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The St. John's Roman Catholic School Board and its then Superintendent, Brother G. Bellows, are to be thanked for their permission to do the study. In particular, Mrs. Geraldine Roe did everything possible to make the study go smoothly. The cooperation of the high school administrators, guidance counsellors, secretaries, teachers, and students at such a busy time of that year was greatly appreciated.

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To my parents, my late father, Frank, and my mother, Rose, my heartfelt appreciation. Without their encouragement and belief in me, all this would have been impossible.

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CHAPTER I

THE PROBLEM

I. INTRODUCTION

Whether he failed or left school voluntarily he has gone only so far; and he can go only so far into life; the larger and richer spheres of social and personal experiences immediately begin closing to him . . . he is relegated to a lower notch, a lower status--his working life will be passed in low level jobs paying low level wages and susceptible to lay-offs. In almost every case, he is forced to be content--or discontent--with relatively little, and surely with less than was possible.¹

Today formal education is generally considered a right, not a privilege by most North Americans. Yet for a large percentage of North America's youth this education ends abruptly in junior and senior high school. In Newfoundland approximately 40 per cent of the school population do not complete the regular secondary school program in the normal number of years.² Many become dropouts. In this half of the twentieth century it has become increasingly apparent from research on the school dropout that the majority of those who leave will likely experience problems, both

¹ Daniel Schreiber, ed., Guidance and the School Dropout (Washington, D.C.: National Education Association, 1964), p. 1.

² Enrollment in Public Schools, Newfoundland and Labrador, by Grade, 1924-25-1977-78 (St. John's: Government of Newfoundland and Labrador, 1978).

from a personal and a social point of view.

The personal dissatisfaction of the dropout has been expressed in a number of studies. Dillon questioned over 1,000 dropouts and found that almost half, 49.8 per cent, regretted having withdrawn. They gave as their main reason for regret the belief that more education would have enabled them to get better jobs.³ Dropouts had become discouraged "after many unsuccessful attempts to gain profitable employment and to be accepted into adult status" reported Coates.⁴ This personal discouragement and rejection could permanently hinder the development of the individual, and ultimately prevent him or her from attaining self-fulfillment.

Besides the personal effects of dropping-out, one must also consider the social consequences of a high level of student attrition. The effects of as many as 40 per cent of the school population not getting what is now considered a basic education has tremendous ramifications for society-at-large. Such problems as retraining of the ex-students, unemployment, delinquency, mental health, and social welfare are but some of the social issues to be considered.⁵ The school dropouts in Newfoundland face the very bleak prospect

³Harold J. Dillon, Early School Leavers: A Major Educational Problem (New York: National Child Labor Committee, 1949), pp. 62-63, as quoted by Sherrell Varner, School Dropouts: Research Report 1967 S-1 (Washington, D.C.: National Education Association, 1967), pp. 35-36.

⁴Charles R. Coates, "A Descriptive Analysis of School Dropouts, One to Three Years After Termination of School Attendance" (Doctoral Thesis, University of Virginia, 1965), as quoted by Sherrell Varner, School Dropouts, p. 36.

⁵Harry H. Scales, "Another Look at the Dropout Problem," Journal of Educational Research 62 (April, 1969):339.

of adding themselves to the already large unemployment or welfare rolls.

Personal and social problems such as those cited above may be increasing. The high unemployment statistics of today contain many of the large numbers of students who have left before completing school. Of the 30,000 statistically-listed unemployed Newfoundlanders, 15,000 are young men and women 15-24 years of age. Of this group, 9,000 are less than 21 years of age.⁶ It appears incumbent upon school administrators and personnel, trusted with the responsibility of educating the population, to identify the reasons why schools are losing up to half of their clientele, when educational opportunities have increased dramatically in recent decades.

II. STATEMENT OF THE PROBLEM

The major aim of this study was to identify factors related to the high dropout rate experienced in Newfoundland schools. Five groups of factors were investigated: those concerning the individual, the family, the peer group, the school, and the community.

A secondary aim of the study was to ascertain the degree to which a feeling of alienation tends to characterize

⁶G. Llewellyn Parsons, "Education and Unemployment in Newfoundland," a paper presented to the Faculty of Education Seminar, St. John's, Newfoundland: Memorial University of Newfoundland, 1978, p. 16 (Mimeographed).

school dropouts, in comparison with those students who stay in school.

Related Questions

Implicit in the study are the following questions, the answers to which aided in the development of hypotheses regarding the reasons for student withdrawal:

1. What specific reasons do dropouts themselves give for leaving school early?
2. To what extent did factors unique to the individual influence the decision to leave?
3. To what extent did the family influence the decision to leave?
4. To what extent did the peer group influence the student in his or her decision to leave?
5. To what extent did the school have an effect on the decision to leave?
6. To what extent did factors in the community influence the decision to leave?
7. To what extent does a feeling of 'alienation' characterize the dropout?
8. What recommendations do the dropouts themselves make regarding the factors which influenced their decisions to leave?

III. PURPOSE OF THE STUDY

It is important to note that the purpose of this study was the development of hypotheses. The researcher did not intend to test specific hypotheses regarding student withdrawal from school. Rather, the answers to the research questions posed previously were analyzed, and the conclusions drawn were used to help formulate hypotheses. These hypotheses may be tested in future studies.

IV. DEFINITION OF TERMS

To clarify the meaning of terms used in this study, the following definitions are presented:

- Alienation - The estrangement or separation of an individual from that which he or she was formerly attached. (In this study, the term is more specifically defined by Seeman's terms given below).
- Dropout - Any student who left school, for any reason except death, before graduation or completion of the Grade XI program of studies in Newfoundland, without transferring to another regular school.
- Retention rate - On a provincial basis, the total enrollment of Grade XI students (in September of any

year), divided by the total enrollment of Grade II students nine years previous.

The Grade XI retention rate for 1970-71 is calculated as a percentage of the Grade II enrollment for 1961-62.⁷ This may also be referred to as "holding power."

School Board - In this study, this refers to the St. John's Roman Catholic School Board.

School District - For the purpose of this study, School District or District, refers to that area of the Province of Newfoundland and Labrador under the jurisdiction of the St. John's Roman Catholic School Board.

V. LIMITATIONS AND DELIMITATIONS

Limitations

This study is limited to an exploratory investigation of factors related to high school dropouts. It attempts to ascertain the reasons why students leave school before graduation from Grade XI.

The study is limited to the academic year from September, 1974, to June, 1975. Since dropout rates and

⁷ Philip Warren, Quality and Equality: In Secondary Education (Newfoundland: Committee on Publications, Memorial University of Newfoundland, 1973), p. 32.

7
the holding power of schools vary from year to year, the data used here may be applicable to this year only.

The research was limited to thirty (30) ex-students, and a control group of thirty (30) students still in school. The nature and time constraints of personal interviewing of the participants limited the sample to approximately 20 per cent of the dropout population for this school year. The interviews were begun in April of 1975. The sample is also limited to the dropouts in Grades X and XI.

Although the dropout participants were chosen at random by the researcher, not all who were contacted were available for interviewing, and a small number did not want to be interviewed. Thus, in this respect, the data collected may not be truly representative of the School District.

The matched group participants were not chosen by the researcher in every case. Guidance counsellors and secretaries in three out of the five schools chose at random students who matched the dropouts on the variables of age, sex, educational ability, school and grade. There may have been bias in the selection procedure in these three cases because personnel may have chosen to exclude certain students from the interviews.

Information gathered in the personal interviews may be biased by the interviewer or the interviewee. The data collected are further limited to the perceptions of the

school dropout or the student. Time did not permit interviews with school personnel or family members.

Two variables which were to have been studied: (1) the number of grades failed, and (2) participation in extra-curricular activities, had to be omitted from the analyses due to lack of information. Data were to have been collected from cumulative records, but this information was not always recorded.

Not all potential variables were studied. Those variables which the literature seemed to indicate would give the clearest insight into the question, as well as some which may not have been investigated previously, were chosen.

Delimitations

Although this study is delimited to the St. John's Roman Catholic School District in Newfoundland, the findings may be generalizable to other parts of Newfoundland and Labrador. Most of the variables studied are common to numerous other dropout studies. The fact that many of this study's findings concur with those of other studies may indicate potential consistency in dropouts in Newfoundland and Labrador.

VI. SIGNIFICANCE OF THE STUDY

Methodologically this study differed from most other "dropout studies." The personal, open-ended interview approach was used. Many studies limit the possibilities of

the respondent by having only checklist categories, or collecting only survey data. An in-depth approach was used here. /

The sample of students studied came from a provincial population which has a very high dropout rate--"the highest in the nation" according to a prominent Newfoundland educator.⁸ In addition, the holding power or retention rate of Newfoundland schools was consistently decreasing from September, 1971, to September, 1973, as shown by the statistics of the provincial Department of Education.⁹ These facts emphasized to the writer the need for study in the area.

The Roman Catholic School Board for St. John's was interested in having research done in this area. The data collected and analyzed in this study may help determine specific problem areas which can be affected by policy.

There is a lack of research in comparing students still in school with those who have dropped out on a measure of alienation. Such study may provide a new focus for research in the school dropout field.

⁸ Ibid., p. 36.

⁹ Statistical Supplements to the Annual Reports, 1971, 1972, 1973 (Newfoundland: Government of Newfoundland and Labrador, Department of Education).

CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

One common element found in almost all the numerous research studies and books that have been written on the high school dropout is the fact that most study the same groups of variables. While this partially indicates that these variables are important, much of the existing research looks at each variable as an isolated entity. This study on the other hand, while using many of the same variables, attempted to place them in a broader framework. This chapter will discuss both the "traditional variables" and a framework in which these variables may be considered.

The school dropout appears to be one of the most widely researched individuals in the field of education. This concern for individuals who leave school early has resulted in hundreds of studies, some written as early as 1905, but most having been published since 1950.¹⁰ Varner summarized these research efforts, and categorized the variables considered into four areas:

¹⁰Bert I. Greene, Preventing Student Dropouts (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1966), p. 16.

1. Factors unique to the individual.
2. Factors related to the family.
3. Factors related to the school.
4. Factors related to the community.¹¹

This study used Varner's framework to help organize the review of existing literature, but also considered an additional category somewhat distinct from those previously stated:

5. Factors related to the peer group.

These five categories constitute the framework around which the literature on the dropout was analyzed. A brief review of the literature on each of the five factors follows.

I. INDIVIDUAL FACTORS

Age

Sherrell Varner, who has done a thorough review of the dropout literature, said: "Overageness, while generally related to non-promotion, is sometimes isolated for study as a factor associated with dropping out."¹² Zeller reported one of the primary factors which may cause a student to leave school is "grade placement--two or more years below age level."¹³

More recent Canadian research reaffirms these contentions. Gilbert and Ellis reported that while 47 per cent of

¹¹ Sherrell Varner, School Dropouts, p. 12.

¹² Ibid., p. 18.

¹³ Robert Zeller, Lowering the Odds on Student Dropouts (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1966), p. 20.

the students who withdrew from Vancouver schools were in Grades X or XI, where the 'normal' ages for students would be fifteen and sixteen years respectively, the median age of the school dropouts was seventeen years, seven months.¹⁴ In Halifax, Nova Scotia, the modal age for high school leavers in 1972-73 was seventeen.¹⁵ Walters and Kranzler in their research reported that 'age' could be used consistently to predict potential dropouts.¹⁶ Finally, Cicely Watson reported a highly significant relationship between a dropout's age and his academic achievement.¹⁷

Sex

Most research findings report a larger percentage of males leaving school early, than females. Guest stated that 52.6 per cent of the total leavers in 1964-65 in Winnipeg were boys.¹⁸ Approximately 61.5 per cent of those leaving

¹⁴ Katherine Gilbert and E.N. Ellis, "The Withdrawal of Students from Vancouver Secondary Schools During the 1970-71 School Year" (Vancouver, B.C.: Board of School Trustees, 1972), p. 1.

¹⁵ M. Barbara Walker, "Survey of Dropouts in High School" (Halifax, N.S.: Board of School Commissioners, 1973), p. 2.

¹⁶ Harvey E. Walters and Gerald D. Kranzler, "Early Identification of the School Dropout," The School Counsellor 18 (November, 1970):101-02.

¹⁷ Cicely Watson, Focus on Dropouts (Toronto: Government of Ontario, 1976), p. 33.

¹⁸ Harry H. Guest, A Study of Student Withdrawals from Schools in the Winnipeg School Division, No. 1 (Winnipeg, Manitoba: Winnipeg School Division No. 1, 1968), p. 12.

in Windsor, Ontario, in 1971-72 were male.¹⁹ A more recent Newfoundland study of potential dropouts showed that a higher percentage of males, 56.7 per cent, appeared to be potential dropouts.²⁰ In a province-wide study in Ontario, 58.1 per cent of the dropouts studied were male.²¹

Educational Ability

If one assumes that educational ability is at least a partial reflection of intelligence, then a comparison of dropouts with non-dropouts on the basis of educational ability and intelligence appears logical. Varner cited a number of examples in which school dropouts have lower mental ability than school persisters.²² More recent studies show a change in this pattern. Walker, in her study, stated that over 49 per cent (49.7) of the dropouts she studied fell in the average category, with I.Q.'s ranging from 90 to 110.²³ High average I.Q. scores were also the median and mode for Vancouver leavers, with 24.2 per cent of the withdrawals' scores in the range 105 to 110, and 49.9 per cent in the

¹⁹ Report of the Committee on the Study of Dropouts, by J.K. Fleming, Chairman (Windsor, Ont.: Windsor Board of Education, 1973), p. 9.

²⁰ Ronald Duncan, "A Critical Analysis of Potential Dropouts in the Baie-D'Espoir-Hermitage-Fortune Bay Integrated School Board in the Province of Newfoundland" (Master's Thesis, Memorial University of Newfoundland, 1973), p. 116.

²¹ Cicely Watson, Focus on Dropouts, p. 30.

²² Sherrell Varner, School Dropouts, p. 13.

²³ M. Barbara Walker, "Survey of Dropouts," p. 3.

range 100 to 115.²⁴ Duncan found that potential dropouts in his study scored significantly lower than potential persisters on both the Verbal and Non-Verbal scales of the Canadian Lorge-Thorndike.²⁵

Self-Assessment of Ability

Assessing one's academic ability in comparison with others is one method of measuring self-concept of ability. In Duncan's study self-assessments of overall academic performance indicated that potential dropouts placed themselves lower in their classes than potential persisters did.²⁶ Cervantes also concluded that "the dropout's self-image, role expectation, and occupational orientation are markedly deficient."²⁷ An Illinois dropout study found that the child's perception of himself or herself as 'Liked-Not Liked', and 'Failure-Success' was able to be used in predicting dropouts. Children who felt they were 'not liked' and/or 'failures' were more likely to drop out of school than those who felt they were 'liked' and 'successful'.²⁸

²⁴ Katherine Gilbert and E.N. Ellis, "The Withdrawal of Students from Vancouver Secondary Schools," p. 11.

²⁵ Ronald Duncan, "A Critical Analysis of Potential Dropouts," p. 86.

²⁶ Ibid., p. 88.

²⁷ Lucius F. Cervantes, The Dropout: Causes and Cures, 2d ed. (Ann Arbor: University of Michigan Press, 1969), p. 67.

²⁸ Bert I. Greene, Preventing Student Dropouts, pp. 44-45.

Career Aspirations

Whether a student stays in school or leaves can frequently be related to his or her occupational aspirations. A large difference in occupational aspirations was found between dropouts and students in a Manitoba study. Nearly 45 per cent of the male students indicated occupational hopes in the highest two categories on the Haller Occupational Aspiration Scale, while less than 10 per cent of the dropouts did so. The difference was less marked for females.²⁹ A British study found that "having jobs which they liked" was of great importance to the fifteen year olds who left school early.³⁰ Bachman also supported the notion that aspirations of the student affect his or her decision to leave school.³¹

Leisure Time

Zeller, in discussing the related factors which contribute to a student leaving school, stated that a "dropout's leisure activities are usually centered outside the school

²⁹ Emmitt F. Sharp and G. Albert Kristjanson, Manitoba High School Students and Dropouts (Winnipeg, Man.: Manitoba Department of Agriculture, 1967), p. 31.

³⁰ Roma Morton-Williams and Stewart Finch, Young School Leavers (London: Her Majesty's Stationery Office, 1968), p. 177.

³¹ Jerald Bachman, Youth in Transition, Vol. III, "Dropping-Out ... Problem or Symptom?" (Ann Arbor: Institute for Social Research, 1971; ERIC Document Reproduction Service, ED059333, 1971), p. 22.

or school groups.³² A British study examined spare time activities of fifteen year old dropouts. Fifty per cent or more of both the male and female groups listed "watching television or listening to the radio" as one of their main activities. This was the most frequently cited way of spending free time.³³ No other research was located which stated specifically how dropouts differed from non-dropouts in their use of leisure time.

Present Status

Studies on the school dropout often include an examination of the present status of those who leave. In a Vancouver study less than half of those who withdrew from school were planning to 'seek work' or had a 'job opportunity'. This represented 43.2 per cent of the dropout population in the year 1970-71, and was a decrease of 8.3 per cent from the previous year.³⁴

Varner reviewed a massive follow-up study of 2.4 million students, by Perrella and Waldman, which compared dropouts with those students who had graduated from high school. They found that while 20 per cent of those who had graduated had gone on to post-secondary education, only 6

³² Robert Zeller, Lowering the Odds on Student Dropouts, p. 21.

³³ Roma Morton-Williams and Stewart Finch, Young School Leavers, p. 174.

³⁴ Katherine Gilbert and E.N. Ellis, "The Withdrawal of Students," p. 1.

per cent of the dropouts had returned to school. Only 11 per cent of the dropouts were employed in white-collar occupations, as compared to 28 per cent of the graduates.³⁵

Martin examined the post-school careers of dropouts approximately two years after the students had left school. Fifteen per cent of the group had secured no job during that time, while an additional 21 per cent had been working at three or more jobs during the same interval.³⁶ Cicely Watson found that in Ontario 48.7 per cent of the 7,635 dropouts who responded to the questionnaire are now working full-time.³⁷

Summary of Individual Factors

According to many dropout studies, the individual who leaves school before graduation is usually overage for his or her grade, and is more often male than female. Although earlier studies seem to show that the dropout has lower measured educational ability or I.Q., more recent work tends to show a trend toward more of the dropouts being of average ability. Regardless of this "measured" ability, whether a student leaves or stays in school depends somewhat on his or her perception of self, usually in relation to his or her classmates.

³⁵ Sherrell Varner, School Dropouts, p. 34.

³⁶ George Martin, "A Survey of Factors Related to Dropouts in Grade IX in Newfoundland Central High Schools in 1961-62" (Master's Thesis, University of Alberta, 1964), p. 56.

³⁷ Cicely Watson, Focus on Dropouts, p. 112.

A number of studies showed that the occupational goals of students could be related to their likelihood of dropping out. Those who have definite future plans seemed to be less likely to leave than those with no plans or hopes. In follow-up studies of students who had left school, many of the dropouts were without employment, or already had had a number of jobs, and often lower paying.

The leisure activities of dropouts and non-dropouts differ also. One report showed that dropouts spend much time watching television or listening to the radio, where non-dropouts spent time on school-related activities.

II. FAMILY-RELATED FACTORS

Parental Schooling

Most researchers studying the school dropout examined the variable of parental schooling. "Most studies have found that parents of dropouts tend to have less formal education than parents of persisters."³⁸

Duncan, in comparing the educational attainment levels of parents of potential dropouts and of potential persisters, found significant differences, with parents of potential dropouts having less formal education than the parents of persisters.³⁹ The same pattern was apparent in a Manitoba study of over 2,000 young people.⁴⁰ Ninety-one per cent of

³⁸ Sherrell Varner, School Dropouts, pp. 26-27.

³⁹ Ronald Duncan, "A Critical Analysis," pp. 104-106.

⁴⁰ Emmitt F. Sharp and G. Albert Kristjanson, Manitoba High School Students and Dropouts, pp. 33-34.

the fifteen year old school leavers studied in Britain in 1968 had parents who had unskilled or semi-skilled jobs, and these parents had not received any education beyond age fourteen. Further to this, 85 per cent of those parents in skilled manual jobs had not attended school beyond fourteen years of age.⁴¹ Hamreus also concluded that the amount of education completed by the father appeared to be an important discriminator between dropouts and stay-ins.⁴² The most recent large-scale Canadian study states that 42.3 per cent of the dropouts' fathers had Grade VIII or less in formal schooling.⁴³

Parental Occupations

Another variable which correlates highly with whether a student remains in school or not is the occupational status of the parents, particularly the father. Graduation from high school was found to be strongly associated with higher occupation levels of parents.⁴⁴ Martin found that 82 per cent of dropouts' fathers were blue-collar workers,

⁴¹ Roma Morton-Williams and Stewart Finch, Young School Leavers, p. 191.

⁴² Dale G. Hamreus, "An Analysis of Certain School-Related Variables Associated with Dropouts at the Junior High School Level" (Doctoral Dissertation, Washington State University, 1963), p. 68; Ann Arbor: University Microfilms 1147, 1964).

⁴³ Cicely Watson, Focus on Dropouts, p. 48.

⁴⁴ Dee N. Lloyd, "Antecedent Relationships to High School Dropout or Graduation," Education 89 (November, 1968), p. 166.

fishermen, or unemployed, as compared to 80 per cent of the stay-in group.⁴⁵ This lack of a significant difference may be due to the sample studied, since it was a particular geographic region of Newfoundland. He also reported that 83 per cent of all mothers of both the dropouts and the stay-ins were housewives, again revealing no significant differences.⁴⁶

Nevertheless, most studies seem to find that occupational status levels of parents of dropouts do tend to be lower than stay-ins. Lloyd stated that of the twenty-one variables he studied, a high correlation with dropping out was found for eight, one of these being parents' occupation levels.⁴⁷ Finally, David Friesen found that 57.7 per cent of a potential dropout group came from a low socio-economic grouping.⁴⁸ He did not compare this group to potential stay-ins.

Family Status

If a student does not live in an intact family unit, that is, one in which both parents are living, he or she is

⁴⁵ George Martin, "A Survey of Factors Related to Dropouts," p. 58.

⁴⁶ Ibid., p. 59.

⁴⁷ Dee N. Lloyd, "Antecedent Relationships," p. 166.

⁴⁸ David Friesen, "Profile of the Potential Dropout," Alberta Journal of Educational Research 13 (December, 1967): 301.

usually more predisposed to leaving school early. Bachman stated a high correlation exists between the broken home and dropping out.⁴⁹ Hamreus also reported that dropouts were more likely to have separated parents.⁵⁰ Van Dyke and Hoyt compared dropouts and persisters and found 22 per cent of dropouts as compared to 11 per cent of persisters came from broken homes.⁵¹ Yet, Watson felt she contradicted these findings when she stated that of 423 dropouts interviewed in Ontario in 1975, almost 89 per cent have both parents alive, and over 71 per cent of these dropouts lived at home with their parents.⁵² Still, this is a high percentage not living in the family unit.

Siblings

A number of research studies reported significant differences in the sizes of families of dropouts and graduates. Generally it was found that dropouts came from large families,⁵³ although studies by Cervantes and Boggan, which are cited by Varner, did not find significant differences

⁴⁹ Jerald Bachman, Youth in Transition, Vol. III, p. 37.

⁵⁰ Dale Hamreus, "An Analysis of Certain School-Related Variables," p. 67.

⁵¹ L.A. Van Dyke and K.B. Hoyt, The Dropout Problem in Iowa High Schools (Ohio: State University of Iowa, 1958; ERIC Document Reproduction Service, ED002793, 1964), p. 45.

⁵² Cicely Watson, Focus on Dropouts, p. 266.

⁵³ Sherrell Varner, School Dropouts, p. 23.

in family size.⁵⁴ Watson concluded that indeed dropouts do come from larger families than are common in the population of Ontario. The average size family reported in the census of 1971 had 3.6 children, whereas the sample of dropouts had an average family size of 4.3.⁵⁵

Examining the educational background of the dropout's family more closely, researchers found that the parents of dropouts were often dropouts themselves.⁵⁶ Unfortunately, there is little documented information as to the educational background of the siblings of the dropout. Duncan did report on the number of potential dropouts and persisters who had siblings leave school, and found significant differences in the two. Potential dropouts had had more brothers and/or sisters drop out of school than did potential persisters.⁵⁷

Parents' Value of Education

How highly parents value education for their child may be partially measured by the amount of encouragement they give. Another possible measure is their reaction to their child's decision to leave school before graduating. Zeller contended that a negative attitude by parents toward

⁵⁴ Ibid.

⁵⁵ Cecily Watson, Focus on Dropouts, p. 56.

⁵⁶ Roma Morton-Williams and Stewart Finch, Young School Leavers, p. 191.

⁵⁷ Ronald Duncan, "A Critical Analysis," p. 107.

education is usually a related factor in a student's decision to drop out of school.⁵⁸ Greene explained it this way:

Some parents do little to encourage and support their children to achieve in school, while other parents expect their children to achieve at a much higher level than they are capable of achieving. Thus in the first case, students may leave school because of lack of support and encouragement at home, while in the second, they might leave because of too much pressure from their parents.⁵⁹

Varner summarized the related research and stated that the studies in which there are no significant differences in attitudes toward education between parents of dropouts and parents of graduates are exceptions to the rule. More often than not, he went on to say, parents of school dropouts have negative and indifferent attitudes toward education.⁶⁰ Again, in the Ontario study, over 60 per cent of both fathers (60.6 per cent) and mothers (62.1 per cent) either approved or were indifferent to their children leaving school.⁶¹

The student's perceptions of how his parents would react if he left, and the dropout's perceptions of how his parents reacted when he left, also give an indication of the value placed on education in the home. Duncan looked at this

⁵⁸ Robert Zeller, Lowering the Odds, p. 21.

⁵⁹ Bert I. Greene, Preventing Student Dropouts, p. 38.

⁶⁰ Sherrell Varner, School Dropouts, pp. 25-26.

⁶¹ Cicely Watson, Focus on Dropouts, p. 195.

in terms of potential dropouts and persisters. He found that only 23.9 per cent of the potential dropouts felt their parents would be "very upset," but 85.7 per cent of the persisters group perceived their parents would be "very upset."⁶²

Family Relations

Whether the student comes from a 'happy' or an 'unhappy' home has some influence on the dropout's decision to leave or to stay in school. Such relationships are difficult to measure, particularly in a one-to-one interview situation. Nevertheless, Cervantes did attempt to evaluate the feelings in the homes of dropouts and persisters.

Students who remained in school more often came from 'happy' homes than did those who left school early.⁶³ Zeller also reported that a factor related to the dropout's dilemma is usually an 'unhappy' family situation.⁶⁴ Greene added:

It is not unusual to find that dropouts come from homes where the parents are separated or where family interpersonal relationships are weak.⁶⁵

Summary of Family-Related Factors

In studying family-related variables, most researchers reported that parents of dropouts tended to have less formal

⁶²Ronald Duncan, "A Critical Analysis," p. 104.

⁶³Lucius F. Cervantes, The Dropout: Causes and Cures, p. 35.

⁶⁴Robert Zeller, Lowering the Odds on Dropouts, p. 20.

⁶⁵Bert I. Greene, Preventing Student Dropouts, p. 27.

education than parents of non-dropouts. As is the case with parental schooling, parental occupations are usually a discriminating factor between dropouts and non-dropouts. Graduation from high school is often found to be highly correlated with higher occupation levels of parents.

A number of studies concluded that dropouts more frequently come from "broken" homes than do non-dropouts. Studies are not always in agreement as to whether the size of the dropout's family is significantly different from the non-dropout's family. While studies dealing with the educational background of siblings are not common, one Newfoundland study showed that potential dropouts had had more siblings leave school early than did potential persisters.

A majority of researchers conclude that the value placed on education by the parents, as measured by the amount of encouragement they give, or by positive and negative attitudes toward education, is usually a factor related to a student's decision to drop out of school.

Finally, in the area of family interpersonal relations, studies generally show that an "unhappy" family situation may be a contributing influence in the student's choice to leave school prematurely.

III. SCHOOL-RELATED FACTORS

Reasons for Leaving

Most studies on dropouts ask the seemingly inevitable question, "Why did you decide to leave school?" Students have been asked to give the main reason, to list the reasons, and to check all the reasons which affected their decision to leave. For example, Guest reported that of twenty-six possibilities listed on his questionnaire, the most frequently cited main reason for leaving was "Could not do the work of the grade." This was given by 10 per cent of the 720 dropouts who replied to the question. The response "Found most school work dull and uninteresting" was a close second, with 9 per cent choosing this answer; and all other responses had less than 9 per cent each.⁶⁶ Almost 37 per cent of more than 1,500 leavers in Vancouver in 1970-71 gave as their main reason "Lack of interest in school."⁶⁷

In a large study by Pond of nearly 5,000 dropouts, 34 per cent gave as their main reason for dropping out that they were more interested in going to work than in going to school.⁶⁸ Watson's study found similar results in Ontario

⁶⁶ Harry H. Guest, "A Study of Student Withdrawals," pp. 80-81.

⁶⁷ Katherine Gilbert and E.N. Ellis, "The Withdrawal of Students," p. 15.

⁶⁸ Frederick Pond, "Pennsylvania Study of Dropouts and the Curriculum," Bulletin of the National Association of Secondary School Principals 37 (March, 1953):84.

with 27.9 per cent of those leaving school stating their main reason was to take a job. Another 11.5 per cent stated that they left because they needed money and had a chance of a job.⁶⁹ While reasons vary in every study, there is usually a clustering around one or two reasons.

Program

Due to the fact that programs of study offered vary greatly from province to province, and country to country, it would not be fruitful to discuss individual program withdrawal rates. Yet a consistency is found in that many studies report a much higher withdrawal rate from general-type programs. One example is the High School Leaving Course in Winnipeg, Manitoba, which is a modification of the University Entrance Course with less stringent requirements. Of the ten programs offered, this had the highest withdrawal rate--60 per cent. The next highest was the Commercial Course with 26 per cent leaving.⁷⁰ Of the three possibilities given in a Vancouver report the distribution of withdrawals looked like this:

1. Academic-Technical	41.3 per cent
2. Non-Academic	55.2 per cent ⁷¹
3. Occupational	3.4 per cent

⁶⁹ Cicely Watson, Focus on Dropouts, p. 66.

⁷⁰ Harry H. Guest, "A Study of Student Withdrawals," p. 17.

⁷¹ Katherine Gilbert and E.N. Ellis, "The Withdrawal of Students," p. 17.

While the type of program in which the dropout was placed is important, another question arises--why was he in that program? Was it by choice, did the school personnel make the decision, or was it the only program offered in the school? No literature was found which discussed these questions.

School Subjects

While no literature was found which discussed how many subject options were available to the student as compared to the dropout, there may be a relationship between the degree of subject choice and a student's decision to stay in school or drop out.

Once the subjects have been chosen, which ones the student likes or dislikes may have an effect on whether he or she stays. A dislike for a subject may indicate inability in that area. Dissatisfaction with school appears to be a major concern, according to Greene. This may include "dislike for a certain subject," or dissatisfaction with the subjects offered by the school.⁷²

A Newfoundland study compared the subjects liked or disliked by potential dropouts with subject failure and found significant correlations. Duncan stated that 100 per cent of the potential dropouts said they received their best marks in the subject most liked, and the poorest marks in the subject least liked.⁷³ Sister Perpetua

⁷²Bert I. Greene, Preventing Student Dropouts, p. 29.

⁷³Ronald Duncan, "A Critical Analysis," p. 92.

Kennedy looked at the subjects liked most by dropouts and at those most frequently failed. Mathematics was at the top of both categories, with 27.1 per cent listing it as "liked" and 36.8 per cent saying they failed mathematics.⁷⁴ From her statistics it is difficult to say if subjects liked correlated with those in which dropouts experienced success.

One research report investigated what young school leavers felt to be "the main stumbling blocks to their mastery of valued subjects."

Most commonly they felt that they would have been helped by having more lessons and more time spent on such subjects, or by being given better, slower, or repeated explanations until difficult parts were thoroughly understood.⁷⁵

Reaction Toward School

Morton-Williams and Finch again reported on how school leavers felt about coming to school most days. They found that 51 per cent of the fifteen year old male leavers, and 60 per cent of the fifteen year old female leavers, agreed with the statement: "Most days you look forward to going to school."⁷⁶ Duncan, in his research, could report only 10 per cent of the potential dropout group said they "looked

⁷⁴ Sr. Perpetua Kennedy, PBVM, "A Critical Analysis of the Dropout Problem in the Province of Newfoundland over the Ten Year Period 1954-1964" (Master's Thesis, Catholic University of America, 1966), p. 83.

⁷⁵ Roma Morton-Williams and Stewart Finch, Young School Leavers, p. 68.

⁷⁶ Ibid., p. 233.

"forward" to coming to school, whereas 21.7 per cent of the group said they did not want to come.⁷⁷

Teacher-Student Relations

How well the student relates with the teachers is often a factor considered in dropout research. Zeller listed "antagonism to teachers and/or principals" as a related factor to the dropping out process.⁷⁸ Fleming referred to a study by Davidson and Lang which concluded that "the child with the more favourable image of 'self' was the one who more likely perceived his teachers' feelings toward him as more favourable."⁷⁹ Undoubtedly, the effect of the teacher, for better or for worse, is not underrated in the research.

In-School Behavior

The findings in this area are inconclusive, according to Varner.⁸⁰ Greene listed "being a discipline case"⁸¹ as one of the characteristics of the potential dropout. In describing how leavers differed from stay-ins, Morton-Williams and Finch reported that, in general, fifteen year old leavers "were much more resentful of the discipline and

⁷⁷ Ronald Duncan, "A Critical Analysis," p. 112.

⁷⁸ Robert Zeller, Lowering the Odds on Dropouts, p. 20.

⁷⁹ Report of the Committee on the Study of Dropouts, by J.K. Fleming, Chairman, p. 10.

⁸⁰ Sherrell Varner, School Dropouts, p. 22.

⁸¹ Bert I. Greene, Preventing Student Dropouts, p. 43.

restrictions" in school.⁸² They also differed in being "more likely to show unsatisfactory behaviour in school."⁸³ Yet there are also studies which show little difference in the behavior of both dropouts and those who stay in school. Varner, reporting Hamilton's findings, stated that dropouts tended to be well-behaved in school.⁸⁴

Relations with Principal and School Personnel

In a discussion centering on how schools could deal more effectively with dropouts, Miller stated that:

School administrators demonstrating a heightened interest and belief in the educability of low-income youth are most likely able to engender positive action among the students⁸⁵

Bert Greene devoted a chapter to "Administrative Action for Dropouts." He stated:

Perhaps the major goal of the principal is to establish the climate which is conducive to the development of programs to meet the needs of the students in his community.⁸⁶

Greene went on to explain various tasks which can enable the school to provide for the needs of the students

⁸²Roma Morton-Williams and Stewart Finch, Young School Leavers, p. 213.

⁸³Ibid., p. 214.

⁸⁴Sherrell Varner, School Dropouts, p. 22.

⁸⁵S.M. Miller, "Strategy, Structure, and Values in School Programs" (Syracuse, N.Y.: Youth Development Centre, Syracuse University, 1965; ERIC Document Reproduction Service, ED001676, 1965), p. 7.

⁸⁶Bert Greene, Preventing School Dropouts, p. 56.

who may be potential dropouts. Encouragement and willingness to help are key factors. When a student has a problem to discuss, whether it is directly related to the school or not, there should be people willing to listen and help if possible.

Use of School Facilities

No research was located which specifically spoke of how school facilities were used by students or dropouts. Nevertheless, it was felt it may be of some value to look at this variable.

Career Guidance

Having discussed earlier the occupations of the dropout's parents, and the degree to which they may be related to the student's dropping out, it is important to relate how the dropout felt about his or her future career. Nineteen and twenty year olds in Britain, who had left school when they were fifteen, were interviewed on the areas in which they felt they needed more help from the school. Most frequently they cited "careers area." Twenty-five per cent of those who commented wished they had been given more information about jobs and working conditions, and had had more visits to work places. "Preparation for Work" and "Improvement of Career Prospects" were two dimensions considered "very important" by the leavers.⁸⁷

⁸⁷ Roma Morton-Williams and Stewart Finch, Young School Leavers, pp. 216-217.

Work-Study programs which represent one aspect of career guidance, have apparently had positive results. One such program is STRIDE. Its chief purpose is to turn potential dropouts back on to school. STRIDE students deal with only one teacher while studying basic subjects for an abbreviated three-hour day. They also have small classes, usually of no more than fifteen students. In the afternoon they seek employment or work outside the school. This new program has decreased the absenteeism rate substantially and has already showed improvements in Grade Point averages.⁸⁸ MacDonald, in a Prince Edward Island study, said that forty-four out of a total of sixty-five dropouts questioned said there was a need for such programs that give more variety in the curriculum.⁸⁹

Decision to Leave

It has been frequently stated that the student's leaving school is a "process," that is, one may 'leave' over a long period of time, or the decision may be quick and final. Yet the decision to leave or to stay is usually made by the individual concerned. Watson reported that for most dropouts, the decision to leave is not a sudden one.

⁸⁸ Lauri John Hakanen, "The STRIDE Program: An Answer to Absenteeism," Phi Delta Kappan 59, No. 5 (January, 1978):349.

⁸⁹ Edgar MacDonald, "Drop-Out Study" (Prince Edward Island: Board of Trustees, Regional School Unit No. 1, 1974), p. 39.

Over 65 per cent reported theirs was not a sudden decision.⁹⁰ Studies also focused on whether the young person regrets the decision after it has been made. In Bowman and Matthews' study, 56 per cent of the dropouts said they would definitely stay in school if they had the chance over again. Only 34 per cent reported that they definitely would have left.⁹¹

As a consequence of his decision to leave, does the dropout contemplate further education in the future? One research report which dealt with further education was a British study. While those who left at age fifteen appeared to have little interest in getting more schooling (half the boys and two-thirds of the girls had not any intention of taking any further full-time courses or of going to evening classes), those who left at sixteen or later differed greatly in their plans. Only a little more than 10 per cent were definitely not intending to carry on studying.⁹² The Watson report asked, "How important do you think it is for your career plans, to get a secondary school graduation diploma?" Forty-two and eight-tenths per cent thought it was 'fairly' or 'very' important, while 40.8 per cent felt it was 'fairly unimportant' or 'not important at all'. The rest were

⁹⁰ Cicely Watson, Focus On Dropouts, p. 183.

⁹¹ Paul H. Bowman and Charles V. Matthews, Motivations of Youth for Leaving School (Quincy, Ill.: University of Chicago and Quincy Youth Development Project, 1960), p. 37.

⁹² Roma Morton-Williams and Stewart Finch, Young School Leavers, p. 159.

uncertain.⁹³

Summary of School-Related Factors

When asked 'why' they leave, dropouts' responses are often related to inability to achieve in school or lack of interest in school. A more recent study in Ontario showed a high percentage of leavers taking up jobs or seeking work, and the students give this as their main reason for leaving. A majority of those who leave, for whatever reason, tend to drop out of a general but basically academic type program, where they usually liked the subjects in which they were doing well. Dislike for particular subjects has been correlated highly with dropping out. Many leavers felt they needed more help and more explanation with the subjects they found difficult.

Studies showed variations in students' basic reactions toward school. In Britain a majority seemed to look forward to going to school whereas in a particular school district in Newfoundland only 10 per cent of the potential dropout population looked forward to going to school.

Once in school, those who are potential dropouts are frequently considered behavior problems. They are seen as expressing antagonism toward teachers, principals, and/or other school personnel. Yet many writers emphasize how important it is for students to have someone who can

⁹³Cicely Watson, Focus on Dropouts, p. 237.

provide a listening ear for them.

One area greatly stressed is career guidance. Dropouts repeatedly suggest this is the area in which more can be done. Work-Study programs have shown valuable results and dropouts themselves suggest there should be more.

The decision to leave is generally not a sudden one for most students and for many there is regret afterwards. Many see themselves needing more education and often they are planning to continue their education through day or evening classes. In many cases, almost half or more of the dropouts questioned said they felt more education was necessary.

IV. PEER-RELATED FACTORS

Peer Group

S. John Eggleston used the word "crucial" to describe the importance of peer support in discussing the social factors associated with staying on or leaving school.⁹⁴ Zeller said that usually dropouts felt a lack of belonging--that they were unaccepted by their peers.⁹⁵ Scales also stated that a large number of responses indicated a feeling that other students did not particularly want the students

⁹⁴ S. John Eggleston, "Social Factors Associated with Decisions to Stay-On in Non-Selective Secondary Schools," Educational Research 9 (June, 1967):171.

⁹⁵ Robert Zeller, Lowering the Odds on Dropouts, p. 20.

to participate in group activities which were promoted by the school.⁹⁶

When students feel that they do not belong they may turn outside the school to look for friends. One study which looked at the educational status of the best friend found significant differences between those of the school leaver and those of the stay-in. In the male student group only 11 per cent of the students reported that their best friend had dropped out of school, as compared to 41 per cent of the dropout group.⁹⁷

In describing the potential dropout, Greene stated:

Many potential dropouts have friends who are either older or younger than they. The reason for this is that potential dropouts have been retained in a grade and their friends have moved ahead of them. The friendship patterns which have developed over a period of time begin to fade and the potential dropout does not appear to be able to make friends within the classroom.⁹⁸

Drugs and Alcohol

A problem indirectly related to the dropout's peer group is the use of alcohol and drugs. It would appear unlikely that the dropout would not be affected by his or her friends' use of alcohol and drugs. Also, studies confirm a high correlation between dropping out and the use of them.

⁹⁶ Harry H. Scales, "Another Look," p. 343.

⁹⁷ Emmitt F. Sharp and G. Albert Kristjanson, Manitoba High School Students and Dropouts, p. 37.

⁹⁸ Bert Greene, Preventing Student Dropouts, pp. 39-40.

A recent study of 260 transient youths from fourteen to twenty years of age showed that close to half of this group were school leavers. The findings, according to Loken, indicated very clearly that drug use was related to time lost from school, as well as to dropping out.⁹⁹

In a study of Grade IX students from a small northern Ontario town, it was found that significantly more dropouts used tobacco, alcohol, glue, speed, and opiates than did non-dropouts.¹⁰⁰ Research in this area is becoming more common. Non-medical use of drugs and alcohol is becoming more prevalent, and with the legal age for drinking alcohol in Newfoundland lowered from twenty-one to nineteen, it seems important to study this variable.

V. COMMUNITY FACTORS

Whether or not the student perceives that there are employment opportunities in the student's community may be a factor when he is making his decision to leave. Of over 1,300 dropouts who were questioned in Manitoba, 45 per cent were working or had plans for work.¹⁰¹ A Nova Scotia study

⁹⁹ Joel O. Loken, Student Alienation and Dissent (Scarborough, Ont.: Prentice-Hall of Canada, Ltd., 1973), p. 34.

¹⁰⁰ Helen M. Annis and Carol Watson, "Drug Use and the School Dropout: A Longitudinal Study," Canadian Counsellor 9, No. 3/4 (June, 1975):158.

¹⁰¹ Harry H. Guest, "A Study of Student Withdrawals," p. 98.

showed that 42.8 per cent of the total leavers group left to seek work or to take up employment.¹⁰²

White and King discussed the status of the ex-student in terms of employment opportunities in the community. They said:

Apparently location may be an important factor in determining immediate plans. In the Hamilton area, the employment situation looks bleak as compared to the other two areas. Perhaps it is harder to find an unskilled job in a big city than in a small community. Perhaps too, the lack of jobs may be why more students from the Hamilton area chose to continue their education.¹⁰³

The Newfoundland Minister of Education commissioned a study in 1975 which found a substantial proportion of the dropouts were unemployed. Of those who had left Grade IX, 34.6 per cent were unemployed, from Grade X, 37.3 per cent, and from Grade XI, 25 per cent.¹⁰⁴

The high rate of unemployment in Newfoundland heightens the problems of the undereducated. Canada Manpower statistics show that where jobs are available most of them require more highly educated people to fill them. Some of these are nurses, physiotherapists, computer programmers, and radiological technologists and technicians.¹⁰⁵

¹⁰² M. Barbara Walker, "A Survey of Dropouts," p. 4.

¹⁰³ E.M. White and A.J.C. King, "On Dropping Out" (Ontario: Department of Education, 1974), p. 5.

¹⁰⁴ Report of the Minister's Committee on Pupil Retention in Newfoundland's High Schools, 1974-75 (Newfoundland: Department of Education, December, 1975), p. 27.

¹⁰⁵ G. Llewellyn Parsons, "Education and Unemployment in Newfoundland," p. 20.

In addressing itself to the problems of unemployed youth, the People's Commission on Unemployment stated:

The absence of a job for a large number of the province's young adults is going to have profound repercussions for years to come in Newfoundland society

So it is that some of our youth will be more likely to engage in acts of vandalism, excessive drinking, and a whole host of other social problems. ¹⁰⁶

VI. THE CONCEPT OF ALIENATION

As was noted in the Introduction to this chapter, it would be helpful to arrive at a larger framework in which the factors or variables discussed previously can be assigned.

One concept which may help to clarify the relationship between the variables just discussed and the act of dropping out of school is "alienation." If the feeling of alienation on the part of students results ultimately in withdrawal from school, then it may constitute a common link among the dropout population. Lauterbach explained it well:

The difficulty of explaining why some lower class children drop out of school and others do not, the problems involved in explaining why personality characteristics are predictive of some dropouts but not others, and the serious paucity of studies of school factors related to dropout rates and the holding power, all point to a need for a theoretical construct which may be used to explain why students

¹⁰⁶ Now That We've Burned Our Boats - The Report of the People's Commission on Unemployment, by Rev. Desmond McGrath, et al. (Ottawa: Mutual Press Ltd., 1978), p. 40.

drop out of school. The concept of alienation seems directly applicable to the problem of the school dropout.¹⁰⁷

Alienation is not an easy term to define. Keniston, in his well-known study on alienated youth in America, devoted an Appendix to the definition of the concept.¹⁰⁸ At the very least, the alienation of the individual involves his or her gradual estrangement or detachment from that which he or she was formerly attached.

In this section, a brief explanation of the concept of alienation will be presented, followed by some of its implications for education.

Theoretical Perspectives

Although there are numerous theorists on the subject of alienation, only two of the main but classic writers are considered here. One of the most comprehensive theories of alienation is probably that of Karl Marx, who used the concept as a crucial element in the analysis of world economic systems.¹⁰⁹ To Marx, alienation meant the separation of man from his labor, and as a result, the separation from the product he produced. Man, according to this theory, can no longer identify himself as an individual constructing or

¹⁰⁷Walter Louis Lauterbach, "Alienation, Anomie, and Dropouts" (Ph.D. Thesis, Claremont Graduate School, 1967; Xerox University Microfilms, 68-10519, 1968), pp. 36-37.

¹⁰⁸Kenneth Keniston, The Uncommitted (New York: Harcourt, Brace, and World, Inc., 1965), pp. 449-475,

¹⁰⁹Istvan Meszaros, Marx's Theory of Alienation (New York: Harper and Row, Publishers, 1972 ed.), p. 94.

creating products that are meaningful to him. A modern day example might be the assembly line worker in the auto plant. He bolts the same door on the same type of car, hour after hour, day after day, and likely experiences alienation. He soon comes to see his job as meaningless, and sees himself as gradually dehumanized. Marx's theory of alienation deals with the world in its totality, and has universal applicability.

A more contemporary writer who adopts many of Marx's assumptions on alienation is Erich Fromm. Fromm considered alienation in terms of quantification and abstractification. These terms simply mean the transformation of people and objects into commodities, which are measured impersonally in terms of economics.¹¹⁰ This same quantification and abstractification exist in interpreting the value of education, as Fromm pointed out in his example:

B.Sc. + Ph.D. = \$40,000¹¹¹

Fromm emphasized the superficiality of life's experiences, the loss of quality for the sake of quantity. This lack of quality reinforces the meaninglessness of life for the alienated.

¹¹⁰ Erich Fromm, The Sane Society (Greenwich, N.J.: Fawcett Publishers Inc., 1955), pp. 104-106.

¹¹¹ Ibid., p. 106.

Application of the Concept to Education

To focus more specifically on alienation as it involves the student and the education system, one must look at writers in the field of education. Hickerson spoke of the alienation of economically deprived children from the school system because of their inability to relate to the values taught within that system. As he emphatically stated:

Children abandon school in the second grade attitudinally and in the tenth grade physically not because they are "stupid" but because they don't care. They have been estranged from school; they have been attacked at the point of greatest vulnerability--their own value structure. This alienation process is as common in the South as it is in the North; it is interwoven into the fabric of our public school system.¹¹²

Although "equality of educational opportunity" may be what educators are ideally striving for, Hickerson said that this is not what exists. Children who come from economically deprived backgrounds, or what is commonly called "lower-class" backgrounds, to a school that is essentially middle-class in its orientation, find it more and more difficult as time passes to relate to what is going on in that school. The families pictured in the textbooks, the ideas discussed, and most things around them serve as reminders that these children do not fit.

Charles Silberman pointed to the same deficiency in the North American system:

¹¹² Nathaniel Hickerson, Education for Alienation (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1966), p. 42.

As a result, the public schools are failing dismally in what has always been regarded as one of their primary tasks -- . . . facilitating the movement of the poor and disadvantaged into the mainstream of American economic and social life.¹¹³

The last writer to be considered is Joel Loken, who has written on the phenomenon of student alienation in Canada, and has related it, briefly, to the early school leaver--the dropout. Loken's work focused on the six conditions within the student's life which contribute to his feeling of alienation: meaninglessness, powerlessness, anomie, social isolation, self-estrangement, and cultural estrangement.¹¹⁴ The first five terms were developed by Seeman in his work on alienation. The definition of these terms are given below.¹¹⁵

Powerlessness - "The expectancy or probability held by the individual that his own behaviour cannot determine the occurrence of the outcomes, or reinforcements he seeks."

Meaninglessness - "A low expectancy that satisfactory predictions about future outcomes of behaviour can be made."

¹¹³ Charles E. Silberman, Crisis in the Classroom (New York: Random House, 1970), p. 53.

¹¹⁴ Joel E. Loken, Student Alienation, pp. 22-23.

¹¹⁵ Melvin Seeman, "On the Meaning of Alienation," American Sociological Review 24 (December, 1959):783-91.

- Normlessness - "A high expectancy that socially unapproved behaviours are required to achieve given goals."
- Isolation - "The individual's assignment of low reward value to goals or beliefs that are typically highly valued in a given society."
- Self-Estrangement - "The degree of dependence of the given behaviour upon anticipated future rewards," (rather than rewards intrinsic to the activity).

Each of these terms will be considered individually to show the link between the student and alienation.

In describing the "powerlessness" created by the school Loken seemed to be in agreement with the earlier Marxian statement concerning the alienation from one's work. As he said:

Some students cannot compete under conditions dictated by the school. Many talented students have been urged to keep up academically when more effort should be spent on their attempting to become good writers, artists, sportsmen, or scientists in their own right Some educators are of the firm opinion that students should be 'educated' or 'socialized' to conform to an adult society which possesses pre-determined economic, social, and political qualities.¹¹⁶

Is school life meaningless for the alienated? Loken said if students see little or no school activity as being

¹¹⁶ Joel O. Loken, Student Alienation, pp. 22-23.

useful in attaining personal goals, then the educator must begin to look at himself.¹¹⁷ Once again the idea of the inter-relationship of theory and practice which Fromm described is evident here.¹¹⁸

Anomie is the term used by Durkheim and Merton to describe "normlessness." The student may become alienated from school when he cannot identify with its norms or values.¹¹⁹ This may be caused by the student having a different set of values than the school, or by a lack of a clearly defined set of values.

Another condition giving rise to alienation is social isolation. Isolation is simultaneously an easy and difficult condition to appreciate. Among the masses of students in schools, many individuals are still very much alone. In the name of efficiency, many times the school may forget the socio-personal needs of the individuals. In modern-day schools which are often regulated by bells, the basic social needs of growing adolescents are sometimes forgotten.

Self-estrangement is a condition somewhat similar to social isolation. It revolves around the schools' demands on students as opposed to the personal needs and interests of students. In order to deal with these demands and with his or her own needs, the student may develop two

¹¹⁷ Ibid., p. 23.

¹¹⁸ Erich Fromm, The Sane Society, p. 299.

¹¹⁹ Joel Loken, Student Alienation, p. 25.

personalities and two respective sets of behavior to deal with this situation, one for himself and one for the school.¹²⁰

What is often referred to as 'youth culture' or 'counterculture' can be seen as a result of, and a contribution to, the cultural estrangement of students. Loken contended that the educational establishment has resisted the necessity of coming to terms with the ideas of the counterculture.¹²¹ He feels the young person is seeking meaning in life through counterculture because his present life appears meaningless.

Application of the Alienation Concept to the School Dropout

What specific relationships are there between the concept presented above, and the early school leaver? The theoretical position presented here shows a perceived relationship, by some authors, between the student who withdraws mentally and/or physically from the school, and alienation. Just as the assembly-line worker may feel alienated from his job, the student in school if he feels the work he is doing is not relevant or meaningful to his total person, may experience this separation also.

Three studies were located which examined specific relationships between the school dropout and alienation.

¹²⁰ Ibid., p. 28.

¹²¹ Ibid.

The first was an attempt to determine the extent to which, among urban high school youth, feelings of alienation and self-esteem are related to race, sex, socio-economic status, and school variables. Significant relationships were found between race, sex, and socio-economic variables and alienation. The grade level of the student was not significantly related to feelings of alienation.¹²²

The second study examined the dropout specifically. Lauterbach chose three headings: individual, group, and cultural alienation by which to identify the feelings of the dropouts. Information on specific variables was taken from cumulative records to measure the degree of alienation of the dropouts. Using Seeman's terminology the writer stated:

. . . Individual alienation would reflect self-estrangement and meaninglessness; group alienation is related to isolation; cultural alienation may consist of powerlessness and meaninglessness.¹²³

The findings in this study showed male and female high school graduates and dropouts can be predicted on the basis of peer group alienation. On an estimate of self- (or individual) alienation, female dropouts could be predicted at the high school level but not male dropouts. It

¹²² Maurice Q. White, "Alienation and Self-Esteem as They Relate to Race, Sex, Socioeconomic and School Variables in Urban High School Age Youth" (Ph.D. Dissertation, Wayne State University, 1968).

¹²³ Walter L. Lauterbach, "Alienation, Anomie, and Dropouts," p. 37.

appeared that cultural alienation was situationally specific, that is, the use of scales developed for one population would not successfully identify dropouts from another geographic area.¹²⁴

The most recent alienation study to be located found that there were six patterns among those who had dropped out of school: The Classic dropout, the Work-Oriented, the Homemaker, the Family Supporter, the Cultural Isolate, and the Intellectual Elite. The two largest groups were the Classic dropouts (23 per cent) and those who were Work-Oriented (53 per cent). The writers concluded that the alienation suffered by the Classic group was both psychological and sociological, whereas the Work-Oriented only felt social alienation.¹²⁵ The other groups were all small in numbers and varied more in their types of alienation.

The concept of alienation is posited as a possible intervening explanatory variable for analysis. If through the in-depth interviews and questionnaires there is a strong correlation between the conditions described by Loken and Lauterbach and "dropping out," then certain hypothesis should be formulated on possible causes for school dropouts.

¹²⁴ Ibid., pp. 139-141.

¹²⁵ Carol Reish and Vivienne Young, "Patterns of Dropping Out," Interchange 6, No. 4 (December, 1975):13-14.

The availability of an attitude questionnaire which measured student alienation enabled a comparison of the alienation from school of dropouts, with the alienation from school of students who have thus far remained in school in this study.

CHAPTER III

THE RESEARCH DESIGN

This chapter describes the methods used in conducting the research. The first section describes the population and sample; the second explains the development and use of the instruments; the third explains how the data were collected; and lastly, the fourth section describes how the data were analyzed.

I. POPULATION AND SAMPLE

Schools having Grades VII to XI which fall under the jurisdiction of the St. John's Roman Catholic School Board served as the population base for this study.

The first phase of the research was confined to the student population in Grades VII, VIII, and IX, for the academic year September, 1974, to June, 1975. Since a detailed study of the dropout population in these grades was not possible, a survey of each school was conducted to determine the dropout rate by class, by grade, and in total for the three grades.

For the major phase of the study a random sample of thirty students who had left the five senior high schools in the District was chosen. Each school was represented on a

percentage basis, that is, schools with the larger number of dropouts provided the larger numbers of dropouts for the sample. These ex-students were chosen from lists supplied by the schools of students who had left school since September, 1974.

A control group of thirty students still in school was chosen. Individuals were matched as closely as possible with those in the dropout group on the following variables:

1. Sex of the dropout.
2. Age of the dropout.
3. Educational achievement (as measured by the SRA High School Placement Tests).
4. Grade of the dropout when he/she last attended school.
5. School last attended by the dropout.

II. INSTRUMENTATION

Development of the Interview Schedules

Interview schedules were prepared for both the dropout and non-dropout groups. Most of the questions that made up the interview schedule were borrowed from existing instruments. Also, some new items were added to meet the specific needs of this study. In order to have a practical number of questions for the interviews, some questions which did not appear to be particularly useful in this study, or whose basic content was covered by other questions, were

eliminated. The questions were made as open-ended as possible, with checklist items to be marked only by the researcher in a few cases.

The Interview Schedule for Non-Dropouts was similar to the schedule used for dropouts. Questions were modified slightly, and six were eliminated to make the Schedule suitable for interviewing students who were still in school. (Final Interview Schedules appear in Appendices C and D).

The Pupil Attitude Questionnaire

In order to place the traditional variables in a broader framework, a questionnaire was sought which would measure the degree to which students or dropout students were alienated from the school system. Few research studies have dealt with adolescent alienation, but one which had was a study by Henry Kolesar in 1967.¹²⁶ It was decided that the Pupil Attitude Questionnaire developed by Kolesar was suitable for use in this study. Permission to use it was sought from and given by Kolesar (see Appendix F).

Kolesar developed the Pupil Attitude Questionnaire in 1966-67 through a pilot study and a major research of more than 1,700 pupils in twenty high schools in Alberta. The questionnaire was validated by four types of verification: content validity, face validity, factorial validity,

¹²⁶ Henry Kolesar, "An Empirical Study of Client Alienation in the Bureaucratic Organization" (Ph.D. Thesis, University of Alberta, 1967).

and construct validity.

The instrument consists of sixty Likert-type items which are distributed in five sub-tests. The sub-scales are constructed to measure Seeman's five alienation dimensions: powerlessness, meaninglessness, normlessness, isolation, and self-estrangement. The grand total of the sub-tests' scores gives a "total alienation score." Scoring procedures are summarized in Appendix G.

The questionnaire was changed to the past tense and question 6 was slightly modified to suit the questioning of the dropout. The result is presented in Appendix H. It was administered to the dropout participants. The original instrument was used with the non-dropout participants. This is contained in Appendix I.

Use of the Instruments

The Interview Schedule for School Dropouts and the Pupil Attitude Questionnaire were then administered to a dropout participant. Since the questions were, for the most part, similar to those which have been used in other studies, it was felt it was not necessary to pilot them with a large number of participants.

Some questions were slightly changed after the first interview in order that the interviewer might elicit more specific answers. This schedule was further modified when after approximately five interviews, questions concerning family and personal problems received little response.

Consequently, questions 36 and 37 were dropped from the study.

These instruments provided the basic focus and structure of the data gathering procedure. A number of specific questions were asked of all participants. Follow-up questions were posed to most participants. The latter provided the opportunity to clarify any information previously given. The use of the personal interview method proved to be very helpful in this investigation. This situation allowed for further elaboration of the participants' answers, increasing the specificity of the information.

The last source of information was the cumulative records of the dropout and student participants. They were especially needed for the matching of the individuals, and supplied data on the following variables:

1. Sex of the student.
2. Birth date.
3. I.Q. or educational achievement score.
4. Number of grades failed.
5. Extra-curricular activities.
6. Course of study.
7. Number of siblings.

III. DATA COLLECTION

In January, 1975, the St. John's Roman Catholic School Board, the largest in the Province of Newfoundland and Labrador, was approached for permission to study the high school dropout situation in the District. It was felt that the size of the District, and the fact that it draws its student clientele from a variety of geographical and socio-economic backgrounds was a good focus for the study.

Permission for the study was granted (see Appendix A), and a proposal developed. It was later decided that a matched group of students still in school was necessary, in order to validate the study. This was checked with the Assistant Superintendent who was overseeing the project on behalf of the School Board.

A letter of introduction was forwarded to all principals in the District by the Assistant Superintendent in April, 1975 (see Appendix B). Also, in April a meeting was convened with the guidance counsellors in the School District, and they were presented with copies of the research proposal including the appropriate questionnaire. During discussion recommendations were made by the counsellors on the wording of a small number of questions. The Interview Schedules were revised and approved by the Assistant Superintendent (see Appendices C and D).

Interviewing

Lists of students who had left school since September, 1974, in Grades X and XI were obtained from the five senior high schools involved in the study. A random sample was chosen (see Table 1) from each list of dropouts collected. Initial contact was made by telephone where possible. It was difficult to get in contact with some of the people in the sample, and after at least three attempts for each, alternatives had to be chosen in five cases. Three individuals who agreed to be interviewed initially withdrew at the last moment. Alternatives for these were again chosen randomly. Interviews with the thirty school leavers and the matched group began in April, 1975, and concluded in late June, 1975.

TABLE 1
THE DROPOUT SAMPLE BY SCHOOL

School	Available No. of Cases	Sample Given
Beaconsfield	27	5
Brother Rice	43	7
Gonzaga	30	7
Holy Heart of Mary	30	7
St. Edward's (Bell Island)	18	4
TOTAL	148	30
% of total		Approx. 20%

Each dropout participant was asked to choose the place for the interview. A number of suggestions were made by the interviewer. This was done so as to interview the participant in as informal a situation as possible.

The non-dropouts were consistently matched on grade, school and sex with the dropouts. The researcher and those school personnel involved tried to match the age and SRA educational achievement scores as closely as possible. The matched SRA scores vary within a range of plus or minus five points.

Written permission was sought and received from the parent(s) of each in-school participant (see Appendix E). One member of the non-dropout group who was to be interviewed had to be excluded from the study as she became a dropout herself a few days before she was to be interviewed. The time in the school year and the lack of comparable individuals for the control group in this particular school did not allow replacing this student with another.

Most of the non-dropout participants were interviewed in their respective schools. Time limitations toward the end of the school year forced this decision. The Interview Schedule for Non-dropouts (see Appendix D) was used with the control group.

The interviews varied in length from one and one-quarter hours to approximately three hours each, with the average being two hours long. This was not due to any basic

differences in the questions but to the length of answers by the respondents.

Each interview concluded with the administration of the Pupil Attitude Questionnaires (see Appendices H and I). The participants were told to ask for further explanation of any statement in the questionnaires which they did not understand clearly. Such explanations were given on a number of occasions. In explaining any particular statement the interviewer tried to be as unbiased as possible so as not to influence the participants. Each questionnaire was examined on completion to ensure that every item had received a response.

After the interviews with the dropouts had been completed, cumulative records were viewed to obtain the necessary information contained therein. This was done for four of the five schools in the study. The administration of the fifth school did not give permission to view cumulative records. Also, permission was given by the dropouts themselves to look at their school records.

Survey Phase

In the initial letter of introduction sent to all principals by the Assistant Superintendent, principals had been asked to keep 1973-74 school registers for Grades VII, VIII, and IX. Not all schools were in possession of these registers. It was then decided, in consultation with the Assistant Superintendent, to determine the dropout rate

for these grades for the school year just ending--September, 1974 to June, 1975. This, of course, meant that the months of July and August, when students of this school year may have been deciding not to return to school in September, 1975, were not considered.

Contact by telephone was then made with school principals to ask them to save the school registers for the 1974-75 school year. Arrangements were made to collect the registers from each school. The data collected were tabulated according to the format shown in Table 2. The results of the survey phase are given in Appendix K.

TABLE 2

CALCULATION OF DROPOUT RATES
GRADES VII, VIII, AND IX

School	Grade	Enrollments		Transfers		Maximum Enrollment	No. of Drop-outs
		Sept/74	June/75	In	Out		

$$\text{Dropout rate} = \frac{\text{Number of dropouts}}{\text{Maximum enrollment}}$$

The maximum enrollment was calculated by subtracting the number of students transferred out of each class from the sum of the number of students who transferred into the class and the September enrollment of the class. Often the students who transferred out of one school then transferred into another school in the same District. In order to eliminate

the possibility of including some students twice, it was decided not to include those who transferred out as part of the maximum enrollment for each class.

Analysis of Data

Most of the data collected were quantified and coded. A nominal scale was used to code information, for example, the classification of parental occupations was done in four categories and a numeral attached to signify each category. The data were then punched on IBM cards for further processing.

The facilities of the Newfoundland and Labrador Computer Services were used to conduct the statistical analysis. A program called the Statistical Package for the Social Sciences¹²⁷ was used to process the data. Tables of nominal data, frequency distributions, contingency tables and Chi-square analysis were used to determine the significance of the data collected.

¹²⁷ Norman H. Nie, Dale H. Bent, and C. Hadlai Hull, Statistical Package for the Social Sciences (New York: McGraw-Hill Book Company, 1970).

CHAPTER IV

DESCRIPTIONS AND ANALYSIS OF DATA

The data analysis is organized in terms of the questions posed in the statement of the problem (see p. 3). The first five sections of this chapter deal in turn with the following areas: Section I--individual factors, II--family factors, III--school factors,¹²⁸ IV--peer factors, and V--community factors. The extent to which alienation is more a characteristic of dropouts than of students who remain in school is the subject of the sixth section.

I. INDIVIDUAL FACTORS

Age

In order to ascertain if dropouts are older than is 'normal' for the grade in which they were last enrolled, the date of birth was obtained for each. If a student enters Grade I at the 'normal' age of six years, and is promoted regularly, he or she would reach Grade X at fifteen years of age and Grade XI at sixteen years of age.

¹²⁸ In the third section data on two other questions posed in the statement of the problem are presented, due to their relevance to school-related factors. They include: (1) the reasons dropouts give for leaving school prematurely, and (2) recommendations made by dropouts and non-dropouts to help alleviate early school leaving.

Table 3 shows the ages of the samples of dropouts and non-dropouts as of December 31, 1974.

TABLE 3
AGE AND GRADE LEVEL OF DROPOUTS AND NON-DROPOUTS

Age	Grade X		Grade XI	
	Dropout	Non-Dropout	Dropout	Non-Dropout
15	12.4%	31.3%		
16	50.0%	25.0%	50.0%	53.8%
17	31.3%	43.7%	28.6%	30.8%
18	6.3%		14.3%	15.4%
19			7.1%	
TOTAL	100.0%	100.0%	100.0%	100.0%

Only 12.4 per cent of the dropouts who left Grade X in 1974-75 were in the "normal" age range for that grade. Fifty per cent were one year older than "normal" for Grade X, and 37.6 per cent were two or more years older for the grade.

Those sample students who left Grade XI in 1974-75 showed a different pattern with regard to age. A full 50 per cent of those interviewed who dropped out in Grade XI would be considered at the "normal" age for that grade. Of the Grade XI group, 28.6 per cent were one year older than "normal," and 21.4 per cent were two or more years older than one would expect.

It would be presumptuous to generalize from so small a sample, but in this case one can say that of the Grade X group, the majority (87.5 per cent) were older than "normal" for their grade. In the case of the Grade XI group, 50.0 per cent were above the "normal" age range of sixteen years. Since the non-dropout group was matched as closely as possible on the "age" variable with the dropout group, there is no value to be obtained from comparison of the minor differences.

Sex

The schools in the school district studied are somewhat unique in that two of the five high schools are all-male, and one is all-female. Since random samples of dropouts and non-dropouts were chosen within each school in order to ensure representation from each, the proportions of males and females in this study may not be representative of the dropouts by actual distribution by sex. Table 4 shows the distribution of the dropout and non-dropout samples by sex.

TABLE 4
DISTRIBUTION OF DROPOUT AND NON-DROPOUT SAMPLES BY SEX

	Male	N	% of Sample	Female	N	% of Sample
Dropout		19	63.3		11	36.7
Non-dropout		19	65.5		10	34.5
TOTAL		38			21	

Educational Ability

Educational ability was measured by SRA High School Placement Tests (HSPT). This series of tests is used by schools for purposes of general selection, placement, grouping, identification of superior students, identification of pupils with special instructional needs, and the evaluation of achievement.¹²⁹

The sixty-item educational ability test, which is part of the HSPT, includes four sections: word reasoning, arithmetic reasoning, verbal analogies, and number reasoning (number series). Neidt, in The Sixth Mental Measurements Yearbook, contends that "this test appears to be a satisfactory measure of general scholastic aptitude. Kuder-Richardson formula 20 reliability is reported as .89 ($n = 521$) and test-retest reliability as .91 ($n = 55$). Derived scores on the educational ability test are expressed as IQ's."¹³⁰

The SRA scores obtained for the participants were treated as an I.Q. measure, since this was the only one available for all participants. Table 5 shows the mean and standard deviation for the available HSPT educational ability scores for both the dropout and non-dropout groups.

¹²⁹ Charles O. Neidt, "SRA High School Placement Test," The Sixth Mental Measurements Yearbook, Oscar K. Buros, gen. ed. (New Jersey: The Gryphon Press, 1963 ed.), p. 92.

¹³⁰ Ibid.

TABLE 5

EDUCATIONAL ABILITY OF DROPOUT AND NON-DROPOUT SAMPLES

Sample Group	Educational Ability		(N)
	Mean X	Standard Deviation	
Dropout	93.714	14.419	(28)*
Non-dropout	93.000	14.340	(28)**

*Two scores not available.

**One score not available.

In order to compare the educational ability of the dropout group with a normal distribution of I.Q. scores, Table 6 was constructed. It consists of a comparison of the dropouts' educational ability scores with a normal distribution of I.Q. scores.¹³¹

The table shows that while, normally, approximately 15.0 per cent of the I.Qs. are in the 80 to 89 range, this group of dropouts have 39.3 per cent of their scores in that range. Again, according to a 'normal distribution', 53.5 per cent of scores are 100 or above, while in this sample only 25.0 per cent have scores of 100 or more. One can conclude then that this sample of dropouts does not have a normal distribution of I.Q. scores, and that they tend toward a lower than normal distribution.

¹³¹ Lewis M. Terman and Maud A. Merrill, Measuring Intelligence (Boston: Houghton Mifflin Co., 1937), p. 37, as quoted by Harry H. Guest, A Study of Student Withdrawals (Winnipeg, Man.: The Winnipeg School Division No. 1, 1968), p. 24.

TABLE 6

A COMPARISON OF DROPOUTS AND NON-DROPOUTS' I.Q. SCORES TO
A NORMAL DISTRIBUTION OF I.Q. SCORES (as a percentage)

Group	SCORES						(N)
	Below 80	80-89	90-99	100-109	110-119	120+	
Dropout	10.7%	39.3%	25.0%	10.7%	3.6%	10.7%	(28)
Non-dropout	14.3%	32.4%	28.6%	10.7%	3.6%	10.7%	(28)
Normal	2.0%	15.0%	22.5%	23.5%	18.0%	12.0%	(2904)

Again, non-dropouts were matched with dropouts closely on this variable, hence the reason for little differences on the table.

Self-Assessment of Ability

When asked to assess themselves in terms of how capable they felt they were in comparison with their classmates, only 6.7 per cent of the dropouts, but 27.6 per cent of the non-dropouts felt they were capable of doing "a little better" than their classmates. On the other hand, slightly more dropouts than non-dropouts, 33.3 per cent as compared with 24.1 per cent, respectively, felt they were "a little behind" the class in their subject ability. In both dropout and non-dropout groups, the largest percentages, 60.0 and 48.3, respectively, thought they were capable of doing "about the same as" the majority in their class. Table 7 summarizes the findings.

TABLE 7

DISTRIBUTION OF THE ASSESSMENT OF ABILITY BY MEMBERS OF THE SAMPLE GROUPS

Group	Self-Assessment			(N)
	A Little Better	Same	A Little Behind	
Dropouts	6.7%	60.0%	33.3%	(30)
Non-dropouts	27.6%	48.3%	24.1%	(29)

Chi-square = 4.6138, df = 2,
(Not significant at the .05 level).

Career Aspirations

Table 8 shows the career plans of the dropout and the non-dropout participants in this study. Plans were categorized under the headings of: Specific, Vague, or None. If the participant stated one particular choice and appeared definite about it this response was categorized under "Specific." If he or she said, for example, "Well, I'd like to be a secretary or something . . .," then this would be placed in the "Vague" category. If no suggestions were made at all, and on further questioning none were forthcoming, then such a response would be categorized "None."

A large majority of both groups, 73.3 per cent of the dropouts and 96.6 per cent of the non-dropouts, had specific plans for their future careers. Nevertheless, 26.6 per cent of the dropouts as compared to only 3.4 per cent of the non-dropouts had either vague or no career plans at all.

TABLE 8

PERCENTAGE DISTRIBUTION OF THE CAREER PLANS OF
DROPOUT AND NON-DROPOUT GROUPS

Sample Group	Career Plans			(N)
	Specific	Vague	None	
Dropouts	73.3%	13.3%	13.3%	(30)
Non-dropouts	96.6%	3.4%	0.0%	(29)

Chi-square = 3.8186, df = 2.
(Not significant at .05 level).

When directed more specifically to particular types of careers they might choose, the dropout and non-dropout group showed further differences. Table 9 summarizes the specific areas mentioned by the participants. Four individuals, or 13.3 per cent of the dropout group, aspired toward a professional or business career, whereas slightly more non-dropouts, 20.7 per cent, looked forward to this type of career.

A majority of both groups stated a preference for a career in the trade or service industry. Fifty per cent of the dropouts and 72.4 per cent of the non-dropouts were considering this choice.

Two noteworthy differences can be seen in classifications 4 and 5 of Table 9. While 16.7 per cent of the dropouts aspired toward a career in the armed forces or police, none of those who had stayed in school suggested this possibility. Even with suggestions made, 10.0 per cent of the dropout group stated they were considering no specific career. This contrasts with the non-dropouts, all of whom had at least one choice or preference. While Table 9 indicates that 90 per cent of the dropouts had in some way thought about a "career," only 73 per cent actually hoped to take up that career. On the other hand, 93 per cent of the non-dropouts actually hoped to pursue their career choice.

Another factor to be considered was how long, if at all, the dropouts and non-dropouts had been considering

TABLE 9

PERCENTAGE OF PARTICIPANTS IN EACH SAMPLE GROUP
SELECTING VARIOUS CAREER CHOICES

Sample Group	Types of Careers Being Considered					(N)
	1 Professional/ Business	2 Trades/ Service	3 Clerical/ Houseduties	Armed Forces & Police	5 None	
Dropouts	13.3%	50.0%	10.0%	16.7%	10.0%	(30)
Non-dropouts	20.7%	72.4%	6.9%	0.0%	0.0%	(29)

Chi-square = 9.5858, df = 4.
(Significant at .05 level).

their career choices. Table 10 shows that slightly more dropouts than non-dropouts had either been considering a career only during the past school year (1974-75), or were not considering a career at all. The reverse is true of those considering careers for more than two years. However, the differences are not statistically significant, and meaningful conclusions are hard to make.

TABLE 10

PERCENTAGE DISTRIBUTION OF THE LENGTH OF TIME PARTICIPANTS
HAD BEEN CONSIDERING A CAREER BY SAMPLE GROUP

Sample Group	Length of Time			(N)
	Past year or not at all	One to two years	Longer than two years	
Dropouts	40.0%	36.7%	23.3%	(30)
Non-dropouts	31.0%	37.9%	31.0%	(29)

Chi-square = .66181, df = 2.
(Not significant at .05 level).

2

Leisure Time

Table 11 describes the reported leisure time activities of the two groups. As indicated in this table, substantially more of the non-dropout sample, 34.5 per cent, reported spending their leisure time involved in part-time employment along with social, sports, and home activities, whereas only 10.0 per cent of the dropouts were involved in part-time employment along with their other activities.

while attending school. The majority of both groups spent leisure time at sports or socializing, with more of the dropouts than non-dropouts being in this category. Many of these said they spent time 'with friends'. Very few of either group reported spending the majority of their non-school hours at home.

TABLE 11

PERCENTAGE DISTRIBUTION OF REPORTED LEISURE TIME
ACTIVITIES BY SAMPLE GROUP

Sample Group	Reported Activities During Non-School Hours			(N)
	1 Social & Sports	2 Mainly at home	3 Part-time Employment with 1 & 2	
Dropouts	83.3%	6.7%	10.0%	(30)
Non-dropouts	62.1%	3.4%	34.5%	(29)

Chi-square = 5.22665, df = 2.
(Not significant at .05 level).

Value of Education

The individuals participating in the study were asked if they felt that getting a high school education was valuable for everyone. The vast majority of both groups (86.7 per cent of the dropouts and 86.2 per cent of the non-dropouts) felt it was.

Summary

The "individual" factors which may have influenced the people in this study to leave school before graduating generally followed results found in previously conducted studies. The majority of dropouts were over aged for their grade. Though their I.Qs. fell into a lower than "normal" distribution, the majority of dropouts did not appear to have a negative self-image. Two-thirds felt they could do as well or a little better than the others in their class. This finding is similar to that of the Coleman report on comparisons of academic self-concept between Negroes and whites in the United States. "In general, the classmates of Negroes (most of whom were Negroes themselves) scored about as high or even higher than the classmates of whites in academic self-concept."¹³²

A comparison of dropouts and non-dropouts with regard to career plans showed some distinct differences. While 26.6 per cent of the dropouts had vague or no career plans, only 3.4 per cent of the non-dropouts were so indefinite about their futures. The groups also differed as to the types of careers they wanted. For example, while 16.7 per cent of the dropouts wanted a career in the armed forces or police, none of the non-dropouts aspired to this type of career. There was only a slight difference in the length

¹³² James S. Coleman et al., Equality of Educational Opportunity (Washington, D.C.: National Center for Educational Statistics, 1966), p. 202.

of time the groups had been considering these careers, with non-dropouts considering their future prospects a little longer than dropouts.

With regard to reported leisure time activities, the non-dropouts spent more time in part-time jobs than did the dropouts. Most of the dropouts reported spending non-school hours involved in sports or social activities.

Though the majority of dropouts did not appear to be interested in attending a regular school at this time, over 80 per cent of the dropouts and non-dropouts felt a high school education was valuable for everyone. Although it cannot be stated statistically, the inconsistency between the dropouts' value of a high school education and his or her leaving school appeared to have been founded on an inability to cope any longer with 'school'. Anxiety to get a job, to be free from a situation in which they seemed not to be succeeding, or even a lack of understanding of what was happening to them, seemed to be the reasons why they chose to leave. Many of them understood the fact that they might not get ahead as quickly or succeed without this education, but they felt they could not continue under these circumstances.

II. FAMILY-RELATED FACTORS

Parental Schooling

Table 12 compares the schooling of the dropouts' fathers with that of the non-dropouts' fathers. In this study, fathers of non-dropouts were slightly less schooled than fathers of dropouts. Half of the former completed only Grade VIII or less, while only a third of the latter were in this category. Similarly, about twice as many of the non-dropouts' fathers had attended high school. However, there was no substantial difference between the two groups of fathers with regard to the proportion completing high school.

TABLE 12

A COMPARISON OF FATHERS' SCHOOLING FOR THE SAMPLE GROUP

Sample Group	Schooling			(N)
	Grade VIII or less	Some high school	High school graduation or post-secondary	
Dropouts	30.8% (8)	38.5% (10)	30.8% (8)	(26)*
Non-dropouts	50.0% (14)	21.4% (6)	28.6% (8)	(28)**

Chi-square = 2.5654, df = 2.
(Not significant at .05 level)

* = Schooling of four fathers unknown.

** = Schooling of one father unknown.

While one might expect the parents of dropouts to show only a little encouragement for their children to remain in school, it is also possible to argue that parents with little or no schooling themselves will try to compensate for this by encouraging their sons and daughters to complete at least high school. There is some support for both arguments in the literature,¹³³ although the latter one may be operative among the parents and students of this study.

Table 13 describes the mothers' schooling for both groups. The educational attainment levels are almost identical, with less than 25 per cent of the mothers of both groups having graduated from high school.

TABLE 13

A COMPARISON OF MOTHERS' SCHOOLING FOR THE SAMPLE GROUPS

Sample Group	Grade VIII or less	Some high school	High school graduation	(N)
Dropouts	42.9%	35.7%	21.5%	(28)*
Non-dropouts	40.7%	37.0%	22.2%	(27)**

Chi-square = 0.0249, df = 2.
(Not significant at .05 level).

*Two unknown observations.

**Two unknown observations.

¹³³ Ibid., p. 186 and p. 192, and Lucius Cervantes, *The Dropout: Causes and Cures*, pp. 97-98.

Parental Occupations

The fathers' occupations, as stated by the respondents, show an interesting pattern. As was the case with fathers' schooling, it is the non-dropout group which has the highest percentage of manual, semi-skilled, or unemployed fathers. On the other hand, more of the dropouts had fathers in professional occupations, and fathers who were deceased.

TABLE 14
PERCENTAGE DISTRIBUTION OF FATHERS' OCCUPATIONS
BY SAMPLE GROUPS

Sample Group	Occupation			(N)
	1* Professional	2** White Collar	3 Manual, Semi-skilled or Unemployed	
Dropout	32.0%	24.0%	44.0%	(25)***
Non-dropout	18.5%	29.6%	51.8%	(27)****

Chi-square = 1.4091, df = 2.
(Not significant at .05 level).

- * = Includes technical, large/small business owners, managers.
- ** = Includes clerical, sales/service, house duties, skilled.
- *** = Five fathers of dropout group were deceased.
- **** = Two fathers of non-dropout group were deceased.

Mothers' occupation differs only in one respect. While the vast majority of both groups are 'housewives', about 10 per cent of the mothers of non-dropouts are engaged in professional occupations.

TABLE 15
PERCENTAGE DISTRIBUTION OF MOTHERS' OCCUPATIONS
BY SAMPLE GROUPS

Sample Group	1* Professional	Occupation		(N)
		2** White Collar	3*** Manual	
Dropouts	0.0%	100.0%	0.0%	(27)****
Non-dropouts	10.7%	89.3%	0.0%	(28)*****

Chi-square = 3.3575, df = 2.
(Not significant at .05 level).

*Includes technical, large/small business owners/
managers.

**Includes clerical, sales, service, house duties,
skilled.

***Includes semi-skilled and unemployed.

****Three mothers of dropouts were deceased.

*****One mother of non-dropout was deceased.

Family Status

One important finding revolved around the difference in the family status of the two groups (Table 16). If both parents were living and in the home with their family, the status was considered 'intact'. All other varieties of family relations (one or both parents deceased, parents separated, etc.) were considered 'other'. Almost 90 per cent of the families of non-dropouts were 'intact', whereas only 60.0 per cent of the dropouts' families were 'intact'. Tables 14 and 15 suggest that the reason for the 'non-intact' status of many dropouts' families was the death of one parent.

TABLE 16
STATUS OF FAMILIES FOR THE TWO SAMPLE GROUPS

Sample Group	Status		(N)
	Intact	Other	
Dropouts	60.0%	40.0%	(30)
Non-dropouts	89.7%	10.3%	(29)

Chi-square = 5.3649, df = 1.
(Significant at the .02 level).

Siblings

Table 17 shows the mean number of brothers and sisters of the dropout and non-dropout groups. There is no substantial difference in the sizes of families of the two groups.

TABLE 17
MEAN NUMBER OF SIBLINGS BY SAMPLE GROUP

Sample Group	Sex of Sibling		(N)
	Mean number of brothers	Mean number of sisters	
Dropouts	2.4	3.5	(30)
Non-dropouts	3.3	3.0	(29)

Chi-square = 0.0650, df = 1.
(Not significant at .05 level).

The order of birth of the individuals also appeared to have little bearing on whether or not a student left

school. While 20.0 per cent of the dropouts had been the youngest members in their family, only 6.9 per cent of the non-dropouts were in this category. On the other hand 6.7 per cent of the dropouts and 6.9 per cent of the non-dropouts were the oldest in the family. The vast majority in both groups were neither oldest nor youngest.

TABLE 18

BIRTH ORDER BY SAMPLE GROUP

Sample Group	Birth Order			(N)
	Youngest	Middle	Oldest	
Dropouts	20.0%	73.3%	6.7%	(30)
Non-dropouts	6.9%	86.2%	6.9%	(29)

Chi-square = 2.17516, df = 2.
(Not significant at .05 level).

Significant differences were found in the number of 'eligible' siblings who had themselves been dropouts. For the purpose of this study, 'eligible' siblings are those brothers or sisters who are at least fourteen years of age and who have left school before graduating from Grade XI. Table 19 shows that while only 30.0 per cent of the dropouts had had no 'eligible' brothers and/or sisters leave school early, a much higher proportion, 67.9 per cent, of the non-dropouts had no one drop out of school. Of the 'eligible' siblings who had left in the dropout group's

family, 30.0 per cent had had one sibling leave school, and a total of 39.9 per cent had two or more brothers or sisters drop out. In contrast to this, in the non-dropout group, only 14.3 per cent had had one brother or sister leave, and a total of 17.9 per cent of the non-dropout group had two or more brothers and/or sisters leave (see Table 19).

TABLE 19

DISTRIBUTION OF ELIGIBLE SIBLINGS WHO "DROPPED OUT"
OF SCHOOL BY SAMPLE GROUP

Sample Group	Number of Eligible Siblings who Left						(N)
	0	1	2	3	4	5	
Dropout	30.0%	30.0%	20.0%	3.3%	13.3%	3.3%	(30)
Non-dropout	67.9%	14.3%	7.1%	3.6%	3.6%	3.6%	(28)*

Chi-square = 9.23652, df = 5.
(Not significant at .05 level).

*One individual with no eligible brothers or sisters.

Parental Encouragement

When asked if their parents encouraged them to stay in school, most individuals replied affirmatively. Over 90 per cent (93.3 per cent) of dropouts' parents gave encouragement as did 100.0 per cent of the parents of non-dropouts.

Though the vast majority of parents appear to have encouraged their children to stay in school, their reported reaction, or perceived reaction to their children's decision to leave school was not so unanimous. Table 20 indicates

that 13.3 per cent of the dropouts felt their parents were 'very upset' by their leaving school, whereas 75.9 per cent of the non-dropouts felt their parents would be 'very upset' if they decided to leave. In addition, 26.7 per cent of the dropouts stated that their parents appeared 'satisfied' with their leaving, but only 6.9 per cent of the non-dropouts thought their parents would be 'satisfied'.

TABLE 20

PERCENTAGE DISTRIBUTION OF PARENTAL REACTION OR
PERCEIVED REACTION TO LEAVING BY SAMPLE GROUP

Sample Group	Parental Reaction or Perceived Reaction			(N)
	Very upset	Somewhat upset	Satisfied	
Dropouts	13.3%	60.0%	26.7%	(30)
Non-dropouts	75.9%	17.2%	6.9%	(29)

Chi-square = 23.399, df = 2.
(Significant at .001 level).

Parental Value of Education

When dropouts were asked what their parents wanted them to do when they left school, 43.3 per cent said they were encouraged to attend another educational institution, such as a trades school. In 30.0 per cent of the cases, dropouts reported that their parents did not specify any direction, while the remaining 26.7 per cent of parents wanted to see their children go to work. Non-dropouts were

not asked what direction their parents had given them for obvious reasons. Table 21 summarizes this information.

TABLE 21

PARENTAL DIRECTION TO DROPOUTS ON LEAVING SCHOOL

Directions on Leaving School	Percentage of Parents	(N)
1. Attend another educational institution	43.3%	(13)
2. Go to work	26.7%	(8)
3. Parent or student did not specify	30.0%	(9)
TOTAL	100.0%	(30)

Summary

The first variables to be considered in relation to the family were parental schooling and occupations. In general, fathers of non-dropouts had less schooling than fathers of dropouts. Fifty per cent of non-dropouts' fathers had Grade VIII education or less, whereas only 30.8 per cent of the dropouts' fathers were in this category. The mothers' schooling was almost identical for both groups. The occupational status of fathers reflected that for St. John's as a whole, the fathers of dropouts were slightly more likely to be professionals and slightly less likely to be manual or semi-skilled laborers, or to be unemployed.

Whereas 90 per cent of the non-dropouts came from 'intact' homes, only 60.0 per cent of the dropouts came from such families.

The number of siblings did not vary greatly between groups, and family size did not appear to be a significant differentiating factor in this study. However, the dropout group did have more brothers and sisters who had left school before graduating from Grade XI. Only 30.0 per cent of the dropouts had no 'eligible' brothers or sisters leave school early, whereas 67.9 per cent of the non-dropouts had had no one in their family drop out of school. This factor may have had a strong influence on many of the early leavers.

Although dropouts and non-dropouts generally stated that their parents wanted them to stay in school, each group felt their parents would or did react differently if the students actually left. Only 13.3 per cent of the dropouts reported that their parents were 'very upset' when they left, whereas 75.9 per cent of the non-dropouts thought that such an action by them would make their parents 'very upset'. The non-dropouts felt more parental pressure to stay in school.

Nevertheless, almost half of the dropouts reported that their parents encouraged them to attend another educational institution once the dropouts made their decision to leave. This suggests that the dropouts' parents were, at least somewhat, concerned over the schooling of their children.

III. SCHOOL-RELATED FACTORS

Reasons for Leaving

One of the major questions posed in the statement of the problem was "What specific reasons do dropouts themselves give for leaving school early?" Since this question was open-ended, the replies were collapsed and categorized as little as possible when summarizing the findings. In fact, it was necessary to list primary and secondary reasons in order to present accurate and meaningful data.

Table 22 lists the primary reasons given by dropouts, and among these the most frequently stated was that the student was having difficulty with his or her school work and expected to fail the grade. (In two of these cases the ex-students felt they were being retained in a grade unfairly). The first reason was cited by 40.0 per cent of the dropouts.

The second most frequently stated reason was again related to the school. This was "dislike of, or disinterest in, school." This reason was given by 26.7 per cent. Often these individuals did not state what was more appealing to them, but they were certain they were not interested in remaining in school, or felt they were not wanted there.

Many of the dropouts felt that to give one specific reason for leaving was not sufficient because it was a combination of reasons which led to their decision to leave.

Column 2 of Table 22 lists these secondary reasons.

TABLE 22
DROPOUTS' REASONS FOR LEAVING SCHOOL

Reason	Primary reason (N)	Secondary reason (N)	1st and 2nd Total
Failing or repeating a grade/difficulty with subjects	12	2	14
Dislike of, or dis- interest in, school	8	5	13
Problems with school personnel	4	4	8
Parental or home pressures	2	-	2
Financial--wanted a job	1	6	7
To attend a trades college	1	-	1
Drug problems	1	1	2
Pregnancy	1	-	1
No secondary reason		12	12
TOTAL	30	30	60

Financial reasons, including feeling the need to help at home, head the list of secondary reasons, with six of the dropout group giving this as an important reason. In summary, difficulty with school work, dislike of, or disinterest in school, and problems with school personnel were the major stated reasons for leaving.

Program or Course of Study

The students who had dropped out of high school were asked in what program they were enrolled during the 1974-75 school year. Most schools in the District offered two programs that year: an academic program which was oriented toward matriculation and future attendance at university or other post-secondary institutions; and a general program which was geared toward those who are planning on entering certain trades or business programs, or who intend to seek work immediately upon graduation from high school. The main subject difference in these two programs revolves around the mathematics courses offered.

At the time of this study one school offered another option to the student. If an 'academic' student had failed one required subject in Grades IX or X, such as science or a mathematics course, this student was not required to enroll in a 'general' program. The curriculum allowed for the repetition of a math or science course while permitting the student to advance to the next grade. The provincial Department of Education considers these students in the "Pass" stream for non-matriculation. This is done for statistical purposes. Nevertheless, these students may potentially graduate from the Academic stream.

Of the dropouts in the study, 56.7 per cent were enrolled in the General program. Again, since dropouts and non-dropouts were matched on grade, sex, and age,

personnel often chose them from the same class and hence the same program. Comparisons therefore would be invalid. Table 23 summarizes the data in terms of grade and program.

TABLE 23
PERCENTAGE DISTRIBUTION OF DROPOUTS
BY PROGRAM AND GRADE

Grade	Program			(N)
	Academic	General	Pass	
X	20.0%	33.3%	3.3%	(17)
XI	16.7%	23.3%	3.3%	(13)
TOTAL	36.7%	56.6%	6.6%	(30)

Subject Options

When questioned on the number of subject options they may have had, the students who remained in school appeared to feel they had had less choice than those who had dropped out. Only 10.0 per cent of those who had dropped out felt they had no choices in the subjects they could take, whereas 31.0 per cent of the non-dropouts felt they had had no choice (see Table 24).

TABLE 24
DISTRIBUTION OF THE DEGREE OF CHOICE IN
SUBJECTS BY SAMPLE GROUPS

Sample Group	Perceptions of degree of choice by Subjects				(N)
	None	1-3	4 or more	Do not remember	
Dropouts	10.0%	43.3%	36.7%	10.0%	(30)
Non-dropouts	31.0%	44.8%	24.1%	0.0%	(29)

Chi-square = 6.8739, df = 3.
(Not significant at .05 level).

In order to see if any differences existed in the subjects liked most and least by the participants, all subjects offered were categorized in the groups listed in Table 25. (See Appendix J for list of individual subjects included in each category).

Both dropouts and non-dropouts showed a high preference for mathematics courses, with 43.3 per cent and 34.5 per cent, respectively, choosing this subject as "liked most." Foreign languages and Religion were identified least often as the subjects liked most. There were no substantial differences in the subjects liked most by the two groups.

Table 26 indicates the subjects liked least by the participants, and the differences are much more significant. Of the dropouts, 36.7 per cent stated mathematics was the 'least liked', whereas only 10.3 per cent of those who

TABLE 25

PERCENTAGE DISTRIBUTION OF SUBJECTS LIKED MOST BY SAMPLE GROUP

Sample Group	Subject Area						(N)
	Math	Science	For. Lang.	Lang. Arts	Social Studies	P.Ed.	
Dropouts	43.3%	10.0%	0.0%	16.7%	20.0%	10.0%	0.0% (30)
Non-dropouts	34.5%	13.8%	3.4%	10.3%	17.2%	17.2%	3.4% (29)

Chi-square = 3.60916, df = 6.
 (Not significant at .05 level).

TABLE 26

PERCENTAGE DISTRIBUTION OF SUBJECTS LIKED LEAST BY SAMPLE GROUP

Sample Group	Subject Area								(N)
	Math	Science	For. Lang.	Lang. Arts	Social Studies	P.Ed.	Rel.	Music	
Dropouts	36.7%	13.3%	0.0%	6.7%	30.0%	10.0%	3.3%	0.0%	(30)
Non-dropouts	10.3%	13.8%	6.9%	6.9%	10.3%	10.3%	37.9%	3.4%	(29)

Chi-square = 18.89322, df = 7.
 (Significant at .01 level of confidence).

remained in school liked mathematics least of all the subjects. Other strongly significant differences were found in the areas of Social Studies and Religion. Thirty per cent of the dropouts reported the social studies areas to be 'least liked', whereas only 10.3 per cent of the non-dropouts listed them as 'least liked'. Among the non-dropouts Religion was the 'least liked' of all areas, while only 3.3 per cent of the dropouts felt this way.

Considering Tables 25 and 26, mathematics appears to be the most contentious subject. Almost equal percentages (43.3 per cent and 36.7 per cent) of the dropouts liked it best or least, respectively.

Reaction Toward School

Dropouts and non-dropouts were asked: "How did you generally feel about coming to school each day during the past year?" (1974-75). An overwhelming majority of non-dropouts, 96.6 per cent, had a positive reaction toward going to school. Substantially less, 43.3 per cent, of the dropouts felt this way. It is noteworthy that none of the participants had an indifferent attitude toward going to school. A summary of findings is presented in Table 27.

Teacher-Student Relations

The participants' perceptions of the relations with their teachers were significantly different for the two groups. Table 28 indicates that far fewer dropouts than

non-dropouts felt they had good relationships with their teachers.

TABLE 27

PERCENTAGE DISTRIBUTION OF STUDENTS'
REACTIONS TOWARD COMING TO SCHOOL

Sample Group	Reaction		(N)
	Positive	Negative	
Dropouts	43.3%	56.7%	(30)
Non-dropouts	96.6%	3.4%	(29)

Chi-square = 17.2685, df = 1.
(Significant at the .001 level of confidence).

TABLE 28

PERCENTAGE DISTRIBUTION OF PERCEPTIONS OF
TEACHER-STUDENT RELATIONS BY GROUP

Sample Group	Relationships			(N)
	Good	Average	Poor	
Dropouts	13.3%	70.0%	16.7%	(30)
Non-dropouts	48.3%	51.7%	0.0%	(29)

Chi-square = 11.5419, df = 2.
(Significant at .01 level).

Approximately 17 per cent of the dropouts felt they definitely had 'poor' relations with their teachers, whereas none of those who had remained in school felt that way.

Minimal differences were found in the evaluation of past teachers by the two groups. However, it is noteworthy that only 3.3 per cent of the dropouts rated past teachers as 'poor'. The similarities in the ratings can be seen in Table 29.

TABLE 29
PERCENTAGE DISTRIBUTION OF EVALUATIONS OF PAST
TEACHERS BY SAMPLE GROUP

Sample Group	Evaluation			(N)
	Good	Average	Poor	
Dropout	56.7%	40.0%	3.3%	(30)
Non-dropout	55.2%	44.8%	0.0%	(29)

Chi-square = 1.0537, df = 2.
(Not significant at .05 level).

In-School Behavior

The participants were asked approximately how often they were disciplined or 'corrected' in class by teachers. Answers varied from 'a number of times' to 'two or three times a year'. A scale was constructed whereby 'Frequently' means 'corrected from almost every day to several times a day'; 'Average' means 'about once a week'; and 'Infrequently' means 'once a month or less'.

There was little difference found in the frequency of disciplining as stated by the participants. Dropouts reported that they were slightly more likely to be corrected

'Frequently', but the differences are only marginal. Table 30 presents the data.

TABLE 30
PERCENTAGE DISTRIBUTION OF FREQUENCY OF
DISCIPLINING BY SAMPLE GROUP

Sample Group	Frequency of Disciplining			(N)
	Frequently	Average	Infrequently	
Dropout	23.3%	43.3%	33.3%	(30)
Non-dropout	17.2%	48.3%	34.5%	(29)

Chi-square = .3535, df = 2.
(Not significant at .05 level).

Relationships with Principal and School Personnel

The principal was generally a highly visible individual in the school for both groups. Over 70 per cent (73.3 per cent) of the dropouts and 82.8 per cent of the non-dropouts reported seeing their principals around the school almost every day.

Similar findings were obtained for both groups when they were asked how often the principal visited their classes. Table 31 indicates that while about two-thirds of both groups reported that they saw their principal in class only about once every other month, the dropout group were somewhat more likely to report having seen the principal in class about once a week.

TABLE 31
 PERCENTAGE DISTRIBUTION OF REPORTED CLASS VISITS
 BY PRINCIPALS ACCORDING TO SAMPLE GROUP

Sample Group	Frequency of Reported Visits			(N)
	Approx. once a week	Once or twice a month	Six or less than six times a year	
Dropout	16.7%	23.3%	60.0%	(30)
Non-dropout	6.9%	31.0%	62.1%	(29)

Chi-square = 1.51920, df = 2.
 (Not significant at .05 level).

In response to the question "Did (do) you feel you could (can) go to the principal to discuss a problem?" it was apparent that dropouts were much less likely to approach the principal than were the non-dropouts. Only 16.7 per cent of the dropouts felt they could go to the principal with a problem, as opposed to 41.4 per cent of the non-dropouts. Eighty per cent of those who had left school gave a definite 'no' to the question whereas only 31.0 per cent of the non-dropouts felt this way. Table 32 shows the differences.

With regard to having discussed a personal or school matter with school personnel such as a teacher or guidance counsellor during the past school year, slightly more non-dropouts than dropouts had done so. Only 40.0 per cent of those who had left school had discussed any matter on an

individual basis, and 48.3 per cent of the non-dropouts had sought help or advice.

TABLE 32

DISTRIBUTION OF THOSE WHO WOULD DISCUSS A PROBLEM
WITH THE PRINCIPAL BY SAMPLE GROUP

Sample Group	Response			(N)
	Yes	No	Undecided	
Dropouts	16.7%	80.0%	3.3%	(30)
Non-dropouts	41.4%	31.0%	27.6%	(29)

Chi-square = 15.1324, df = 2.
(Significant at .001 level).

Responses to the question "To whom in the school would you go with a problem?" can be found in Table 33. The first choice for most was the teacher, usually the home-room teacher, with the guidance counsellor being a close second.

The individuals interviewed were also asked if they had ever, since entering this high school, received any advice or help from any school personnel, and if so, from whom? Again, teachers and guidance counsellors appear to have given advice and help most frequently to members of both groups. Fewer dropouts (26.7 per cent) reported receiving help from teachers than did non-dropouts (41.4 per cent). Yet more dropouts (13.3 per cent) reported receiving advice from the principal than did non-dropouts.

TABLE 33

PERCENTAGE DISTRIBUTION OF PERSONNEL CHOICE FOR POSSIBLE
ADVICE BY SAMPLE GROUP

Sample Group	Personnel					(N)
	Principal	Vice-Principal	Teacher	Guidance Counsellor	No one in school (or chaplain)	
Dropout	0.0%	10.0%	40.0%	33.3%	16.7%	(30)
Non-dropout	3.4%	3.4%	48.3%	34.5%	10.3%	(29)

Chi-square = 2.63765, df = 4.
(Not significant at .05 level).

A high proportion of both groups, 36.7 per cent of the dropouts and 34.5 per cent of the non-dropouts, said they had never sought nor received any help from anyone in school. Precise figures are presented in Table 34.

School Facilities

On the topic of the use of school facilities, it was found that non-dropouts reported using the science laboratories less than dropouts. Forty per cent of the dropouts stated that they used the laboratories approximately once every six-day cycle, as compared to only 24.1 per cent of the non-dropouts.

The number of subjects in which audio-visual materials were used also differed according to the reportings of the groups. One-third of the dropouts (33.3 per cent) said such materials were used in three or more subjects, whereas 79.3 per cent of the non-dropouts reported this degree of use. Almost two-thirds of the dropouts (63.3 per cent) stated that such materials were used in less than three subjects, and 3.4 per cent could not remember their use at all. Only 20.7 per cent of the non-dropouts said audio-visual techniques were used in less than three subjects.

Though the groups did not vary markedly in their opinions of how much the library was used, all reported relatively little use of this facility. Twenty per cent of the dropouts said they used the library once a week or more whereas 27.6 per cent of the non-dropouts reported

TABLE 34

PERCENTAGE DISTRIBUTION OF PERSONNEL CHOICE FOR ADVICE ACTUALLY
RECEIVED BY SAMPLE GROUP

Sample Group	Personnel					Never sought nor re- ceived any	(N)
	Principal	Vice- Principal	Teacher	Guidance Counsellor	Teacher & Guidance Counsellor		
Dropout	13.3%	3.3%	26.7%	20.0%	0.0%	36.7%	(30)
Non-dropout	0.0%	3.4%	41.4%	17.2%	3.4%	34.5%	(29)

Chi-square = 5.9233, df = 5.
(Not significant at .05 level).
Gamma = 0.20379.

using the library this frequently. All others in the groups used it less often than this, as shown in Table 35.

TABLE 35

PERCENTAGE DISTRIBUTION OF THE USE OF LIBRARY
FACILITIES BY SAMPLE GROUP

Sample Group	Frequency of Use				(N)
	Once a week or more	Once approx. every two weeks	Once a month	Less than once a month	
Dropout	20.0%	33.3%	33.3%	13.3%	(30)
Non-dropout	27.6%	24.1%	20.7%	27.6%	(29)

Chi-square = 3.1324, df = 3.
(Not significant at .05 level).

Those interviewed were asked if they participated in the physical education program of the school, and how they felt towards it. A high percentage of both groups, 73.3 per cent of the dropouts and 79.3 per cent of the non-dropouts, said they participated or attended classes regularly, i.e., from 75 to 100 per cent of the time. Ten per cent of those who left school before graduating said they skipped or missed 50.0 per cent or more of the classes in physical education. These findings may indicate that the majority of dropouts and non-dropouts felt a sense of belonging in physical education classes.

With regard to their feelings toward physical education as a subject there were more distinct differences.

Fewer dropouts, 56.7 per cent, than non-dropouts, 75.9 per cent, reported definitely liking physical education. Yet a sizeable number, 20.0 per cent of the dropouts, were indifferent. The results from this question are summarized in Table 36.

TABLE 36

PERCENTAGE DISTRIBUTION OF THE FEELINGS TOWARD
PHYSICAL EDUCATION BY SAMPLE GROUP

Sample Group	Feeling toward Physical Education				(N)
	Like	Dislike	Indifferent	Unknown	
Dropout	56.7%	13.3%	20.0%	10.0%	(30)
Non-dropout	75.9%	20.7%	3.4%	0.0%	(29)

Chi-square = 7.59769, df = 3.
(Significant at .05 level).

Career Guidance

The participants were asked to list all their sources of information related to post-school careers. The answers varied considerably as can be seen in Table 37.

The most significant finding was that while 58.6 per cent of non-dropouts reported getting their career information from a variety of sources, only 30.0 per cent of the dropouts stated the same sources. The dropouts generally did not feel they had had as many visits by guidance counsellors as non-dropouts did.

TABLE 37

PERCENTAGE DISTRIBUTION OF THE SOURCES OF CAREER GUIDANCE BY SAMPLE GROUP

Sample Group	Sources of Career Guidance						(N)
	1 Written	2 Guidance Visits	3 Visitors to school	4 Tours	5 Work- Study	5 Combina- tions of 1-5	
Dropout	16.7%	6.7%	26.7%	0.0%	20.0%	30.0%	(30)
Non-dropout	0.0%	24.1%	17.2%	0.0%	0.0%	58.6%	(29)

Chi-square = 16.91953, df = 4.
(Significant at .002 level).

Decision to Leave

The termination of the student's school career occurs when he or she makes the decision to leave. The students who left were asked how long they had been considering this decision. Over 50.0 per cent (53.3 per cent) responded 'one month or less'. Table 38 gives a summary of the responses.

TABLE 38

PERCENTAGE DISTRIBUTION OF LENGTH OF TIME CONSIDERING
DECISION TO LEAVE BY DROPOUT GROUP

Sample Group	Length of Time			(N)
	Less than one month	One to six mos.	More than six mos.	
Dropouts	53.3%	43.3%	3.3%	(30)

The non-dropout group participants, those students who were still in school in May or June, 1975, were asked if they had ever considered leaving. Thirty-one per cent said 'yes' they had, and 69.0 per cent responded in the negative. Most of those who had considered pointed out that it was only briefly considered, and dismissed.

All the participants were also asked why they had remained in school as long as they had. The responses basically fell under the four headings given in Table 39, which are expressed in terms which the respondents themselves used. Although one reason (felt getting a high school education was necessary to get a job or further

TABLE 39

PERCENTAGE DISTRIBUTION OF REASONS FOR STAYING IN SCHOOL BY SAMPLE GROUP

Sample Group	Reasons for Staying				(N)
	Parental pressures	Wanted to finish high school	Felt high school necessary to get good job/more education	Encouragement from home and success in school	
Dropout	16.7%	23.3%	60.0%	0.0%	(30)
Non-dropout	10.3%	0.0%	75.8%	13.8%	(29)

Chi-square = 9.0156, df = 3.
(Significant at the .05 level).

education) suggests a certain degree of foresight, the responses are fairly vague.

About one-fourth (27 per cent) of the dropouts reported having discussed their decision to leave with school personnel. Table 40 lists those people with whom the dropouts had discussed leaving. Twenty per cent reported they told no one of their decision.

TABLE 40

PERSON(S) WITH WHOM DROPOUTS REPORTED DISCUSSING
THEIR DECISION TO LEAVE

Person(s)	Absolute Frequency	Relative Frequency
1. Parent(s) only	14	46.7%
2. No one	6	20.0%
3. Principal and guidance counsellor	3	10.0%
4. Parent(s) and teacher	2	6.7%
5. Parent(s) and some school personnel	2	6.7%
6. Friend(s)	1	3.3%
7. Parent(s) and vice-principal	1	3.3%
8. Parent(s) and friend	1	3.3%
TOTAL	30	100.0%

Would these dropouts have left if they had the chance to make the decision again? (Those who were interviewed had left between one and nine months previously). Given the same circumstances, 53.3 per cent of the dropouts said they would have left. The responses are shown in Table 41.

TABLE 41

CHOICES OF DROPOUTS IF MAKING DECISION TO LEAVE
SCHOOL AGAIN IN SAME CIRCUMSTANCES

Choice to Leave	Absolute Frequency	Relative Frequency
1. Yes	16	53.3%
2. No	7	23.3%
3. Undecided	7	23.3%
TOTAL	30	99.9%

Although the majority of dropouts did not appear to regret their decision to leave, at least at this point in time, 90.0 per cent of them did express a desire to attend an educational institution in the future.

Recommendations for the Future

One of the main areas of interest outlined in the statement of the problem was the recommendations students and dropouts would make regarding possible changes which they thought could help prevent early school leaving. The participants' suggestions were grouped into seven categories, and are presented in Table 42.

Both groups frequently felt that teachers and school personnel could help students more. Forty per cent of the dropouts and 27.6 per cent of the non-dropouts suggested this. Another suggestion frequently made was for school

personnel to allow more flexibility in subject and teacher choice. Twenty per cent of the dropouts gave this as a suggestion. A relatively high percentage of both groups, 26.7 per cent of dropouts and 34.5 per cent of non-dropouts, felt there was not much one could do if the student has already made up his mind to leave (see Table 42).

TABLE 42

FREQUENCY OF RECOMMENDATIONS FOR FUTURE TO AVOID DROPOUTS

Recommendation	Dropouts	Non-dropouts
	Relative Frequency	Relative Frequency
1. Not much one can do if student has made decision	26.7%	34.5%
2. Teachers and school personnel could talk with, help, and encourage more	40.0%	27.6%
3. More programs should be offered	3.3%	13.8%
4. Should make subjects more interesting	6.7%	6.9%
5. Lower pupil-teacher ratio for more individual attention	3.3%	0.0%
6. More flexibility for students to change subjects and/or teachers if desired	20.0%	3.4%
7. Stress importance of education to students	0.0%	13.8%
TOTAL	100.0% (N=30)	100.0% (N=29)

Summary

The school-related factors which influenced the individuals were many and varied. A large majority of those who left, 80.0 per cent, gave a school-related factor as the reason for leaving. The reason cited most frequently was "Failing or repeating a grade/difficulty with subjects."

The circumstances in which the individuals found themselves were similar. A majority of the dropouts were in the General program, although they generally felt they had more subject choices than did the non-dropouts. Of the seven subject areas, mathematics courses were liked most by a substantial proportion of both groups: 43.3 per cent of dropouts, and 34.5 per cent of non-dropouts. Although preferred by so many, mathematics, along with social studies, were most frequently cited as the least liked by other dropouts. Of the dropouts 36.7 per cent said they liked mathematics least, and 30.0 per cent said they disliked social studies.

When asked how they generally felt about coming to school during the year, less than half of the dropouts, 43.3 per cent, as compared to 96.6 per cent of the non-dropouts, said they "looked forward to it" or "didn't mind." This may have been due partly to the fact that only 13.3 per cent of the dropouts felt they had a 'good' relationship with their teachers, as compared to 48.3 per cent of the non-dropouts. Despite the fact that they felt relations with their teachers differed this much, the dropouts

reported almost identical evaluations of past teachers as did the non-dropouts. They also had stated very similar frequencies in the amount of disciplining they had received from these teachers.

Another key individual in the school is the principal. All participants were asked how often they saw the principal, and whether they would go to him or her with a problem. In these schools the principals seemed to be highly visible individuals generally speaking, though class visits were not frequent. A majority of dropouts and non-dropouts, 60.0 and 62.1 per cent, respectively, said the principal visited the classroom six or less than six times a year. When asked if they felt they could discuss a problem with the principal, 80.0 per cent of the dropouts compared to only 31.0 per cent of the non-dropouts said 'no'.

The teacher or guidance counsellor (four of the five schools had guidance counsellors) was the person most frequently selected if the students wanted advice or help. Some of the students and dropouts who had never sought any advice stated that they would choose one of these people first if they were to choose anyone.

In order to discover if the use or non-use of school facilities had any effect on a student's leaving school, data were collected on these variables. More dropouts, 40.0 per cent, reported using science laboratories once every six-day cycle, than did non-dropouts, 24.1 per cent of whom

reported the same. In contrast, non-dropouts felt audio-visual materials were used more frequently than did dropouts. Both groups made somewhat similar reports on the use of library facilities in the schools. Surprisingly, 46.6 per cent of dropouts and 48.3 per cent of non-dropouts maintained that they used the library once a month or less. Another major facility used, besides the classroom, was the gymnasium.¹³⁴ A fairly high percentage of both groups, 73.3 per cent of dropouts and 79.3 per cent of non-dropouts, said they attended physical education classes regularly (75 to 100 per cent of the time). Only 56.7 per cent of the dropouts definitely liked physical education, as compared to 75.9 per cent of the non-dropouts.

• Since many of the ex-students appeared anxious to work or to attend a trades/vocational school, both groups were asked what kind of career information they had received. Since some of the dropouts had only been in Grade X or XI for a short while, their information was perhaps more limited. Twenty per cent of the leavers said their only career guidance was from the work-study program, and another 16.7 per cent said their only information had been written pamphlets.

Regarding their decision to leave, a surprising 53.3 per cent of the dropouts said they had only been considering

¹³⁴ One of the five schools did not have a gymnasium in the regular school complex. They used facilities outdoors or in another school.

the decision for a month or less. Why was it they had stayed for such a long time? A majority of both dropouts, 60.0 per cent, and non-dropouts, 75.8 per cent, felt high school was necessary to get a good job or more education. None of the dropouts attributed the reason to 'encouragement from home' whereas 13.8 per cent of the non-dropouts had given this reason. Once they had decided to leave, dropouts usually discussed the decision with their parents only. Twenty per cent reported discussing it with no one; they just left. In only 26.7 per cent of the cases was the decision to leave discussed with anyone specifically related to the school.

A majority of the early school leavers, 53.3 per cent, did not regret their decision to leave, at least up to the time of their interview. Yet 23.3 per cent were not sure if they would have made the same decision given the same circumstances.

Most of the participants made specific recommendations about what could be done to avoid at least some of the dropouts leaving in the future. The most frequently cited by the dropouts themselves was that "Teachers and school personnel could talk with, help, and encourage students more."

IV. PEER FACTORS

Status of Three Closest Friends

In order to compare any differences in the status of the three closest friends of dropouts and non-dropouts a scale was constructed. If the first named closest friend was 'in school', five points were assigned. If the first named closest friend was not 'in school' no points were assigned. If the second named best friend was 'in school', three points were given, and no points were given if he or she were not 'in school'. One point was given if the third named closest friend attended school, and again no points were given if he or she were not 'in school'. Therefore, the scale ranged from 9 to 0.

If all three friends were in school at the time of the interview, the dropout or non-dropout would receive nine points; if only the second and third closest friends were in school, then four points would be given; if none of the three closest friends were in school, the participant would get zero points.

Table 43 indicates that while 79.3 per cent of the non-dropouts had scores of between five and nine on the scale mentioned above, only 46.7 per cent of the dropouts had scores of the same magnitude. That means, the three closest friends of dropouts were slightly less likely to be 'in school' than were the three closest friends of the non-dropouts.

TABLE 43

PERCENTAGE DISTRIBUTION OF THE STATUS OF FRIENDS
BY SAMPLE GROUP

Sample Group	Weighted 'Status of Friend' Scores		(N)
	0 - 4	5 - 9	
Dropout	53.3%	46.7%	(30)
Non-dropout	20.7%	79.3%	(29)

Chi-square = 5.39614, df = 1.
(Significant at .02 level).

Drugs and Alcohol

The attitudes expressed by dropouts and non-dropouts toward the use of alcohol by high school teenagers do not differ significantly. Approximately half of both groups approved of teenagers drinking alcohol, although dropouts were less likely to definitely disapprove of its use (see Table 44).

TABLE 44

PERCENTAGE DISTRIBUTION OF ATTITUDES TOWARD THE USE
OF ALCOHOL BY SAMPLE GROUP

Sample Group	Approval of Use of Alcohol by Teenagers				(N)
	Yes	No	Individual Decision	Undecided	
Dropout	50.0%	20.0%	23.3%	6.7%	(30)
Non-dropout	51.7%	31.0%	17.2%	0.0%	(29)

Chi-square = 2.91722, df = 3.
(Not significant at .05 level).

A similar question was asked regarding the use of 'soft drugs', i.e., marijuana and hashish. While 40.0 per cent of the dropouts definitely approved of teenagers using these drugs, only 17.2 per cent of the non-dropouts felt this way (see results in Table 45).

TABLE 45

PERCENTAGE DISTRIBUTION OF ATTITUDES TOWARD THE USE OF 'SOFT DRUGS' BY SAMPLE GROUP

Sample Group	Approval of Use of Soft Drugs				(N)
	Yes	No	Individual Decision	Undecided	
Dropout	40.0%	40.0%	16.7%	3.3%	(30)
Non-dropout	17.2%	62.1%	20.7%	0.0%	(29)

Chi-square = 5.15779, df = 3.
(Not significant at .05 level)

Summary

The peer group's influence on the high school student appears to be important in this study. As with the student who has had many siblings leave school before him or her, the student whose closest friends are not in school may choose to be with friends outside the school. Although one fact may not cause the other, it appears from the data that it may influence the dropout's decision.

A weight was attached to each of the three closest friends of each participant, such that the more close friends in school, the higher the score. The dropouts had far fewer

of their close friends in school than did non-dropouts. While 46.7 per cent of the dropouts had between one and all three friends in school, 79.3 per cent of the non-dropouts had the same numbers in school.

Attitudes toward alcohol and drug use among their fellow high school students were fairly similar for the two groups. What may be surprising to some is that although the vast majority are under legal age, according to both groups the use of drugs and alcohol is common. The use of alcohol is approved by 50 per cent of both groups. Less non-dropouts, 17.2 per cent, than dropouts, 40.0 per cent, approve the use of marijuana and hashish.

V. COMMUNITY FACTORS

Employment Possibilities

In order to see if the perceived availability of employment opportunities may have been a contributing factor in the dropout's decision to leave school, dropouts were asked if they felt there would be many jobs available to them after they left school. Only 30.0 per cent said they felt there would be plenty of jobs. This finding suggests that the majority of dropouts did not leave expecting to find a job easily; nor may this have been a critical factor in why they left. The replies to the question are contained in Table 46.

TABLE 46

PERCENTAGE DISTRIBUTION OF PERCEIVED JOBS
AVAILABLE BY DROPOUT GROUP

Sample Group	Response as to Whether Plenty of Jobs Available before Student left			(N)
	Yes	No	Not Considered	
Dropout	30.0%	56.7%	13.3%	(30)

When the students actually had left school, did these individuals find it easy to get employment? Only 23.3 per cent said 'yes'. Another 20.0 per cent, for one reason or another, did not try. Table 47 shows the responses.

TABLE 47

REPORTED EASE IN GAINING EMPLOYMENT BY DROPOUT GROUP

Response	Relative Frequency
1. Yes	23.3%
2. No	56.7%
3. Did not try	20.0%
	100.0% (N=30)

Present Employment Status

The present employment status of those dropouts who were interviewed is shown in Table 48. An equal percentage,

33.3 per cent, of the dropouts are employed full time as are unemployed. Of the remaining one-third, 13.4 per cent are in full-time attendance at an educational institution other than regular schools, and 20.0 per cent are working part-time or seeking full-time work.

TABLE 48
PRESENT EMPLOYMENT STATUS OF DROPOUTS

Sample Group	Status			
	Working Full-time	Unemployed	Working Part-time	Attending Educational Institution
Dropout	33.3%	33.3%	20.0%	13.3%
TOTAL N = 30				

Summary

The perceived availability of jobs did not appear to be a decisive factor in the students' decisions to leave since a relatively small number, 30.0 per cent, of the dropouts thought there were many employment opportunities. Still fewer said they actually found it 'easy' to find a job. Only 23.3 per cent of the dropouts stated that they had no difficulty in finding employment. Of those who left, 33.3 per cent are employed full-time and another 33.3 per cent are unemployed. A small number, 13.4 per cent, attend educational institutions, and the remainder are working part-time.

VI. ALIENATION

The 'Pupil Attitude Questionnaire', consisting of the sixty Likert-type items, was administered to participants in order to obtain a measure of their alienation from school.

Once the individual questionnaires had been scored and coded, the sum of the sixty scores for each individual was found, and represents the 'total alienation score'. The actual totals ranged from 102 points to 206 points, with a possible range of 60 to 300 points. The higher the 'total alienation score', the more alienated from school a respondent is considered to be. The total scores were then divided into four categories of equal size to allow for cross-tabular analysis.

A significant difference was found between the 'total alienation scores' of dropouts and those who stayed in school. Only 16.6 per cent of the dropouts scored in the lowest half of the distribution, or least alienated (102 to 153 points), whereas 51.7 per cent of the non-dropouts had scores in this range. On the other hand, 83 per cent of the dropout group scored in the higher end of the distribution, while less than half of the non-dropouts did so. The differences are shown in Table 49.

TABLE 49
PERCENTAGE DISTRIBUTION OF TOTAL ALIENATION
SCORES BY SAMPLE GROUP

Sample Group	Alienation Score				(N)
	102-127	128-153	154-179	180-206	
Dropout	3.3%	13.3%	50.0%	33.3%	(30)
Non-dropout	13.8%	37.9%	24.1%	24.1%	(29)

Chi-square = 8.49065; df = 3.
(Significant at .04 level).

Powerlessness

On the five alienation sub-scales differences between the two groups were not as distinct. The possible range for the powerlessness sub-scale was from 12 to 60 points. This range was divided into three categories: 12 to 27 points, 28 to 44 points, and 45 to 60 points. In general, there was a tendency for dropouts to express higher levels of powerlessness than non-dropouts, although the differences are not extremely large. The scores can be seen on Table 50.

This evidence suggests that dropouts feel they have less control over what happens to them in school than do non-dropouts. Statements in this sub-scale of the questionnaire included: "The school experiences of people are controlled by plans made by others," and "The teachers do not listen to pupil complaints about unfair school rules." Dropouts stated agreement or strong agreement with such

statements more frequently than did non-dropouts.

TABLE 50

PERCENTAGE DISTRIBUTION OF 'POWERLESSNESS' SCORES
BY SAMPLE GROUP

Sample Group	Scores on Powerlessness Scale			(N)
	(Low) 12-27	28-44	(High) 45-60	
Dropout	10.0%	63.3%	26.7%	(30)
Non-dropout	34.5%	51.7%	13.8%	(29)

Chi-square = 5.55780, df = 2.
(Significant at .06 level).

Meaninglessness

The sub-set which measured the degree of 'meaninglessness' which the participants felt, included statements such as "I think I can now predict what I can achieve in an occupation in the future," and "My school experiences will help me to become a good citizen." Agreement with such items indicated that little alienation existed in this area, and gave a low score on the scale.

The score range for this sub-set was from 12 to 60 points, and these scores were also divided into three equal categories. The lower the score, the less alienation experienced. The actual scores of the two groups appear quite similar as seen in Table 51. Nevertheless, the scores which fell in the highest range were those of dropouts,

6.7 per cent of whom had scores between 45 and 60. None of the non-dropouts had scores which were this high.

TABLE 51

PERCENTAGE DISTRIBUTION OF 'MEANINGLESSNESS'
SCORES BY SAMPLE GROUP

Sample Group	Scores on Meaninglessness Scale			(N)
	(Low) 12-27	28-44	(High) 45-60	
Dropout	20.0%	73.3%	6.7%	(30)
Non-dropout	27.6%	72.4%	0.0%	(29)

Chi-square = 2.29268, df = 2.
(Not significantly different).

Normlessness

Table 52 shows the distribution of scores on the 'normlessness' sub-scale. The scores for both groups on this sub-scale were almost identical when grouped in the three categories of equal size. The possible scores ranged from 14 to 70 points, and the categories were: 14 to 32 points, 33 to 51 points, and 52 to 70 points. No participant in either group scored in the highest category.

These scores suggest that dropouts and non-dropouts are approximately equal in their feelings of normlessness, and that relative to the other sub-scales, they are not as alienated in this area as in the others. Items which measured this feeling include: "White lies are justified

when they help to avoid punishment," and "It doesn't matter too much if what I'm doing is right or wrong as long as it works." Agreement with such statements would have shown a high score, and therefore a high degree of alienation.

TABLE 52

PERCENTAGE DISTRIBUTION OF 'NORMLESSNESS'
SCORES BY SAMPLE GROUP

Sample Group	Scores on Normlessness Scale			
	(Low) 14-32	33-51	(High) 52-70	(N)
Dropout	46.7%	53.3%	0.0%	(30)
Non-dropout	48.3%	51.7%	0.0%	(29)

Chi-square = 0.01877, df = 1.
(Not significantly different).

Isolation

In order to compare the degree of isolation felt by the dropouts and non-dropouts, statements such as "I often worried about what my teachers thought of me," or "Pupils must be very careful to make the best possible impression with their teachers," were included on the "Pupil Attitude Questionnaire."

The majority of both groups had scores in the middle of the scale (23-36), which had a range from 10 to 50 points. However, dropouts were slightly more likely to score higher and slightly less likely to score lower than

were non-dropouts. Table 53 shows the exact percentage differences.

TABLE 53
PERCENTAGE DISTRIBUTION OF 'ISOLATION'
SCORES BY SAMPLE GROUP

Sample Group	Scores on Isolation Scale			(N)
	(Low) 10-22	23-36	(High) 37-50	
Dropouts	13.3%	86.7%	0.0%	(30)
Non-dropouts	31.0%	69.0%	0.0%	(29)

Chi-square = 1.75780, df = 1.
(Not significantly different).

Self-Estrangement

According to Seeman the self-estrangement of an individual involves a development of two personalities and two sets of behavior, one to deal with his or her personal needs and one for the school. In the questionnaire these feelings were measured by statements like: "Pupils should have most of their time free from study," and "I think my teachers would have given me the same marks on my last report card no matter how well I really had done." If the participants agreed or 'strongly agreed' with such statements then their 'alienation' scores would have been higher than if they had disagreed.

There appears to be a definite difference in the dropouts' feelings and non-dropouts' feelings in this area. While only 6.7 per cent of the dropouts had scores on the lower (non-estranged) end of the scale, 27.6 per cent of the non-dropouts had scores in this range. Conversely, at the top of the scale, 13.3 per cent of the dropouts had scores as compared to only 3.4 per cent of the non-dropouts. Table 54 indicates the differences in the two groups.

TABLE 54
PERCENTAGE DISTRIBUTION OF 'SELF-ESTRANGEMENT'
SCORES BY SAMPLE GROUP

Sample Group	Scores on 'Self-Estrangement' Scale			(N)
	(Low) 12-27	28-44	(High) 45-60	
Dropout	6.7%	80.0%	13.3%	(30)
Non-dropout	27.6%	69.0%	3.4%	(29)

Chi-square = 5.74833, df = 2.
(Significant at .0565 level).

Summary of Alienation Scores

The alienation scores suggest that dropouts feel a significantly greater degree of alienation from school than do non-dropouts. The 'total alienation scores' of both groups show that while 83.3 per cent of the dropouts have scores of 154 or more (on a possible of 60 to 300), only 48.2 per cent of the non-dropouts have scores in this range.

On the five sub-scales, dropouts felt greater alienation than non-dropouts in the areas of 'powerlessness', 'isolation', and 'self-estrangement'. Almost twice as many dropouts as students had scores in the highest category on the 'powerlessness' scale. Only 10.0 per cent of the dropouts had scores in the lowest category as compared to 34.5 per cent of the non-dropouts. These findings suggest that the dropouts felt they have less control over their school situation than non-dropouts.

As well as feeling they had average or poor relationships with their teachers, dropouts showed themselves more 'isolated' from the people in the school, or more dependent on what school personnel thought of them than were the non-dropouts. Only 13.3 per cent of the dropouts had scores in the lowest range on the 'isolation' sub-scale, whereas 31.0 per cent of the non-dropouts had such scores.

More dropouts than non-dropouts felt the best way to deal with the school situation was to develop two personalities or modes of behavior: one to deal with one's own needs and the other for the school. On the self-estrangement sub-scale, 27.6 per cent of the non-dropouts had scores in the lowest range compared to only 6.7 per cent of the dropouts. At the top of the scale, 13.3 per cent of the dropouts placed, compared to 3.4 per cent of the non-dropouts.

The differences between the two groups on the 'meaninglessness' and 'normlessness' sub-scales were minimal.

A majority of both groups had scores in the middle range on these sub-scales. Dropouts and students showed the least degree of alienation on the 'normlessness' scale, which meant that both groups basically adhere to a value system which would be considered in a positive light by the society in which they live.

CHAPTER V

SUMMARY OF FINDINGS, HYPOTHESES, AND RECOMMENDATIONS

The purpose of this study was to develop hypotheses concerning the factors which might contribute to the decision of many Newfoundland students to leave school prior to graduation from Grade XI. The design incorporated factors related to the individual, family, peer group, school, and community. In addition, the research tried to ascertain if a feeling of alienation from school was characteristic of dropouts more so than of those students who remained in school.

Two groups, thirty dropouts and twenty-nine non-dropouts, were matched as closely as possible on the variables of sex, age, educational ability, school and grade. Open-ended questionnaires were developed, and personally administered to all respondents. The methodology used in this study differs from most 'dropout studies' in that the researcher used personal, free response interviewing techniques. Although guided by a set of questions, both the interviewer and the interviewees had freedom to expand on questions and answers. This lack of constraint provided much greater insight into many of the cases studied.

A composite picture of the high school dropout is not an easy one to paint. Personal interviews allowed the researcher to see individual differences which are not evident in the statistical tables. The thirty young people who had 'dropped out' of school were all willing participants who showed neither impatience nor rudeness in any way. Many of them spent as much as three hours discussing their backgrounds, problems, hopes, and dissatisfactions with little, if any, hesitation. Yet many of the respondents said they were unwilling or unable to discuss any of these matters with anyone in the school. It appears possible that if someone in the school, the guidance counsellor being the most likely person, sought out these young leavers to talk with them in an in-depth manner, then perhaps some assistance could be given.

Most of the dropout participants were older than normal for the grade they left. Many were able to state quite coherently what they considered to be the advantages and disadvantages of remaining in school. Only a very small number were unable to verbalize their thoughts in a clear manner.

I. FINDINGS

An analysis of the data revealed that in some respects this study produced findings similar to those found in previously conducted studies. For example, the majority of dropouts were older than normal for the grade

which they left. Their I.Q. scores were in general much the same as the distribution in a normal population and many felt they could do as well as, or a little better, than their classmates who remained in school.

In the area of career plans the dropouts and non-dropouts showed great differences. Substantially more dropouts (26.6 per cent) than non-dropouts (3.4 per cent) were vague about, or had no career plans. However, when questioned further, 90 per cent of the dropouts said they had thought about some career, although substantially fewer ever expected to take up that career. Some of the reasons given for this hopelessness were lack of academic success and a sense that because his or her life was not going smoothly at this point in time, the future was also likely to be rough. A large number of young people who had left school did not seem to feel confident that they could be 'successful'. Many leavers appeared capable and articulate in the one-to-one situation, but given a larger social grouping self-confidence would perhaps be lacking. Yet if they had had a definite idea of what they might want to do with their lives, and some sense of confidence that they might achieve such a goal, some of them may have the needed sense of direction for their futures. The two ex-students who displayed what I considered to be the most self-confidence and enthusiasm toward life were the two who had the most definite goals in mind. These two talked of their future

plans, and appeared much more hopeful about them. A related finding which lends support to this opinion is that non-dropouts had been considering their future plans somewhat longer than dropouts had been.

Two differences revolving around reported leisure time activities should be noted. First, non-dropouts spent more of their after-school hours in part-time jobs than did dropouts (when the latter were in school). It is noteworthy that social scientists have recently been emphasizing the need for young people to have an awareness and understanding of possible occupational choices. In fact, games have been developed to this end, which offer the players an opportunity to see alternatives in action.¹³⁵ Michael Fagan, in a Newfoundland study, reiterates the importance of student involvement in such games to show vocational possibilities.¹³⁶

The question which arises is, "Where do the majority of dropouts spend their leisure time?" In fact, a high percentage of both groups, dropouts and non-dropouts, spent a lot of their leisure time in social or sports activities. However, 21.1 per cent more of the dropouts reported being involved in these activities. In the interviews it became clear that a good number of these ex-students spent many school evenings and weekends in nightclubs in the city.

¹³⁵ Clark C. Abt, Serious Games (New York: Viking Press, 1970).

¹³⁶ Michael J. Fagan, "Vocational Indecision Among High School Students in Newfoundland" (Master's Thesis, Memorial University of Newfoundland, 1974), p. 67.

Ironically, although the majority of dropouts who were interviewed did not appear to want to attend a regular school, over 80 per cent of them felt a high school education was a valuable asset in today's world. This apparent inconsistency appeared to rest upon the inability of these people to cope any longer with 'school'. From the interviewing it was clear that anxiety over getting a job, and thereby achieving some independence; removing themselves from a situation in which they felt they were 'failing'; and a lack of understanding of what was happening to them at this stage of their lives, all seemed to contribute to their decision to leave. It did not seem to the researcher that the dropouts did not value education but that, at this point in their lives, they could not continue in the situation in which they found themselves.

An analysis of family-related variables revealed that for this sample parental schooling and occupation did not follow the more classic pattern, i.e., that fathers of dropouts usually have less schooling than fathers of non-dropouts. In this study, fathers of non-dropouts had on the average less formal schooling than dropouts' fathers, and slightly more of the dropouts' fathers could be classified as professional than could the non-dropouts' fathers. The mothers' schooling and occupation appeared to have little bearing on whether a student stayed in or left school.

Partly due to the deaths of parents, considerably fewer dropouts came from 'intact' homes than did non-dropouts. From the interviews it was evident that the loss of a parent through death or a broken home affected the decision of a large number of those who left. Some felt the need to help their families financially, and others obviously felt emotional confusion. One example that illustrates the latter is that of a fifteen year old of average ability whose parents had recently been divorced. The mother had suffered an emotional breakdown, and was receiving social assistance. The young person in question felt she was a burden on her mother who could not support her financially or emotionally. The young girl left school to work in a small home caring for a large family. Her 'closest' friend was the mother of the family. She also pointed out that when she did go to school at least one teacher would mock her saying, "Well, look who is here today."

While there was little difference in the mean number of siblings of dropouts and non-dropouts, the percentage of siblings who had dropped out of school prior to graduation differed significantly for the two groups. While 36.7 per cent of the dropouts had had between half and all of their brothers and sisters who were over fourteen years of age leave school prematurely, only 14.3 per cent of the non-dropouts had that many of their brothers and sisters leave.

The fact that dropouts had so many siblings leave may have been a factor influencing their decision to leave.

Both groups felt their parents encouraged them to stay in school, but when asked how their parents reacted (or would react) when they left, a noticeable difference was found. A small percentage (13.3 per cent) of the dropouts said their parents were 'very upset' whereas 79.5 per cent of the non-dropouts said they thought their parents would be 'very upset'. It also appeared that from the interviews that the non-dropouts felt more encouragement or possibly pressure from their parents to stay in school than did dropouts. Many of those who left school seemed to have convinced their parents that they would attend night school or do upgrading.

One of the primary tasks of this thesis was to determine the reasons why some people leave school. Difficulty with schoolwork, dislike of or disinterest in school, and problems related to school personnel were the reasons cited most often. In many cases the reasons were a composite of the individual's total situation, but school problems outnumbered most other circumstances.

A majority of the dropouts were enrolled in a General program, which is purportedly geared toward those who are planning on a trade or business career after graduation. The subjects which were least liked by the dropouts were social studies and mathematics, although a large

percentage (43.3 per cent) liked mathematics best. The dropouts often pointed out that if they were doing consumer or business mathematics they liked it a great deal. On the other hand, if they were having difficulty with their mathematics they tended to report they disliked the subject.

Less than half of the dropouts 'looked forward to' or 'didn't mind' going to school most of the time during the last school year (1974-75). A vast majority, 96.6 per cent, of the non-dropouts felt this way. This difference may be partially due to the fact that few of the dropouts felt they had 'good' relationships with teachers and principals. Few would go to the principal with a problem, and only 13.3 per cent of the dropouts thought they had a good relationship with their teachers. On the other hand, most of them would choose the teacher or guidance counsellor to consult, if they would consult with anyone.

The use of physical facilities was also investigated. Science laboratories and audio-visual equipment seemed to be fairly widely used in most schools, by both groups, but the library was not. Almost half of both groups maintained that they used library facilities once a month or less.

Most of those who had left school had received some career guidance, for example, from pamphlets, work-study experience, or visitors on 'careers day'. Only one of the schools appeared to have a work-study type of program where the student works for one half-day per week. At least one

student remarked that this experience was the one thing he regretted leaving, and wished there was more of it. Another school had a program whereby students went to the vocational school in the area one half-day a week and studied a particular trade at that time. This also seemed to be a rewarding experience for those involved.

Most of the students who left school early said they had not been considering leaving for any more than a month previous to the act, and usually did not discuss the decision with anyone at school. At the time of the interview, few of the ex-students appeared to regret their decision. Nevertheless, many did have recommendations about what could be done to avoid so many leaving early. Often they emphasized that teachers should talk with, help, and encourage students more frequently.

The young person's peer group may have had some influence on whether a student stayed in school or not. It was found that a significantly greater proportion of non-dropouts had friends who were still attending school than did dropouts. Whether the friends of the dropouts who were not in school had been their friends before the dropouts left school, it was difficult to determine. However, it is possible that those people whose closest friends were dropouts were influenced by those friends.

The groups were similar in their attitudes toward the use of alcohol. Fifty per cent of both groups approved

the use of alcohol by high school students, whereas 40.0 per cent of dropouts and 17.2 per cent of non-dropouts felt it was acceptable to use marijuana and hashish.

The perceived availability of jobs did not appear to influence the students' decision to leave, as only 30.0 per cent of the dropouts said they felt there would be plenty of jobs available. Only 23.3 per cent of the dropouts felt it was easy to find employment once they had left.

A major portion of this thesis was devoted to the measurement and possible influence of alienation on a student's decision to leave or stay in school. A questionnaire previously developed for high school students in Alberta by Kolesar was used to measure alienation. It was found that the dropout did feel more separated from the school environment than his counterpart who stayed in school. While 83.3 per cent of the dropouts scored in the top half of the alienation scale, only 48.2 per cent of the non-dropouts had scores this high. The differences in scores on the five sub-scales for alienation were not as distinct. However, dropouts definitely felt greater alienation in the areas of 'powerlessness', 'isolation', and 'self-estrangement', and these characteristics are consistent with many of the findings in the previous section. One specific example of this was in the area of 'isolation'. The dropout did not feel able, in most cases, to discuss the decision to leave with anyone in the school. On the

'powerlessness' sub-scale, the statement that teachers do not listen to pupil complaints about unfair school rules was agreed with by more dropouts than non-dropouts. This also reaffirms earlier findings that the dropouts felt generally that they did not have 'good' relationships with their teachers. A number of the other statements in the Pupil Attitude Questionnaire and their responses gave confirmation of the information found in the previous sections.

These findings about people who leave school prior to graduation and those who do not led to the development of the following hypotheses and recommendations.

II. HYPOTHESES

1. There is no significant difference in the amount of formalized education (schooling) of the parents of dropouts and the parents of non-dropouts.
2. There is no significant difference in the occupational status of the parents of dropouts and the parents of non-dropouts.
3. Students who leave school prior to graduation are less likely to come from 'intact' homes than are students who remain in school.
4. Dropouts have significantly more siblings leave school prior to graduation than do non-dropouts.

5. Parents of dropouts are less likely to encourage or pressure their children to stay in school than are the parents of non-dropouts.

6. The main reason for leaving school early for most students is perceived as a school-related problem.

7. Potential dropouts are enrolled in General rather than in Academic programs of study.

8. Dropouts are more likely to have a negative reaction toward going to school on a day-to-day basis than are non-dropouts.

9. Non-dropouts more frequently have part-time employment during after school hours than do dropouts.

10. Dropouts are less likely than non-dropouts to have specific long-term career plans.

11. There is no significant difference in the degree to which dropouts and non-dropouts value education.

12. Dropouts are more likely to approve of the use of alcohol and drugs than are non-dropouts.

13. The closest friends of dropouts are more likely to be dropouts themselves than are the closest friends of non-dropouts.

14. The perceived availability of jobs has no significant effect on whether a student remains in school or leaves prior to graduation.

15. The student who leaves school early experiences greater alienation than does the student who remains in school. (This hypothesis may be tested for potential dropouts as well).

III. RECOMMENDATIONS

In the light of the findings of this study, a number of immediate and longer-range recommendations are presented which have some relevance for education. These fall logically into four categories.

1. School-related

1. That aptitude tests be administered in junior high school particularly to those who appear to be potential dropouts, to ascertain an area of ability and interest. Such information may provide the focus for the curriculum of these students. Adjustments in the curriculum may not only enhance the interest of the students, but the learning experiences of all.

2. That the importance of data on cumulative records be stressed to all school personnel. If the recommendations of studies such as this one are to be carried out evaluation

of students on more than subject areas is crucial. Information on the students' activities and sports are important.

3. That efforts are made in order that teachers are aware of the educational background of siblings and friends of potential dropouts.

4. That the present evaluation system of students be examined to ensure that all students can feel some sense of encouragement and achievement in school. It appears important from this study that if students are going to remain in school they must feel something more than failure academically. The fact that this area was cited most often as the reason why students leave school emphasizes the need for attention to be given to it.

5. That potential dropouts be encouraged to participate more actively in physical education and extra-curricular activities.

6. That since the "Pupil Attitude Questionnaire" showed significant differences in the alienation feelings of school clientele, such questionnaires be administered to students early in junior high school to ascertain specific areas of alienation in the hope of alleviating it where possible.

7. That the introduction of some dropout prevention programs may be beneficial in some, if not all, schools.

8. That schools have as a policy to meet sympathetically with potential leavers, perhaps outside the school setting, to ascertain if any solution can be found to avoid early school leaving.

9. That once students have made the irreversible decision to leave school, school personnel strongly encourage them to attend adult education classes or some type of upgrading.

2. Vocational-related

10. That career or vocational possibilities be presented to students as early as possible in junior high school. These may stimulate definite aspirations for young people and a specific aim for which to strive.

11. That model occupational games be introduced into the curriculum to allow students to investigate the requirements needed for specific occupations, and the nature of such jobs.

12. That potential dropouts be given more opportunities to experience, through such programs as work-study, real-life situations and learn better how to cope with them.

3. Individual-related

13. That part-time jobs be encouraged for students during after-school hours, particularly for potential leavers.

4. General

14. That authorities act to ensure that owners of liquor selling establishments are maintaining age restrictions in their businesses.

15. That provincial and federal governments review their programs which ultimately are encouraging young people to leave school. These students stay out of school for one year then return to an upgrading program in order to get paid for getting an education.

16. Since it is evident that parents, and brothers and sisters, may have an immeasurable effect on the lives of the student, it is recommended that more contact be maintained between parents and the school. It is becoming more common for schools to set up occasions for teachers to meet with parents early in the school year. This practice can be beneficial if all parents are encouraged to attend, reminding them that they have a very valuable part to play in the education of their children.

17. Since this was the first known study of this type in the School District, a similar study might be done, and a more extensive one, to ascertain if the findings are representative of dropouts in other areas of the province. Local differences could be evaluated from such findings.

A prominent educator once said that the chief rôle of the educational administrator is that of "facilitator." If any of the above recommendations are to be implemented it will only be if administrators facilitate the process. Concern is often expressed over the 'dropout problem' in Newfoundland and Labrador. We as educators have an important rôle to play in alleviating that situation.

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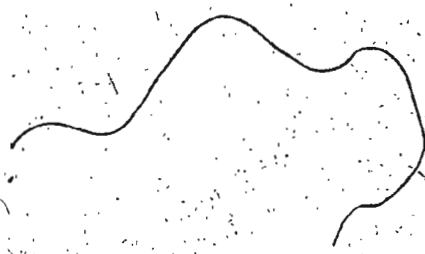
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APPENDIX A

PERMISSION TO CONDUCT STUDY

Roman Catholic School Board for St. John's

154

BELVEDERE
BONAVENTURE AVENUE
ST. JOHN'S, NEWFOUNDLAND

February 7, 1975

Miss Bobbie Gillespie
Department of Educational Administration
Memorial University of Newfoundland
St. John's, Nfld.

Dear Miss Gillespie:

Permission is granted to conduct a study of the drop-out situation in schools of the R.C. School Board for St. John's.

Please contact Mrs. Geraldine Roe when you have decided on the schools to be involved in your study. Mrs. Roe will then inform the particular school principals that you are authorized to visit their schools.

Your research project should provide valuable information for our Board. We wish you every success.

Sincerely,

G.R. Bellows, C.F.C.
District Superintendent

GRB:bc

APPENDIX B

LETTER OF INTRODUCTION

ROMAN CATHOLIC SCHOOL BOARD FOR ST. JOHN'S

Belvedere

Bonaventure Avenue

St. John's, Newfoundland

MEMO TO: Principals and Guidance Counsellors
SUBJECT: Research - Dropouts
DATE: April 25, 1975

Mrs. Roberta Gillespie, a graduate student in Educational Administration at Memorial and a teacher on leave from this Board, has undertaken a study of the dropout problem in this area. The study is being done in consultation and cooperation with this School Board.

The purpose of the study is to obtain accurate information on the overall dropout rate in all schools and to identify some of the factors that contribute to students leaving school before they complete Grade XI.

For the first part of the study, Mrs. Gillespie will need access to class registers (1973-74 registers if they are available), in Grades Seven through Eleven. The second aspect of the study, namely, the factors contributing to dropouts, will be concerned only with the five senior High Schools.

Your cooperation in this study will be appreciated. It is an area where basic research is badly needed.

Geraldine Roe
Assistant Superintendent
Curriculum & Instruction

NOTE: Concerning the second part of the study it is hoped that Mrs. Gillespie can arrange to meet with the Guidance Counsellors from the High Schools.

APPENDIX C
INTERVIEW SCHEDULE
FOR STUDENTS WHO HAVE LEFT SCHOOL

INTERVIEW SCHEDULE

Age at last birthday _____

Last grade attended _____

Date when you left school _____

School-related

1. Why did you leave school?
2. Were you taking the subjects you wanted to take? (Did you get the options you wanted?)
3. Were you taking the program (e.g., Academic or General) you wanted to take? (If not, why not?)
4. Was there any choice in the subjects you could take? (Program diversity?) (Were you told exactly what subjects you had to take, or was there a choice? How much choice?)
5. Did you have a good relationship with your teachers? (For example, did your teachers have to correct you often? Did you ever discuss personal problems with your teachers? Did you often disagree with your teachers?)

How would you describe that relationship?

Very good? Good? Average? Poor? Very poor?

6. Did you see the principal very often? (Once a day?)
To whom would you go if you had a difficult problem--
your teacher or the principal?

Peer group-related

7. Did you have close friends in your class? (That is the ones with whom you discussed personal matters, and socialized?)
8. With whom did you associate on weekends? (The same people as in school? If not, whom?)
9. Are most of your friends in school? (If not, where are they?)
10. Did you find that your teachers went too quickly with the work in school?
(If yes) Do you think you would have done better work if the teacher had gone more slowly?
11. In comparison with your classmates, did you feel you were: more intelligent? less intelligent?
about the same?

Guidance-related

12. To what extent, if at all, did school personnel (any) ever discuss personal or school problems with you?
Did they ever try to help you solve these problems?
(How?)

13. If yes to previous question, who helped you?
14. Did your school provide you with information about different kinds of jobs?
What kind of information was it? (verbal, pamphlets, etc.)
15. Did you talk over your decision to leave with anyone before you left? (Who?)

Facilities

16. What kinds of facilities does your school have?

	Have?	Type?	Use?
Audio-visual			
Library			
Gym			
Science lab			
Home ec.			
Music room			
Industrial Arts			
Art room			
Is there any other that I've left out?			

Family-related

17. What is the highest grade your mother completed when she was in school?

18. What was the highest grade your father completed?

19. Do your parents work outside the home? (What do they do? Where?)

Father

Mother

20. Did any of your brothers and/or sisters leave school before finishing Grade XI? (If yes, how many? and what grades were they in?)

21. Did your parents encourage you to stay in school? (How-- Verbally? Tutorial help? Rewards?)

22. If they did not encourage you, what did they want you to do.

23. Taking all things into account, how would you consider your family?
Pretty happy? Very happy? or Not too happy?

Why do you say that?

Community-related

24. When people are young they sometimes have a definite idea of the kind of job they would like when they finish school. Did you know what kind of work you wanted before you left school?
25. Do you still have hopes of becoming a(n) _____?
26. Did you feel there would be plenty of jobs available if you left school? (Are there?)
27. What activities are available for teenagers in the community? (e.g., Torbay)
28. What activities would you like to see available here?

Individual-related

29. What was the most important reason you stayed in school as long as you did?
- 29a. How did you feel about coming to school from day to day?
30. (Do you remember) how did you spend your time after school and on weekends before you left school?
31. What are your feelings about the use of alcohol and drugs by teenagers? (Do you approve? To what extent do you think they are used? Have you tried either? Why?)

32. Do you feel that getting a high school education is valuable? (Why?)
33. What do you think the school could do (or should do) to help those people who are having problems so they won't leave school?
34. What do you think can be done about family problems?
35. What can be done about personal problems?
36. What can be done by the school to help those students who are going to leave anyway?

APPENDIX D

INTERVIEW SCHEDULE
FOR STUDENTS IN SCHOOL

INTERVIEW SCHEDULE

Age at last birthday _____

Grade in now _____

School-related

1. Are you taking the subjects you wanted to take? (If not, why not?)
2. Are you taking the program you wanted to take this year? (Academic or General?) (If not, why not?)
3. Was there any choice in the subjects you could take this year? (How much program diversity?) (How much choice was there?)
4. Do you have a good relationship with your teachers? (e.g. Do your teachers have to correct you often? Do you ever discuss personal problems with your teachers? Do you often disagree with your teachers?)

How would you describe that relationship?

Very good? Good? Average? Poor? Very poor?

5. Do you see the principal of the school very often? (Once a day?) To whom do you go, or would you go, if you have a difficult problem? -- the teacher or the principal?

Peer group-related

6. Do you have close friends in your class?
7. With whom do you associate on weekends? (The same people as in school? If not, whom?)
8. Are most of your friends in school? (If not, where are they?)
9. Do you find that your teachers go too quickly with the work in school? (Do you think you would do much better if they slowed down?)
10. In comparison with your classmates, do you feel you are: more intelligent? less intelligent? about the same?

Guidance-related

11. To what extent, if at all, do school personnel ever discuss personal or school problems with you?

Did they ever try to help you solve these problems? (How?)

12. If yes above, who helped you?
13. Does your school provide you with information about careers? What kind of information is it? (Verbal? Pamphlets?)

Facilities

14. What kinds of facilities does your school have?

	Have?	Type?	Use?
Audio-visual			
Library			
Gym			
Science lab.			
Home ec.			
Music room			
Industrial arts			
Art room			

Family-related

15. What is the highest grade your mother completed when she was in school?

16. What was the highest grade your father completed when he was in school?

17. Do your parents work outside the home? (What do they do? Where?)

18. Did any of your brothers and/or sisters leave school before finishing Grade XI? (If yes, how many? and what grades were they in?)

19. Do your parents encourage you to stay in school? How? (Verbal? Help with your work? etc.)

20. If they don't encourage you, do they want you to be doing something else? (What?)
21. Taking all things into account, how would you consider your family:
Pretty happy? Very happy? Not too happy?

Community-related

22. When people are young they sometimes have a definite idea of the kind of job they would like when they finish school. Do you know what kind of work you would like to do?
23. If you decided to leave school, do you think there would be plenty of jobs available?
24. What activities are available for teenagers in this community? (area)
25. What kinds of activities would you like to see available here?

Individual-related

26. What is the most important reason you stayed in school as long as you did?
27. How do you spend your time after school and on weekends?
28. Do you approve of teenagers using alcohol and drugs? To what extent do you think they are used? Have you tried either? Why?

29. Do you feel that getting a high school education is valuable? Why or why not?

30. What do you think the school can do to help those people who are having problems, so as to avoid the possibility of their leaving school?

APPENDIX E

REQUEST FOR PARENTAL APPROVAL

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada A1C 5S7

Department of
Educational Administration

May 15, 1975

To the Parents

of _____

Dear Parents,

As a graduate student in Educational Administration at Memorial University I am presently engaged in research related to senior high school students. It is hoped that this information will help in determining reasons why students stay in school and why some leave. The St. John's R.C. School Board is cooperating in this research which is under the supervision of Dr. David Kirby.

Your daughter or son has been chosen at random to participate in this research. I would like to ask your permission to interview her or him. If you have any questions please feel free to contact me.

Thank you very much for your cooperation.

Yours sincerely,

Robert A. Gillespie
Tel: 579-7082

Parental Approval: _____

Signature _____

APPENDIX F

PERMISSION TO USE PUPIL ATTITUDE QUESTIONNAIRE

ADVANCED EDUCATION

Administrative Services

403/426-7640

Devonian Building
11160 - Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L1

April 7, 1975

Roberta Gillespie
Department of Educational
Administration
Memorial University
St. John's, Newfoundland

Dear Ms. Gillespie:

Enclosed is a Technical Report and questionnaire which you may use provided that you appropriately acknowledge its use and send to me a copy of your study when it has been completed.

My only suggestion regarding your study is that you consider comparing scores of dropouts with a group which remains or remained in school because norms from another region probably would be invalid.

Best wishes to you for success with your study. Please extend my greetings and best wishes to Dr. Wallace.

Yours very truly,

Henry Keresar
Assistant Deputy Minister

Encls. 2

APPENDIX G

SUMMARY OF SCORING PROCEDURES

DISTRIBUTION OF ITEMS BY SUBSCALE

PUPIL ATTITUDE QUESTIONNAIRE

Normlessness	(14 items)	-	1, 2, 3, 11, 15, 18, 24, 27, 35, 42, 52, 56, 57, 58.
Powerlessness	(12 items)	-	5, 7, 8, 13, 28, 29, 30, 34, 41, 51, 53, 59.
Isolation	(10 items)	-	4, 9, 20, 22, 23, 25, 48, 49, 50, 55.
Self-Estrangement	(12 items)	-	10, 12, 16, 21, 26, 31, 32, 36, 40, 43, 44, 54.
Meaninglessness	(12 items)	-	6, 14, 17, 19, 33, 37, 38, 39, 45, 46, 47, 60.

SCORING KEY AND SUBJECT GROUPINGS FOR THE
PUPIL ATTITUDE QUESTIONNAIRE

Scoring Method I - SA = 5, A = 4, U = 3, D = 2, SD = 1

II - SA = 1, A = 2, U = 3, D = 4, SD = 5

III - SA = 1, A = 3, U = 5, D = 3, SD = 1

	Scoring Method	Items
<u>Powerlessness</u>	I	5, 7, 8, 30, 41
	II	13, 28, 29, 34, 51, 53, 59
<u>Self-Estrangement</u>	I	10, 12, 16, 21, 31, 32, 40, 43
	II	26, 36, 44, 54
<u>Normlessness</u>	I	1, 2, 3, 11, 18, 24, 27, 35, 42, 52, 56, 57, 58
	II	15
<u>Meaninglessness</u>	II	6, 45, 46
	III	14, 17, 19, 33, 37, 38, 39, 47, 60
<u>Isolation</u>	I	9, 22, 25, 48, 49, 50
	II	4, 20, 23, 55

APPENDIX H

PUPIL ATTITUDE QUESTIONNAIRE FOR DROPOUTS

PUPIL ATTITUDE QUESTIONNAIRE FOR DROPOUTS

Instructions

Following are a group of statements about which you are asked to give your honest opinion. Please circle the responses which most nearly reflect your feelings about the statement.

SA -- Strongly agree, A -- Agree, U -- Undecided,

D -- Disagree, SD -- Strongly disagree

1. White lies are justified when they help to avoid punishment SA A U D SD
2. It is a good policy to tell teachers only what they want to hear SA A U D SD
3. In school success is to be aimed for by any means that pupils can devise SA A U D SD
4. It is most important that right always be achieved even if it requires tremendous effort SA A U D SD
5. Schools are run by others and there is little that pupils can do about it SA A U D SD
6. I think I can now predict what I can achieve in an occupation in the future SA A U D SD
7. The school experiences of pupils are controlled by plans made by others SA A U D SD
8. There really isn't much use complaining to the teachers about the school because it is impossible to influence them anyway SA A U D SD

SA -- Strongly Agree, A -- Agree, U -- Undecided,
D -- Disagree, SD -- Strongly disagree

9. The reason I endure some unpleasant things now is because I feel that it will benefit me later on SA A U D SD
10. Pupils should have most of their time free from study SA A U D SD
11. Sometimes it is necessary to make promises to school authorities which you don't intend to keep SA A U D SD
12. In order to get ahead in school pupils are almost forced to do some things which are not right SA A U D SD
13. Pupils are often given the opportunity to express their ideas about how a school ought to be run SA A U D SD
14. It is possible on the basis of my school achievement, to predict with a high degree of accuracy, the level of achievement I can expect in adulthood SA A U D SD
15. It is very desirable that pupils learn to be good citizens SA A U D SD
16. I think my teachers would have given me the same marks on my last report card no matter how well I really had done SA A U D SD
17. My school experiences will help me to become a good citizen SA A U D SD
18. It doesn't matter too much if what I'm doing is right or wrong as long as it works SA A U D SD

SA -- Strongly agree, A -- Agree, U -- Undecided,
D -- Disagree, SD -- Strongly Disagree

19. At school we learned habits and attitudes which will guide us in the achievement of a good life SA A U D SD
20. I know that I will complete my high school education eventually SA A U D SD
21. These days a pupil doesn't really know who he can count on SA A U D SD
22. I often worried about what my teachers thought of me SA A U D SD
23. Pupils must try to develop an interest in their school subjects even when the content is dull SA A U D SD
24. It is more important to achieve enjoyment and personal satisfaction than to sacrifice yourself for others SA A U D SD
25. I studied hard at school mainly because I wanted to get good grades SA A U D SD
26. I often read and studied in my courses beyond what is required by my teachers SA A U D SD
27. Really, a pupil has done wrong only if he gets caught SA A U D SD
28. My school principal was really interested in all pupils in the school SA A U D SD
29. In discipline cases the pupil's explanation of the circumstances is carefully weighed by school authorities before punishment is decided upon SA A U D SD

SA -- Strongly agree, A -- Agree, U -- Undecided,
D -- Disagree, SD -- Strongly disagree

30. The teachers do not listen to
pupil complaints about unfair
school rules SA A U D SD
31. Usually, I would rather have
skipped off from school than
gone to school SA A U D SD
32. I would rather work now than
go to school, but more
education will help me to get
a better job later SA A U D SD
33. What I did at school does assist
me to do my job now SA A U D SD
34. Pupils/ Have adequate
opportunities to protect
themselves when their
interests conflict with the
interests of those who run
the school SA A U D SD
35. Copying parts of essays from
books is justified if this
results in good marks on the
essays SA A U D SD
36. I get more satisfaction from
doing an assignment well than
from the marks which I receive
on the assignment SA A U D SD
37. What we did at school helps
us to affect the world in
which we live SA A U D SD
38. Participation in student
government activities will
help me in anything I try to
do in the future SA A U D SD
39. As a result of my school
experiences I know what I
will do now in my life SA A U D SD

SA -- Strongly agree, A -- Agree, U -- Undecided,
D -- Disagree, SD -- Strongly disagree

40. No matter how hard I tried
I didn't seem to understand
the content of my courses
very well SA A U D SD
41. In school the teachers are
the rulers and the pupils
are the slaves SA A U D SD
42. It is unlikely that in school
the pupils will achieve the
goals in which they believe . . . SA A U D SD
43. If homework assignments were
not required, I would seldom
have done homework SA A U D SD
44. I liked to do extra problems
in mathematics for fun SA A U D SD
45. I understand how decisions
are made regarding what we
are to study in the school
that I attended SA A U D SD
46. My school studies will help me
to make predictions about the
kind of world in which I will
live in the future SA A U D SD
47. My school studies will help
me to understand others SA A U D SD
48. Pupils must be very careful
to make the best possible
impression with their
teachers SA A U D SD
49. If I had my way, I'd close
all schools SA A U D SD
50. Having lots of friends is
more important than getting
ahead in school SA A U D SD
51. In my school pupils could
complain to the principal
and be given a fair hearing . . . SA A U D SD

SA -- Strongly agree, A -- Agree, U -- Undecided,
D -- Disagree, SD -- Strongly disagree

52. Copying another pupil's homework is justified if he agrees to let you do it SA A U D SD
53. Pupils' ideas about how the school should be run were often adopted in my school SA A U D SD
54. I found it easy to please my teachers SA A U D SD
55. I want to finish high school SA A U D SD
56. It is necessary to misbehave in school if you are going to have any fun SA A U D SD
57. Giving an answer to someone else during an examination is not really cheating SA A U D SD
58. Pupils must take advantage of every opportunity, fair or unfair, because good opportunities occur very infrequently in school SA A U D SD
59. Pupils in my school were given considerable freedom in planning their own programs to meet their future needs SA A U D SD
60. Participation in student government activities will assist one to become a good citizen SA A U D SD

APPENDIX I

PUPIL ATTITUDE QUESTIONNAIRE FOR NON-DROPOUTS

PUPIL ATTITUDE QUESTIONNAIRE FOR NON-DROPOUTS

Instructions

Following are a group of statements about which you are asked to give your honest opinion. Please circle the responses which most nearly reflect your feelings about the statement.

SA -- Strongly agree, A -- Agree, U -- Undecided,
D -- Disagree, SD -- Strongly disagree

1. White lies are justified when they help to avoid punishment SA A U D SD
2. It is a good policy to tell teachers only what they want to hear SA A U D SD
3. In this school success is to be aimed for by any means that pupils can devise SA A U D SD
4. It is most important that right always be achieved even if it requires tremendous effort SA A U D SD
5. Schools are run by others and there is little that pupils can do about it SA A U D SD
6. I think I can now predict what I can achieve in an occupation after graduation SA A U D SD
7. The school experiences of pupils are controlled by plans devised by others SA A U D SD
8. There really isn't much use complaining to the teachers about school because it is impossible to influence them anyway SA A U D SD
9. The reason I endure some unpleasant things now is because I feel that it will benefit me later on. SA A U D SD

SA -- Strongly agree, A -- Agree, U -- Undecided,
D -- Disagree, SD -- Strongly disagree

10. Pupils should have most of their time free from study SA A U D SD
11. Sometimes it is necessary to make promises to school authorities which you don't intend to keep SA A U D SD
12. In order to get ahead in school pupils are almost forced to do some things which are not right SA A U D SD
13. Pupils are often given the opportunity to express their ideas about how school ought to be run SA A U D SD
14. It is possible on the basis of the level of my present school achievement, to predict with a high degree of accuracy the level of achievement I can expect in adulthood SA A U D SD
15. It is very desirable that pupils learn to be good citizens SA A U D SD
16. I think my teachers would have given me the same marks on the last report card no matter how well I really had done SA A U D SD
17. My school experiences will help me to become a good citizen SA A U D SD
18. It doesn't matter too much if what I am doing is right or wrong as long as it works . . . SA A U D SD
19. At school we learn habits and attitudes which will guide us in the achievement of a good life SA A U D SD

SA -- Strongly agree, A -- Agree, U -- Undecided,
D -- Disagree, SD -- Strongly disagree

20. I know that I will complete my high school education SA A ~~U~~ D SD
21. These days a pupil doesn't really know who he can count on. . . SA A U D SD
22. I often worry about what my teachers think of me SA A U D SD
23. Pupils must try to develop an interest in their school subjects even when the content is dull SA A U D SD
24. It is more important to achieve enjoyment and personal satisfaction than to sacrifice yourself for others SA A U D SD
25. I study hard at school mainly because I want to get good grades SA A U D SD
26. I often read and study in my courses beyond what is required by my teachers SA A U D SD
27. Really, a pupil has done wrong only if he gets caught . . . SA A U D SD
28. The school principal is really interested in all pupils in this school SA A U D SD
29. In discipline cases the pupil's explanation of the circumstances is carefully weighed by the school authorities before punishment is decided upon SA A U D SD
30. The teachers will not listen to pupil complaints about unfair school rules SA A U D SD
31. Usually I would rather skip off from school than come to school SA A U D SD

SA -- Strongly agree, A -- Agree, U -- Undecided,
D -- Disagree, SD -- Strongly disagree

32. I would rather go to work now than go to school, but more education will help me to get a better job later SA A U D SD
33. What I am doing at school will assist me to do what I want when I graduate SA A U D SD
34. Pupils have adequate opportunities to protect themselves when their interests conflict with the interests of those who run the school SA A U D SD
35. Copying parts of essays from books is justified if this results in good marks on the essays SA A U D SD
36. I get more satisfaction from doing an assignment well than from the marks which I receive on the assignment SA A U D SD
37. What we do at school will help us to affect the world in which we live SA A U D SD
38. Participation in student government activities will help me in anything I will try to do in future SA A U D SD
39. As a result of my school experiences I know what I will do when I graduate SA A U D SD
40. No matter how I try I don't seem to understand the content of my courses very well SA A U D SD
41. In this school the teachers are the rulers and pupils are the slaves SA A U D SD

SA -- Strongly agree, A -- Agree, U -- Undecided,
D -- Disagree, SD -- Strongly disagree

42. It is unlikely that in this school the pupils will achieve the goals in which they believe SA A U D SD
43. If homework assignments were not required, I would seldom do homework SA A U D SD
44. I like to do extra problems in mathematics for fun SA A U D SD
45. I understand how decision are made regarding what we are to study in this school SA A U D SD
46. My school studies will help me to make predictions about the kind of world in which I will live in the future SA A U D SD
47. My present school studies will help me to understand others SA A U D SD
48. Pupils must be very careful to make the best possible impression with their teachers SA A U D SD
49. If I had my way, I'd close all schools SA A U D SD
50. Having lots of friends is more important than is getting ahead in school SA A U D SD
51. In this school pupils can complain to the principal and be given a fair hearing SA A U D SD
52. Copying another pupil's homework is justified if he agrees to let you do it SA A U D SD
53. Pupils' ideas about how the school should be run are often adopted in this school SA A U D SD

SA -- Strongly agree, A -- Agree, U -- Undecided,
D -- Disagree, SD -- Strongly disagree

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 54. | I find it easy to please my teachers | SA | A | U | D | SD |
| 55. | I want to finish high school | SA | A | U | D | SD |
| 56. | It is necessary to misbehave at school if you're going to have any fun | SA | A | U | D | SD |
| 57. | Giving an answer to someone else during an examination is not really cheating | SA | A | U | D | SD |
| 58. | Pupils must take advantage of every opportunity, fair or unfair, because good opportunities occur very infrequently at school | SA | A | U | D | SD |
| 59. | Pupils in this school are given considerable freedom in planning their own programs to meet their future needs | SA | A | U | D | SD |
| 60. | Participation in student government activities will assist one to become a good citizen | SA | A | U | D | SD |

APPENDIX J

GROUPINGS OF INDIVIDUAL SUBJECTS

GROUPINGS OF INDIVIDUAL SUBJECTS

Group	Subjects Included
1. Mathematics	Algebra Consumer Mathematics Economics General Mathematics Geometry Trigonometry
2. Science	Biology Chemistry Earth Science Home Economics Physical Science Physics
3. Foreign Languages	French German
4. Language Arts	Language Literature
5. Social Studies	Geography History
6. Physical Education	
7. Religion	
8. Music	

APPENDIX K

RESULTS OF SURVEY PHASE, GRADES VII - IX

RESULTS OF SURVEY PHASE, GRADES VII - IX

181 Campbell Avenue,
St. John's,
Newfoundland,
November 6, 1975.

Br. A.F. Brennan,
Superintendent,
St. John's R.C. School Board,
Belvedere, St. John's.

Dear Brother Brennan:

During the past school year I was granted permission to study the dropout situation in our School District. The information has been gathered and the writing of the thesis is in the final stages, I hope. Since the major part of the data I collected is presently being reviewed by my supervisor, Dr. David Kirby, I felt that some of the information regarding dropout rates in Grades Seven to Nine may be of benefit to you and other personnel at this time.

The information collected in late June, 1975, from school registers, was the basis for calculating the dropout rates for the three grades. This information was checked with schools whenever possible, but the time of year did not allow me to check them as thoroughly as would have been preferred. The registers gave the following statistics:

Grade	No. of classes	Total students	No. of dropouts	Dropout rate (%)
7	51	1,850	38	2.0%
8	57	1,797	67	3.7%
9	55	1,744	116	7.7%
TOTAL		5,391	221	4.0% overall

*These findings do not include any estimation for Junior High Special Education classes.

The computations are based on September enrollments, with transfers out being excluded from any base. No account has been kept since the month of June, 1975; thus those students in these grades who did not return to school in September, 1975, are not recorded. I would venture to add that the dropouts' percentages are probably conservative estimates in that students who had been absent for a number of months of the school year were sometimes marked as 'sick' and retained on school registers. Time limitations did not allow me to check these individuals and therefore they are not included as leavers.

As for the significance of these findings, Brother, little documented information is available from local levels in Newfoundland. The most recent figures I was able to obtain from other Canadian cities are:

City	Year	Grade(s)	% Dropout rate
Vancouver	1971-72	7	3.2%
		8	3.4%
		9	5.8%
Halifax	1972-73	9-12	12.2%
Hamilton, Ont.	1971-72	9	6.9%
Windsor, Ont.	1972-73	9-13	8.0%
London, Ont.	1971-72	9	5.0%

While this is far from a comprehensive picture I do hope this information will be of some help to you. As soon as the remaining part of the study is completed, I will be in contact with you. I will be glad to supply any other information on the study that you may want.

Again, I would like to thank all the personnel who have been so cooperative and helpful in this project, in particular Mrs. Roe who certainly has made the going as smooth as possible.

Yours truly,

(Sgd.) Bobbie Gillespie

Bobbie Gillespie.

CC - Mrs. Geraldine Roe



