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* SOME PRELIMINARY EDUCATIONAL FINDINGS *
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Main Customer: Department of Education and Science

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NATIONAL CHILD DEVELOPMENT STUDY FOURTH FOLLOW-UP

Working paper No. 7

Preliminary Paper

Some preliminary educational findings

Prepared for : DES

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I really wanted to be a mechanic but there were no apprenticeships for women.

Background

1. This Working Paper reports on the analysis of data relating to 12,538 23 year olds living in Great Britain who have been the subjects of a longitudinal study since their birth in 1958. The data were obtained by means of the interview survey during late 1981 and early 1982. This survey and this working paper form part of the fourth follow-up of the National Child Development Study which is being sponsored by five Government departments - DHSS, DES, DE, MSC and DOE. Preparation for the survey began in May 1980 and the project is due for completion by December 1984.
2. The National Child Development Study (NCDS) is a longitudinal study which takes as its subjects all those living in Great Britain who were born between 3 and 9th March 1958. Since the original birth survey in 1958, the National Children's Bureau has sought to monitor the social, economic, educational and health circumstances of the surviving subjects. To this end, major surveys were carried out in 1965 (NCDS1), 1969 (NCDS2), 1974 (NCDS3) and 1981 (NCDS4). For the purposes of the first 3 surveys the birth cohort was augmented by including those new immigrants born in the relevant week and information was obtained with the active co-operation of parents, teachers and the schools' health service as well as members of the NCDS cohort. The 1981 survey differs in that no attempt was made to include new immigrants since 1974, and information was obtained from the subjects only.
3. The target sample for the 1981 survey was a total of 16450 individuals - all those who had participated in NCDS1, NCDS2 or NCDS3, excluding those known to have emigrated or to have died. Following initial tracing by the Bureau, details of names and addresses were passed to NOP Market Research Limited and Social and Community Planning Research, who carried out further tracing and subsequent interviews. The 12538 interviews obtained represent 76 percent of the original target sample and 93 percent of those traced and contacted by interviewers.
4. The interview survey was carried out by NOP and SCPR between August 1981 and March 1982. Each interview took approximately 80 minutes and information was

obtained on employment, unemployment and periods out of the labour force; apprenticeship and training; post-school education; marriage, cohabitation and children; housing and household; family income, savings, investment and inheritance; respondent-reported health and health-related behaviour; and voluntary activity and leisure.

5. Completed questionnaires were visually checked by NOP and SCPR and the data then transferred by them to computer. Following preliminary computer editing by NOP and SCPR, more detailed checks have been carried out by NCB. The majority of open-ended questions were coded by SCPR using coding frames developed by NCB. All open-ended questions related to health states were coded by NCB.

Introduction

6. This paper reports some of the preliminary findings relating to educational issues from the fourth stage of the National Child Development Study. The first results of the study were sent to the sponsoring departments as a four-volume report of cross-tabulations by sex and marital status; volume 1, chapter 2 of that document reported on the educational data, and this paper takes the analysis a stage further in an attempt to respond to some of the requests for analysis requested in the annex to David Timms' letter of 8th October 1981. Other papers are to follow shortly. Analyses reported here are cross-sectional only; longitudinal analyses, relating 23-year data to information collected at earlier stages, are not included, as the computer datafile enabling such analysis is not yet operational. The data used in this report are only partly edited, thus the results reported here must be treated with caution.

Definitions

7. (a) Education and training The distinction made in the NCDS4 questionnaire between education and training was, broadly, that training was carried out within a job either on or off the employer's premises, and did not have to be training for any qualification. To be counted, a training course had to include at least 100 hours or 14 days attendance at a college, training centre or skill centre. Information on up to three training courses was collected. (TOPS schemes were included as training even though being on a TOPS scheme implies not having a job). Details of apprenticeships undertaken were collected separately, but, in this paper, the term "training" includes apprenticeships.

Education means "education for qualifications" (a few details were collected on courses which were not for qualifications, which will be reported on elsewhere). Details on up to four education courses for qualifications were collected, with additional detail about the "highest" course (as defined by the respondent), except where the respondent was currently on a course, when further details on the current course were collected instead, even though this might not be the highest course. This is why, at this stage of the analysis, it has not been possible always to separate current course and highest course.

(b) School leaving year Since all members of the sample are the same age they were legally entitled to leave school in the Summer of 1974. Therefore, the phrase "1974 leaver" refers to the proportion of the sample leaving at (or near) the age of 16. In this paper, those few who reported leaving earlier than 1974 have been included as 1974 leavers. Similarly, those apparently leaving later than 1976 have been classified along with the 1976 leavers. Tables 2.88 and A2.14 in volume 1 of the Preliminary Tabulations provide a detailed breakdown.

(c) Qualifications Qualifications referred to are those held by the respondents at the time of the interview survey in 1981-2. Unfortunately, it is not at present possible to distinguish GCE 'O' and 'A' levels from SCE 'O' and 'H' grades; this will have to await the establishment of the longitudinal data file.

Tables 1 to 4: GCE & SCE qualifications by school leaving year

8. It has not been possible, at this stage, to separate GCE and SCE qualifications. Over three-fifths of the cohort obtained at least one 'O' level (CSE grade 1s are included) or SCE grade. Of those leaving school in 1974, when they were 16, less than half had any 'O' levels or 'O' grades, but almost everyone leaving at the age of 18 in 1976 had at least one 'O' level or 'O' grade pass. As many as 86% of the 18-year leavers had an 'A' level or 'H' grade pass, but less than a third of those leaving in the previous year had obtained one. The 6% of the 1974 leavers with 'O' levels who claimed to have an 'A' level or 'H' grade qualification consist partly of cases in error, being corrected as editing continues, and partly of Scottish pupils who sat 'H' grade examinations early.

9. Of those leaving in 1974 (when aged 16) only 13% had 5 or more 'O' levels or 'O' grades, compared with 9% of those leaving at 18. Over a third of the 1976 leavers (38%) claimed to have 9 or more 'O' levels or 'O' grades, while a tenth of the sample as a whole claimed this many. This latter figure appears high when compared with a figure of only 7.6% of the NCDS examinations sample in England and Wales having 9 or more 'O' level passes (Ives, 1980).

However, as volume one of NCDS4 preliminary tabulations show, about 830 people in the sample obtained 'O' levels after leaving school, and not all of these will have been counted in the examinations sample. One might expect a tendency for over-reporting numbers of passes in the self-reports in the current survey when compared with reports from schools. It is also possible that the term " 'O' level pass" was mistakenly taken to mean "having an 'O' level grade A to E" by some respondents. It is hoped to look further into this question when the longitudinal data set is established, since it will be possible to make comparisons between school reports of examinations and self reports for particular groups of people.

10. DES statistics for 1976 show that overall 9% of school leavers in England and Wales had eight or more 'O' level "passes" and these figures do not include CSE grade 1's, (DES, 1978). The DES figures also show 39% of leavers who were 17 in January 1976 having eight or more 'O' level passes, so the agreement here with NCDS figures is quite close.

11. Table 4, number of 'A' levels or 'H' grades by school leaving year is hard to interpret given the mix of the two types of qualifications, but it does show that, as expected, those who stay on at school longer obtain more 'A' levels or 'H' grades than those who leave school, despite post-school 'A' level and 'H' grade qualifications being included here.

Tables 5 to 12: SEG and Industrial classification

12. Tables state respondent's jobs were classified, inter alia, according to SEG (Socio Economic Group) and SIC (Standard Industrial Classification). The 1980 versions of these classifications are the ones used here. The SEG classification has been collapsed to seven broader groups as is done in the GHS. Tables state the socio-economic and Industrial Classification of the respondents' jobs at the time of interview by their sex and year of leaving school and by whether 'O' levels ('O' grades) were obtained. Table 5 shows that while a quarter of the sample who were working at the time of interview were in skilled manual jobs, only 5% of the women but over two-fifths of the men did this kind of work. However, far more women than men (72%) had jobs which were classified as intermediate. This category was the largest (46% of those in work) and partly reflects the age of the cohort. Looking at differences in socio-economic classification by year of leaving school (Table 6) demonstrates that those leaving school later are less likely to take up manual jobs and more likely to be employed in intermediate or professional jobs. But Table 7 shows the bigger difference by school leaving year for men who enter the intermediate category than for women. Only 16% of men leaving in 1974 were currently in work classed as intermediate, compared to just over half of those leaving in 1976. For women, while leaving school later was associated with a greater likelihood of being employed in intermediate work, the difference by school leaving year was not so great.
13. Tables 8 to 10 give a similar breakdown by sex and school leaving year for the Standard Industrial Classification of the current job. The SIC categories used are the ten broad divisions of the 1930 classification. The largest proportion of the sample were classified as 'other services', and here there was an over-representation of women (41% fell into this category, compared to only 18% of the men). Men were more likely to work in Construction, Engineering, and other "heavy" industries. Table 9 shows the industrial classification of current job by school leaving year; the proportion employed in finance and other services increase with later school leaving, while all other industries employ larger proportions of earlier school leavers than

late leavers. Taking into account the sex of the respondent (Table 10), it can be seen that this trend is similar for both sexes, although in the Finance category the difference by school leaving year is rather more pronounced for men than women.

14. Table 11 and Table 12 give the proportions with 'O' levels (or 'O' grades) in each of the socio-economic groups and industries respectively. Almost everyone working in a job classed as professional had 'O' levels ('O' grades), but of those who were classed as employers or managers, just under three-quarters had obtained 'O' level ('O' grade) qualifications. As many as 60% of those in the Armed Forces had at least one 'O' level ('O' grade) (perhaps because many had obtained this qualification while in the Armed Forces), and over a quarter of those in unskilled manual occupations had obtained at least an 'O' level ('O' grade). From both Table 11 and Table 12 it can be seen that women in employment are more likely to have one or more 'O' levels ('O' grades) than men who are working. This almost certainly reflects the situation whereby many of the less-well qualified women were, at the time of interview, "out of the labour force" bringing up young children. (Since, as Table 2.85 in the preliminary tabulations shows, only 65% of all women have obtained at least one 'O' level). In certain industries (see Table 12), women employees are considerably more likely to have 'O' levels ('O' grades) than men. In construction, whereas only 44% of the men have 'O' levels, 77% of the women have them. This could be a result of direct sexual discrimination, meaning that women need higher qualifications to obtain similar work to men, but perhaps a more likely explanation is that in these industries job segregation means that the women tend to be doing the office jobs (requiring academic qualifications) while the men are more likely to be doing manual work for which 'O' levels are not so often required.

Table 13 : Unemployment and school leaving year

15. Table 13 shows the likelihood of experiencing unemployment by year of leaving school. Forty-five percent of the sample had been unemployed at some time since leaving school and being interviewed, but 1974 leavers were a little more likely than later leavers to have been unemployed. Clearly, since those who left school earlier have had more time to be unemployed, one would expect this group to have been more likely to experience unemployment, and this may wholly explain the small differences between the groups. If leaving school later means having more qualifications (which, in general, it does) then on recent evidence we would have expected the early school leavers to be considerably more likely to have experienced unemployment (see e.g. Dean, 1982), but in the mid-1970's it was not such a problem for school-leavers to obtain employment, even if they had few qualifications, as it is today. It may be that, when it is possible to look at

total duration of unemployment, differences between the groups will be more pronounced.

Tables 14 and 15: School leaving year and take-up of education courses

16. Overall, over a third (38%) of respondents had been on an education course after leaving school (Table 14) but whether or not they went on a course depended on when they left school. Only a quarter of those leaving school at the earliest date went on to do further study on an education course, while over three-quarters of those leaving in 1976 did further study. There were differences between men and women (Table 14). Over two-fifths of the women, compared to only 34% of the men, had studied further on education courses since leaving school. But whereas women who left school earlier (in 1974) were more likely than men to go on to further educational courses (29% compared with only 20% of men), men who left in 1976 were slightly more likely to go on to further study than women who left in this year (79% of men compared to 77% of women). This imbalance between the sexes is probably explained by the fact that more young women have to get job training through unpaid further education than do men. Whereas a 16-year-old girl might go to the local further education college as a full-time secretarial student, a 16-year-old boy could be attending the same college as part of his job training. Thus, sensible comparisons between the sexes can only be made by taking both education and training courses into account (see below). (A further possible contribution to this difference is that, by the age of 16, girls had slightly more 'O' levels than boys, which may have made it easier for them to meet any entrance requirements of further education colleges).

Tables 16 and 17 : Education & Training courses

17. Table 16 and Table 17 give figures for education and training courses combined (apprenticeships are included). Seventy per cent of the sample had been on either a training or an education course or both, and again, there was a clear trend of those leaving school later being more likely to go on education or training courses; only 63% of the 1974 leavers, compared to 92% of the 1976 leavers, had been on education or training courses. Men were considerably more likely than women to have been on education or training courses, (Table 17) and this is true for any school leaving year. Overall, four-fifths of the men and only just over three-fifths of the women had been on education or training courses. Differences between men and women are smaller for those who left school later than for those leaving earlier, for whereas three-quarters of the

men, and only half the women leaving school in 1974 had been on education or training courses, for those leaving in 1976 the difference between men and women is only 3%. This may indicate the much greater opportunities for some kind of training via a job which are available to men who leave school early compared to the opportunities available to women who leave as soon as they can; although there may also be an effect relating to a lower take-up rate among women, which the data do not reveal. Some light is thrown on this issue by Bennett & Carter (1983).

Table 18: School leaving year and subsequent academic success

18. A recode which gives the "highest" qualification obtained since leaving school (determined by the numerical order of showcard C) on any education or training courses or on apprenticeships has been created; Table 18 gives the results. Half the sample had obtained some kind of post-school qualification, but whereas only 43% of those leaving school in 1974 had obtained post-school qualifications, over three-quarters of those leaving in 1976 had some qualifications. There was also a marked difference in the type of qualification obtained. The largest qualification category for those leaving school in 1974 is City & Guilds type qualifications (17% have these) while, not surprisingly, few early leavers had a degree (less than one per cent). For those leaving in 1976 the opposite is the case; for while only 1 per cent had City and Guilds qualifications, as many as 43% had a first degree or above.

Table 19 - 22: Education and Training courses looked at in more detail

19. In order to clarify the relationship between education and training, a recode was created to show who took what combination of education and training courses and who took none.

Thirty per cent had not taken any education or training courses by the age of 23, but on the other hand, 13% had taken both education and training courses. Nearly a third of the sample had undertaken training but not education, while almost a quarter had done some post-school educational study but no training. However, these overall figures mask considerable differences by sex and by year of leaving school. Only two-fifths of the women had been on at least one training course compared to three-fifths of the men. However, women were more likely than men to have been on an education course; just over two fifths of women had been on such a course, compared to only just over a third of men (Table 19). Looking at the results by age left school also reveals large differences (Table 21). Whereas 63% of those who left in 1974, when they were 16, had undertaken further study on education or training courses by the age of 23, 92% of those leaving in 1976 had studied further. The earlier school-

leavers were much more likely than the late school-leavers to go on training courses, and much less likely to go on education courses. Nearly a half of the 1974 leavers had done training, compared to only 36% of the 1976 leavers. This difference is, of course, partly due to the shorter duration of employment of the later school leavers, and also due to the fact that more later leavers had gone on to do further educational study (many on a full-time basis). In fact, over three-quarters of the 1976 leavers had done educational courses after leaving school, compared with only a quarter of the 1974 leavers.

20. Looking at the sex differences by year of leaving school in the uptake of education and training courses reveals some interesting differences (Table 21). Whereas men leaving school earlier were much more likely than men leaving later to take training courses (68% of 1974 male leavers, compared to only 41% of 1976 male leavers, had been on a training course), there was little difference between early and late female school leavers in the uptake of training courses. (Although those women leaving in 1975 were more likely than either the early leavers or the later leavers to take training courses.) Similarly, although not so strikingly, the age left school made more difference to the uptake of education courses for men than it did for women (Table 21); only a fifth of the men leaving in 1974 compared to two-fifths of the women took educational courses, but, for those leaving school in 1976, there was little difference between the sexes in the uptake of courses. (Of course, none of this takes into account the type of course undertaken, its duration, mode of study and so on; there may also be large differences here).

Tables 23 - 25 :School qualifications and post-school education and training

21. A factor which may affect the chances of someone going on to do further study after leaving school is how well they have got on during their school years. Looking at whether or not a person has obtained 'O' levels at school is one measure of their school success (success in Scottish 'O' grades exams are included in the following figures). Unfortunately, it is not yet possible to look only at 'O' and 'A' levels taken while at school; we will not be able to make this distinction until the NCDS exams data previously collected from schools are merged with the main file later this year. Thus, there is a tautological element in Tables 23 to Tables 25, in that some of those with 'O' levels will have obtained

them while in further education. From volume one of the preliminary tabulations it can be estimated that less than 10% of those with 'O' levels obtained them in this way (Tables 2.8, A2.7, A2.12, A2.13). Bearing this complication in mind, table 23 shows that people who had 'O' levels (or 'O' grades) were more than five times more likely to go on to do further study on education courses than those without 'O' levels ('O' grades). However, the difference between the two groups in the uptake of training courses is much smaller. For men, 'O' levels seem to make little difference to their propensity to go on training courses. For women, though, the possession of 'O' levels increases considerably their chances of doing training (Table 24).

Tables 31 - 33: Post-school education : subjects of courses

22. The qualifications taken on post-school courses have already been reported in volume one of the preliminary tabulations, but now that open-coded data have been added to the file, it is possible to report on the subjects taken on these courses. Table 31 shows the sex differences in the subjects taken on courses for a person's highest qualification. Subjects have been grouped up from the 600 or so categories on the data file to 11 broad headings for the purposes of these tabulations. These headings broadly follow the DES subject classification.
23. By far the largest subject group is the social, administration and business category; 42% of the women and 29% of the men did their highest qualification course in this subject area. Women are over-represented, too, in the subject categories Education, Health and Languages, but men are particularly prominent in the Engineering and Technology areas (only 19 women studied these two subjects, compared with 325 men) and in Science (more than twice as many men as women studied scientific subjects).

Table 32 shows the proportions in each qualification type who did courses in the various subjects, and Table 33 gives the percentages the other way around, showing the proportion in each subject category who gained qualifications of various types. Predictably, most RSA exams were in the subject area "social, admin. and business" and most City & Guilds were engineering, technology or miscellaneous vocational courses. Most qualifications in the field of education were certificates and degrees, some of the others probably being errors (we are still dealing with unedited data here). It must be remembered, when looking at these tables, that training courses are not included, neither are courses not defined as the "highest qualification or current course" so

that the picture is not of the overall distribution of subjects of courses, but only of a subset of these, which are likely to be, typically, courses for higher level qualifications.

25. Table 34 shows the overall subject distribution for those courses for highest qualifications excluding those currently on courses. It can be seen that the exclusion of this group makes little difference to these distributions, and this is chiefly because, in comparison with the numbers of respondents with a highest qualification, the numbers currently on a course are small.
26. However, there is not a great deal of difference between the subjects taken on the course for the highest qualification course and current course. The most striking difference between the two is in the larger proportion of those on current courses studying for professional qualifications, but given the age homogeneity of the sample, this is not unexpected.
27. Table 36 gives further detail for those currently on a course of the subject and type of course. Differences between the distributions here, and those of the highest qualification course, are small.

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to the DES (This document reported on NCDS members'
examination results)

Directions of further analysis

The present paper covers some of the ground mentioned in requirement 2 of the DES March 1983 document, and following discussions with the department, can be revised in the light of some more detailed consideration of these requirements, which will also involve longitudinal elements. Separate papers to be worked on in the near future will deal with:

- (i) an analysis of careers advice along the lines of that proposed in the DES March 1983 document. An early version of this paper will discuss the methodology and present cross-tabulations based on the cross-sectional file. This can then be revised and extended once the clean longitudinal file is available.

- (ii) Work which looks at participation or otherwise in post-school education in the light of educational, family and social factors. (DES paragraph 4).

- (iii) Some work on the "lifestyles" proposal as contained in the NCB November 1981 document, which will seek to examine the possible links between (inter alia) education and leisure activities, voluntary work and religious and political affiliations.

Table 1 '0' levels, '0' grades by school leaving year*

| | | whether '0' levels or '0' grades passed | | |
|--------------------------------------|------|---|--------------|----------------|
| | | Yes | No | TOTAL (N=100%) |
| Recoded School leaving year | 1974 | 47 | 53 | 8829 |
| | 1975 | 90 | 10 | 1180 |
| | 1976 | 99 | 1 | 2497 |
| Whole sample | | 61 (7636) | 39 (4870) | 12506 |

Table 2 'A' levels and 'H' grades by school leaving year*

| | | Whether 'A' levels or 'H' grades passed (given some '0' levels have been obtained) | | |
|--------------------------------------|------|---|--------------|----------------|
| | | Yes | No | TOTAL (N=100%) |
| Recoded School leaving year | 1974 | 6 | 94 | 4109 |
| | 1975 | 29 | 71 | 1057 |
| | 1976 | 86 | 14 | 2469 |
| Whole sample | | 35 (2701) | 65 (4934) | 7635** |

(**The sample is all those with '0' levels)

* Note: The cohort members were 16 in the spring of 1974

Table 3 Number of 'O' levels or 'O' grades passed by school leaving year

| | | Number of 'O' levels or 'O' grades passed | | | | | | | | | | |
|-----------------------------|------|---|----|---|---|----|----|----|----|----|----|----------------|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9+ | TOTAL (N=100%) |
| Recoded School leaving year | 1974 | 53 | 13 | 8 | 6 | 5 | 5 | 4 | 2 | 1 | 1 | 8829 |
| | 1975 | 10 | 6 | 7 | 8 | 11 | 14 | 11 | 12 | 10 | 10 | 1180 |
| | 1976 | 1 | 1 | 1 | 1 | 3 | 8 | 11 | 17 | 19 | 38 | 2497 |
| Whole sample | | 39 | 10 | 7 | 5 | 5 | 7 | 6 | 6 | 6 | 10 | 12506 |

Table 4 Number of 'A' levels or 'H' grades passed by school leaving year

| | | Number of 'A' levels or 'H' grades passed | | | | | | | TOTAL (N=100%) |
|-----------------------------|------|---|----|-----|-----|-----|-----|-----|----------------|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6+ | |
| Recoded School leaving year | 1974 | 97 | 1 | 0.9 | 0.5 | 0.1 | - | - | 8829 |
| | 1975 | 74 | 6 | 5 | 6 | 4 | 3 | 1 | 1180 |
| | 1976 | 15 | 14 | 23 | 33 | 11 | 2 | 2 | 2497 |
| Whole sample | | 78 | 5 | 6 | 8 | 3 | 0.7 | 0.5 | 12506 |

Table 5 Socio-economic group of current job by sex of respondent

| Sex | Employer Manager | Professional | Inter- mediate | Skilled Manual | Semi- skilled manual | Unskilled Manual | Armed Forces | Total (N=100%) |
|------------|---------------------|--------------|-------------------|-------------------|----------------------------|---------------------|-----------------|-------------------|
| Female | 4 | 3 | 72 | 5 | 15 | 1 | - | 3927 |
| Male | 7 | 6 | 25 | 42 | 14 | 3 | 3 | 5003 |
| Both sexes | 6 | 5 | 46 | 26 | 14 | 2 | 2 | 8930 |

Table 5 Socio-economic group by school leaving year

| School leaving year | Employer Manager | Professional | Inter- mediate | Skilled Manual | Semi- skilled | Unskilled Manual | Armed Forces | Total (N=100%) |
|---------------------------|---------------------|--------------|-------------------|-------------------|------------------|---------------------|-----------------|-------------------|
| 1974 | 5 | 1 | 37 | 33 | 18 | 3 | 2 | 6138 |
| 1975 | 7 | 5 | 61 | 14 | 9 | 1 | 2 | 908 |
| 1976 | 7 | 16 | 66 | 6 | 4 | - | 1 | 1884 |

Table 6 Socio-economic group by school leaving year & sex

| Sex | School leaving year | Employer Manager | Professional | Inter- mediate | Skilled Manual | Semi- skilled | Unskilled Manual | Armed Forces | Total (N=100%) |
|---------------|---------------------------|---------------------|--------------|-------------------|-------------------|------------------|---------------------|-----------------|-------------------|
| <u>Female</u> | | | | | | | | | |
| | 1974 | 4 | - | 67 | 7 | 20 | 2 | - | 2527 |
| | 1975 | 5 | 3 | 81 | 2 | 8 | - | - | 451 |
| | 1976 | 5 | 9 | 80 | 2 | 4 | - | - | 949 |
| <u>Male</u> | | | | | | | | | |
| | 1974 | 6 | 1 | 16 | 52 | 17 | 4 | 3 | 3611 |
| | 1975 | 10 | 8 | 42 | 26 | 10 | 1 | 4 | 457 |
| | 1976 | 10 | 24 | 51 | 9 | 4 | 1 | 1 | 935 |

Table 8 Industry of current job by sex

| | Energy Water | Minerals Chemicals | Engineer- ing | Other Manufacturing | Construction | Distribution | Transport | Finance | Other Services | Agriculture | Total (N=100%) |
|---------------|-----------------|-----------------------|------------------|------------------------|--------------|--------------|-----------|---------|-------------------|-------------|-------------------|
| Female | 1 | 2 | 7 | 10 | 1 | 18 | 4 | 15 | 41 | 1 | 3931 |
| Male | 5 | 5 | 16 | 10 | 12 | 16 | 8 | 9 | 18 | 3 | 5066 |
| Both sexes | 3 | 4 | 12 | 10 | 7 | 16 | 6 | 11 | 28 | 2 | 8997 |

Table 9 Industry of current job by school leaving year

| School leaving year | Energy Water | Minerals Chemicals | Engineer- ing | Other Manufacturing | Construction | Distribution | Transport | Finance | Other Services | Agriculture | Total (N=100%) |
|---------------------------|-----------------|-----------------------|------------------|------------------------|--------------|--------------|-----------|---------|-------------------|-------------|-------------------|
| 1974 | 4 | 4 | 14 | 12 | 9 | 19 | 7 | 8 | 21 | 3 | 6117 |
| 1975 | 2 | 3 | 9 | 6 | 4 | 15 | 6 | 14 | 38 | 2 | 923 |
| 1976 | 2 | 2 | 6 | 6 | 2 | 10 | 5 | 20 | 45 | 1 | 1957 |

Table 10 Industry of current job by school leaving year by sex

| <u>Sex</u> | School leaving year | Energy | Minerals | Chemicals | Engineer- ing | Other | Manufacturing | Construction | Distribution | Transport | Finance | Other Services | Agriculture | Total (N=100%) |
|---------------|---------------------|--------|----------|-----------|---------------|-------|---------------|--------------|--------------|-----------|---------|----------------|-------------|----------------|
| <u>Female</u> | 1974 | 2 | 3 | 9 | 13 | 1 | 22 | 4 | 14 | 32 | 1 | 2511 | 1 | 2511 |
| | 1975 | 1 | 2 | 5 | 4 | 1 | 14 | 5 | 16 | 52 | 1 | 445 | 1 | 445 |
| | 1976 | 1 | 1 | 3 | 6 | - | 9 | 4 | 17 | 58 | 1 | 975 | 1 | 975 |
| <u>Male</u> | 1974 | 6 | 5 | 17 | 11 | 15 | 16 | 9 | 4 | 13 | 4 | 3606 | 4 | 3606 |
| | 1975 | 4 | 4 | 14 | 8 | 7 | 16 | 7 | 13 | 25 | 2 | 478 | 2 | 478 |
| | 1976 | 3 | 3 | 10 | 6 | 4 | 12 | 5 | 22 | 33 | 2 | 982 | 2 | 982 |

Table 11 Proportion with '0' levels ('0' grades) in each socio-economic group by sex

| | Employer Manager | Profession | Inter- mediate | Skilled Manual | Semi- skilled manual | Unskilled Manual | Armed Forces | Overall |
|---------------|---------------------|------------|-------------------|-------------------|----------------------------|---------------------|-----------------|---------|
| Female | 79 | 99 | 81 | 52 | 43 | 38 | 70 | 74 |
| Male | 70 | 98 | 87 | 43 | 35 | 26 | 59 | 58 |
| Both Sexes | 73 | 98 | 83 | 44 | 38 | 29 | 60 | 65 |

Table 12 Proportion with '0' levels (or '0' grades) in each industrial group by sex

| | Energy Water | Minerals | Engineer- ing | Other Manufacturing | Construction | Distribution | Transport | Finance | Other Services | Agriculture | Overall |
|---------------|-----------------|----------|------------------|------------------------|--------------|--------------|-----------|---------|-------------------|-------------|---------|
| Female | 76 | 67 | 64 | 55 | 77 | 56 | 76 | 83 | 85 | 51 | 74 |
| Male | 51 | 50 | 58 | 46 | 44 | 54 | 55 | 88 | 75 | 48 | 59 |
| Both sexes | 56 | 55 | 59 | 50 | 45 | 55 | 61 | 85 | 81 | 48 | 65 |

Table 13 School leaving year by whether ever employed

| | | Ever Unemployed? | | TOTAL (N=100%) |
|--------------------------------------|------|------------------|----|----------------|
| | | Yes | No | |
| Recoded Year Leaving School | 1974 | 46 | 54 | 8843 |
| | 1975 | 40 | 60 | 1182 |
| | 1976 | 42 | 58 | 2497 |
| Whole sample | | 45 | 55 | 12522 |

Table 14 Whether post-school education (excluding training) undertaken by school leaving date

| | | Has post-school education | | No post-school education | | TOTAL (N=100%) |
|--------------------------------------|------|---------------------------|----|--------------------------|----|----------------|
| | | | | | | |
| Recoded School Leaving Year | 1974 | | 24 | | 76 | 8795 |
| | 1975 | | 49 | | 51 | 1182 |
| | 1976 | | 78 | | 22 | 2495 |
| Whole sample | | | 38 | | 62 | 12472 |

Table 15 Whether post-school education (excluding training) undertaken by school leaving date

| | | Has post-school education | | No post-school education | | Total(N=100%) | |
|--------------------------------------|------|---------------------------|-----|--------------------------|-----|---------------|------|
| | | | | | | | |
| | | Women | Men | Women | Men | Women | Men |
| Recoded School Leaving Year | 1974 | 29 | 20 | 71 | 80 | 4381 | 4414 |
| | 1975 | 49 | 49 | 51 | 51 | 613 | 569 |
| | 1976 | 77 | 79 | 23 | 21 | 1227 | 1268 |
| Whole sample | | 41 | 34 | 59 | 66 | 6221 | 6251 |

Table 16 Whether post school education or training courses undertaken by school leaving date

| | | Has post school training or education | No post-school training or education | Total (N=100%) |
|--------------------------------------|------|--|---|-------------------|
| Recoded School Leaving Year | 1974 | 63 | 37 | 8843 |
| | 1975 | 79 | 21 | 1182 |
| | 1976 | 92 | 8 | 2497 |
| Whole sample | | (8776)70 | (3746)30 | 12522 |

Table 17 . Whether post school education or training courses undertaken by school leaving date and by sex

| | | Has post-school training or education | | No post-school training or education | | TOTAL (N=100%) | |
|--------------------------------------|------|--|-----|---|-----|-------------------|------|
| | | Women | Men | Women | Men | Women | Men |
| Recoded School Leaving Year | 1974 | 50 | 75 | 50 | 25 | 4381 | 4414 |
| | 1975 | 76 | 82 | 24 | 18 | 613 | 569 |
| | 1976 | 91 | 94 | 9 | 6 | 1227 | 1268 |
| Whole sample | | 61 | 80 | 39 | 20 | 6221 | 6251 |

Table 18 School leaving year and academic achievement by the age of 23

| | | Highest qualification obtained since leaving school* | | | | | | | | TOTAL (N=100%) |
|--------------------------------------|------|--|---------------------|-----|------------|-------------------------|--------------------------------|--------------------------|-------|-------------------|
| | | No post school qualification | GCE/ CSE/ SCE | RSA | C&G etc | ONC/ HNC/ TEC/BEC | Profes- sional & Diploma | 1st degree & above | Other | |
| Recoded School Leaving Year | 1974 | 57 | 4 | 5 | 17 | 5 | 4 | 0.7 | 7 | 8843 |
| | 1975 | 40 | 8 | 5 | 8 | 10 | 12 | 8 | 9 | 1192 |
| | 1976 | 24 | 4 | 2 | 1 | 7 | 12 | 43 | 5 | 2497 |
| Whole sample | | 49 | 5 | 4 | 13 | 6 | 7 | 10 | 7 | 12522 |

* The categories relate to Showcard C as follows:

| | | |
|---------------------------|-------|---|
| GCE etc | 03-10 | Qualifications include those obtained on education and training courses and on apprenticeships. |
| RSA | 11-13 | |
| C&G etc | 14-19 | |
| ONC etc | 20-23 | |
| Professional & Diploma | 24-28 | |
| Degree & above | 29-31 | |
| Other | 02,01 | |

Table 19 Participation in post-school education and training by sex

| | <u>Female</u> | <u>Male</u> | <u>Total</u> |
|------------------------------|---------------|-------------|--------------|
| Some training | 40 | 61 | 46 |
| Some post-school education | 41 | 34 | 38 |
| Either training or education | 61 | 30 | 70 (N=12456) |

Table 20 Participation in post-school education and training by year of leaving school and sex

| | | <u>Year left school</u> | | |
|-------------------------------|------------|-------------------------|------|------|
| | | 1974 | 1975 | 1976 |
| Training: | Female | 30 | 39 | 31 |
| | Male | 68 | 56 | 41 |
| Education: | Female | 40 | 51 | 77 |
| | Male | 20 | 49 | 79 |
| Either training or education: | | | | |
| | Female | 50 | 76 | 91 |
| | Male | 75 | 82 | 94 |
| | Both sexes | 63 | 79 | 92 |

Table 21 Participation in post-school education & training*by year left school

| | No further study | Training only | Training & Education | Education only | Total (N=100%) |
|--------------|------------------|---------------|----------------------|----------------|----------------|
| 1974 | 37 | 38 | 11 | 14 | 8781 |
| 1975 | 21 | 30 | 17 | 32 | 1180 |
| 1976 | 8 | 14 | 22 | 56 | 2495 |
| Whole sample | 30 | 33 | 13 | 24 | 12456 |

* Training includes apprenticeships

Table 22 Participation in post-school education and training* by sex and year left school

| | Year left School | No further study | Training only Education | Training & Education | Education only | Total (N=100%) |
|---------------|------------------|------------------|-------------------------|----------------------|----------------|----------------|
| <u>Female</u> | 1974 | 50 | 21 | 9 | 11 | 4381 |
| | 1975 | 24 | 27 | 13 | 38 | 613 |
| | 1976 | 9 | 14 | 17 | 60 | 1227 |
| Total Female | | 39 | 20 | 11 | 30 | 6221 |
| <u>Male</u> | 1974 | 25 | 56 | 12 | 8 | 4414 |
| | 1975 | 18 | 33 | 22 | 26 | 568 |
| | 1976 | 6 | 14 | 27 | 53 | 1268 |
| Total Male | | 20. | 45 | 16 | 18 | 6250 |
| Whole sample | | 30 (3693) | 33 (4080) | 13 (1666) | 24 (3017) | 12471 |

* Note: Training includes apprenticeships.

Table 23 Whether 'O' levels passed by post-school education
& training *

| | No further study | some training | some education | Total (N=100%) |
|-----------------|------------------|---------------|----------------|-------------------|
| Some 'O' levels | 16 | 48 | 55 | 7627 |
| No 'O' levels | 51 | 42 | 11 | 4840 |

Table 24 Whether 'O' levels passed by post-school education & training*
& by sex

| | No further study | some training | some education | Total (N=100%) |
|---------------|------------------|---------------|----------------|-------------------|
| <u>Female</u> | | | | |
| 'O' levels | 23 | 36 | 56 | 4017 |
| No 'O' levels | 69 | 21 | 12 | 2200 |
| <u>Male</u> | | | | |
| 'O' levels | 9 | 62 | 53 | 3610 |
| No 'O' level | 36 | 60 | 9 | 2640 |

* training includes apprenticeships

Table 25 Whether 'O' levels passed by post-school education & training*by sex

| | No further study | Training only | Training & Education | Education only | Total (N=100%) |
|---------------|------------------|---------------|----------------------|----------------|----------------|
| <u>Female</u> | | | | | |
| 'O'levels | 23 | 21 | 15 | 41 | 4017 |
| No 'O' levels | 69 | 19 | 2 | 10 | 2200 |
| <u>Male</u> | | | | | |
| 'O'levels | 9 | 38 | 24 | 29 | 3610 |
| No 'O' levels | 36 | 55 | 5 | 4 | 2640 |

* training includes apprenticeships

Table 26 Subject of Highest qualification* by sex

| | Education | Health | Engineering | Technology | Agriculture | Science | Soc.Admin Business | Misc.Voc'nal Professional | Languages | Arts | 'O' Levels | Total (N=100%) |
|---------|-----------|--------|-------------|------------|-------------|---------|-----------------------|------------------------------|-----------|------|---------------|-------------------|
| Female | 11 | 10 | 0.4 | 0.6 | 1 | 7 | 42 | 9 | 9 | 7 | 4 | 2099 |
| Male | 4 | 4 | 16 | 5 | 3 | 15 | 29 | 7 | 6 | 6 | 5 | 1731 |
| Overall | 8 | 8 | 8 | 3 | 2 | 11 | 36 | 8 | 8 | 7 | 4 | 3830 |

* includes those currently on courses

Table 27 Subject of highest qualification* by type of course

| Subject/ Course type | Certificate & degree | Profession | ONC etc | City & Guildes | RSA | School Type | Other | Overall |
|---------------------------|-------------------------|------------|------------|-------------------|------------|----------------|------------|-------------|
| Education | 18 | 5 | 1 | 0 | 0 | 1 | 3 | 8 |
| Health | 6 | 49 | 1 | 1 | - | 6 | 4 | 7 |
| Engineering | 7 | 2 | 15 | 31 | 0 | 2 | 5 | 7 |
| Technology | 2 | 2 | 6 | 11 | - | 1 | 4 | 3 |
| Agriculture | 1 | 1 | 7 | 3 | 0 | - | 3 | 3 |
| Science | 17 | 1 | 6 | 1 | 0 | 17 | 1 | 10 |
| Social,Admin. Business | 27 | 32 | 48 | 5 | 95 | 23 | 48 | 36 |
| Misc.Vocational | 4 | 5 | 13 | 46 | 0 | 2 | 18 | 8 |
| Languages | 9 | - | - | 0 | 3 | 20 | 2 | 8 |
| Arts | 10 | 2 | 2 | 2 | 1 | 7 | 12 | 7 |
| 'O'levels | - | - | - | - | - | 21 | - | 4 |
| Total (N=100%) | 1341 | 256 | 322 | 221 | 366 | 678 | 378 | 3562 |

Table 28 Subject of highest qualification* by type of qualification

| Subject/ Course type | Certificate & degree | Profession | ONC etc | City & Guildes | RSA | School Type | Other | Total (N=100%) |
|---------------------------|-------------------------|------------|------------|-------------------|----------|----------------|-----------|-------------------|
| Education | 87 | 5 | 1 | 0 | 0 | 3 | 5 | 283 |
| Health | 29 | 48 | 1 | - | - | 15 | 6 | 261 |
| Engineering | 38 | 2 | 19 | 27 | 0 | 6 | 8 | 250 |
| Technology | 25 | 5 | 21 | 26 | 1 | 7 | 15 | 94 |
| Agriculture | 27 | 5 | 37 | 10 | 0 | 2 | 19 | 62 |
| Science | 61 | 1 | 5 | 0.8 | 0 | 31 | 1 | 371 |
| Social,Admin. Business | 28 | 6 | 12 | 1 | 27 | 12 | 14 | 1293 |
| Misc.Vocational | 17 | 5 | 15 | 35 | 0 | 5 | 24 | 289 |
| Languages | 43 | - | - | 0 | 4 | 50 | 3 | 271 |
| Arts | 55 | 3 | 2 | 2 | 1 | 20 | 18 | 241 |
| 'O' levels | - | - | - | - | - | 100 | - | 147 |
| Overall | 11 | 19 | 10 | 6 | 9 | 7 | 38 | 3562 |

* includes those currently on courses

Table 29 Subject of highest qualification course (excluding those currently on a course) and subject of current course

| Subject | Highest Qualification Course | Current Course |
|--------------------------|------------------------------|----------------|
| Education | 9 | 5 |
| Health | 8 | 7 |
| Engineering | 6 | 11 |
| Technology | 3 | 3 |
| Agriculture | 2 | 1 |
| Science | 10 | 13 |
| Social, Admin., Business | 36 | 39 |
| Misc Vocational | 9 | 5 |
| Languages | 8 | 7 |
| Arts | 7 | 8 |
| 'O' levels | 5 | 2 |
| Total (N=100%) | 2788 | 774 |

Table 30 Course type of highest qualification course and current course

| | Certificate Degree | Professional | ONC etc | City & Guilds | RSA | School Type | Other | Total (N=100%) |
|------------------------------|--------------------|--------------|---------|---------------|-----|-------------|-------|----------------|
| Highest qualification course | 38 | 7 | 9 | 6 | 10 | 19 | 11 | 3562 |
| Current Course | 36 | 21 | 10 | 3 | 4 | 16 | 11 | 774 |

Table 31 Subject of current course by type of course

| Subject | Course type | | | | | | | Overall |
|--------------------------|--------------------|--------------|-----------|---------------|-----------|-------------|-----------|------------|
| | Certificate degree | Professional | ONC etc | City & Guides | RSA | School Type | Other | |
| Education | 11 | 1 | 0 | 5 | 0 | 1 | 7 | 5 |
| Health | 10 | 11 | 1 | 0 | 0 | 0 | 5 | 7 |
| Engineering | 8 | 4 | 49 | 43 | 0 | 4 | 6 | 11 |
| Technology | 2 | 7 | 6 | 10 | 0 | 0 | 2 | 3 |
| Agriculture | 1 | 0 | 5 | 5 | 0 | 0 | 1 | 1 |
| Science | 22 | 1 | 11 | 5 | 0 | 19 | 4 | 13 |
| Soc. Admin. | 18 | 73 | 24 | 24 | 97 | 29 | 53 | 39 |
| Business | | | | | | | | |
| Misc. | 7 | 3 | 4 | 10 | 0 | 1 | 7 | 5 |
| Vocational | | | | | | | | |
| Languages | 7 | 0 | 0 | 0 | 3 | 28 | 4 | 7 |
| Arts | 15 | 1 | 0 | 0 | 0 | 4 | 12 | 8 |
| 'O' levels | - | - | - | - | - | 14 | - | 2 |
| Total (N=100%) | 279 | 160 | 80 | 21 | 29 | 120 | 85 | 774 |