
 * EDUCATION 16-23 *
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1.0 BACKGROUND

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 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 has been sponsored by five Government departments - DHSS, DES, DE, MSC and DOE. Preparation for the survey began in May 1980 and the project was completed in December 1984.

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 3rd 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 three 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 subject only.

The target sample for the 1981 survey was a total of 16,450 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 12,538 interviews obtained represent 76 per cent of the original target sample and 93 per cent of those traced and contacted by interviewers.

The interview survey was carried out by NOP and SCPR between August 1981 and March 1982. Each interview took approximately 90 minutes and information was obtained on employment, unemployment and periods out the labour force; apprenticeship and training; post-school education; marriage; family income, savings, investment and inheritance; respondent reported health and health related behaviour; and voluntary activity and leisure.

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 were 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.

The form in which the data were collected has made it necessary to generate a number of derived or recoded variables, i.e. summary measures which combine two or more pre-coded variables. The use of these summary measures has enabled exploration of additional and more complex relationships than would have been possible using only information taken directly from the questionnaire.

2.0 INTRODUCTION

This Working Paper arises from a request by the DES for a revision of Working Paper No.7, "Some preliminary educational findings". That paper presented some tables which were based on unedited data. Although editing will not have affected to any great extent the proportions in various categories, the actual numbers will, of course be different. However, the current working paper does not replicate Working Paper No 7, for four reasons: firstly, a few revised tables have been presented in the paper to the BERA Conference which departments have already seen (Ives & Cook, 1984). These are not repeated here. Secondly, some of the tables (e.g. those which looked at industry of current job) were difficult to interpret without further work for which there is insufficient time, and these have been

excluded. Thirdly, the availability of additional data, in particular, data from the school examinations work and from previous sweeps, enables some additional tables to be included. Fourthly, it is hoped that the structure of this paper provides a rather better overview of the educational data than Working Paper No.7, because of its preliminary nature, was able to do .

2.1 Data

A whole section of the NCDS IV questionnaire was concerned with the educational experiences of cohort members since leaving school. (A further section was devoted to apprenticeship and training experiences; experiences of apprenticeships have been extensively dealt with by Lois Cook in Working Papers 15, 18 and 26, and a paper on other kinds of training prepared for the MSC is expected to be ready by mid-1985.) Details were first collected on the highest qualification (if any) that the respondent had obtained since leaving school, or if the respondent was currently undertaking a course, details of this course were collected. Then, a few details of up to three other post-school education courses for qualifications were collected. If any of these had been unsuccessful, further details on the first unsuccessful course were collected. (Unsuccessful education courses were reported on in Working Paper No.27.) Next, details of school leaving date were recorded, and the respondent was asked about O and A level examination successes. Following this, all respondents were asked about difficulties with reading, writing and number work. The data on literacy and numeracy are reported in Working Paper No.1, and NCB have prepared a proposal for further work in this area, for which funding is being sought. Respondents were next asked about their attendance on education courses which did not lead to formal qualifications, for example, adult education courses. Finally, in this section, respondents were asked about their future educational plans. Later in the questionnaire there were few questions on careers advice (reported in Working Paper No 17) and some questions concerning feelings about school. Clearly, this Working Paper cannot explore all these areas, but an overview will be attempted and areas of particular interest for some further investigation will be selected.

2.2 Missing Data

12,538 people were successfully traced and interviewed. Complete educational and training records were obtained for nearly all those interviewed. Only 29 interviews were substantially incomplete, and since the education sections occurred early in the questionnaire, there is probably a full educational record for most of these people. Only 15 people had undertaken more than three post-school education courses, apart from the courses for their highest qualification (if any), and therefore were not asked about one or more of their courses.

2.3 Definitions

The distinction made in the NCDS IV 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 - these were very few.) Details of apprenticeships undertaken were collected separately, but, in this paper, the term "training" generally includes apprenticeships. Education means "education for qualifications" (a few details were collected on courses which were not for qualifications; these are not reported on here). Qualifications referred to are those held by the respondents at the time of the interview survey in 1981-2.

Since all members of the study 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.

3.0 EDUCATION, TRAINING AND QUALIFICATIONS

Figure 1 gives a graphical representation of the numbers answering the various elements of the education part of questionnaire. Sixty-one per cent of the sample reported that they possessed at least one GCE O level (or equivalent). Members of the NCDS, who were age 16 in 1974, were among the first group of pupils to experience ROSLA.

Nevertheless, 38 per cent stayed in some form of full-time education beyond the new minimum school leaving age of 16. Some of these stayed on at school or sixth-form college, others left school to undertake full-time courses elsewhere. These full-time students were joined by others studying part-time. Nearly two-fifths of the sample (38 per cent) had at some time between the ages of 16 and 23 undertaken a full or part-time post-school education course for qualifications. Not all these people were successful; only 29 per cent of the sample had actually gained any qualifications on education courses, and a tenth had been unsuccessful on a course (some of these had also successfully completed a course). Apart from the course for the highest qualification, 18 per cent of the respondents had done other educational courses for qualifications. A fifth of the sample (21 per cent) said, at age 23, that they were seriously considering taking an education or training course in future.

In addition, respondents had undertaken a wide range of courses which were defined, for the purposes of this survey, as training courses. Many of these courses did not lead to a formal or nationally recognised qualification, but a number did. Many apprentices, for example, undertook City & Guilds courses on day release. Other

trainees studied for City & Guilds or for other qualifications such as BEC and TEC, ONC, OND, etc. Over a fifth (21 per cent) of the sample started an apprenticeship, and 29 per cent had undertaken a course of training (non-apprenticeship) in one of their jobs by the age of 23.

3.1 Types of courses undertaken.

By the age of 23, then, a large proportion of respondents had experienced post-school education and training on a wide variety of courses. In order to sum up the qualifications held by age 23, a derived variable was created which gives the highest qualification obtained on any of this multitude of courses. The hierarchy used was the same as that used by OPCS in the General Household Survey. Table 1 shows the highest qualification held by respondents on this measure. As can be seen, over a third (35 per cent) of the sample held qualifications of A level standard (or equivalent) and above. On the other hand, only 16 per cent had no qualifications and also had not followed an apprenticeship. The importance of CSE examinations for the less able pupil is indicated by the fairly large proportion, 13 per cent, who had CSEs lower than grade one as their highest qualification (CSE grade one was treated as equivalent to 0 level).

3.2 Subject of highest qualification

For the purposes of these tabulations, subjects have been grouped up from the 600 or so categories on the data file to 11 broad headings. These headings broadly follow the DES subject classification. The category "0 levels" consists of all those who took more than one 0 level (because the subjects could not always be fitted into a single category). By far the largest subject group among those taking their highest educational qualification (Table 2) is the "social, administration and business" category; 42 per cent of the women and 26 per cent of the men did their highest educational 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 13 women studied these two subjects, compared with 274 men) and

and in "science" (more than twice as many men as women studied scientific subjects).

Table 3 shows the proportions within each qualification type who did courses in the various subjects. It must be remembered, when looking at this table (and the previous one), that training courses are not included, neither are education courses not defined as the "highest qualification" 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, education courses for higher level qualifications. Not surprisingly, most ONC, HNC, TEC, and BEC courses were in engineering or technology, while RSA courses were most frequently taken in social, administrative and business subjects. City and Guilds courses taken under the "health" category include certain hairdressing and beauty courses, as well as dental technicians, etc.

3.3 Education and Training courses.

A substantial proportion of the members of the study had undertaken post-school education courses and many had done an apprenticeship or some other form of training. But what was the overlap between education training, and how different were the experiences of education and training for men and women? Table 4 shows the proportions of the sample undertaking post-school education and training courses. Over two-thirds of the sample had done one or other or both. More people had done training courses than had done education courses; almost a third of the sample had undertaken training courses (and not education) and just under a quarter had undertaken education courses (and not done training courses). However, there were substantial differences between men and women, as can be seen from Table 4. Almost four-fifths of the men had undertaken post-school education or training, compared to only three-fifths of the women. Moreover, men were almost twice as likely as women to have been on a training course (which here include apprenticeships), but while just over a third of the men had been on

courses, over two-fifths of the women had done such courses.

Table 5 shows in more detail the combinations of post-school education, apprenticeship and training undertaken. It can be clearly seen that women were particularly unlikely to undertake apprenticeships and much more likely than men to have only undertaken education courses. Table 6 shows the apprenticeship, education and training categories by school-leaving year. Those undertaking apprenticeships were, of course, more likely to leave school earlier than others, while those who had undertaken education courses tended to stay on at school. But those who had only undertaken non-apprenticeship training courses also tended not to stay on at school beyond the minimum age.

Since such a large proportion of the sample (30 per cent) fall into the category: "no post-school education, apprenticeship or training", it is helpful to be able to split this into sub-categories. Because the category for non-apprenticeship training excludes training courses which lasted for less than 14 days or 100 hours, people who have only undertaken training courses of a shorter duration have so far been classified as not having undertaken training. In addition, there are people who received training (which was more than just initial training) in their first job, but who did not go on a course. Thirdly, there are those who received only introductory training in their first job. As Table 7 shows, these classifications account for a substantial proportion of those previously classified as having 'no post-school education, apprenticeship or training'. Of the remainder, some stayed on at school beyond the minimum leaving age and this group is also separated out in Table 7. Because fewer women than men had a training course of 14 days or more, women were over-represented among those who had undertaken shorter training courses, or who had received on-the-job training or initial training only in their first job. Once these experiences are taken into account, the residual category of those who remained at school beyond the minimum school leaving age but subsequently did not undertake further study is quite small - around

half a per cent. The proportion remaining in the category "no education, apprenticeship or training" is halved - only 15 per cent of the sample had no education or training after the age of 16.

3.4 Staying on in full-time education.

A closer look will now be taken at those who continued their education full-time beyond the minimum school leaving age. Members of the National Child Development Study, being aged 16 in March 1974 were legally able to leave school in the Summer of 1974. However, since 1974 was the first year of ROSLA (raising of the school leaving age) a number of pupils illegally left before that date, or at least, claimed to have done so when they were interviewed at age 23. By far the majority of pupils left at the minimum age or earlier, but over a third (38 per cent) continued. At the time of interview, some were still in full-time education. Table 8 gives the distribution by sex, where it can be seen that boys were more likely to leave at the earliest opportunity, but, as was shown earlier, male pupils were more likely to have training opportunities after full-time education than girls were.

In general, the longer respondents stayed on in full-time education, the more likely they were to have a non-manual job,* although later leavers were less likely to have ever had a job, particularly post-August 1976 leavers, some of whom were still on full-time educational courses when interviewed (Table 9). More than half (58 per cent) of those leaving full-time education after August 1976 were in

* However, since women are more likely than men to be classed as "non-manual" at least part of this relationship is due to different staying-on rates for boys and girls.

professional or intermediate non-manual occupations, but less than a tenth (nine per cent) of those leaving before August 1974 were in such jobs. A further nine per cent of the late leavers (compared to less than one per cent of the early leavers) had never had a job, but given the formers' high educational level would likely to obtain a non-manual job when they did get one. Thus the disparity is even more marked.

3.5 Unemployment and education and training

Table 10 shows the likelihood of experiencing unemployment by year of leaving full-time continuous education. Forty-five per cent of the sample had been unemployed at some time since leaving full-time education, but leavers before August 1974 were a little more likely than later leavers to have been unemployed. Clearly, since those who left education 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. (see Working Paper No. 24). If leaving education later means having more qualifications (which, in general, it does) then on recent evidence we would have expected the early 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 was in 1981.

The pattern is seen more clearly in the next table (Table 11) where the proportions unemployed among those who had and had not undertaken post-school education and training are shown. Although slightly more people without post-school education and training had experienced unemployment those with experience of post-school education and not of an apprenticeship or of other training were a little more likely to have been unemployed than those who had undertaken some training.

3.6 Highest qualification obtained.

Because of the relatively complete record of respondents education and training history up to the age of 23, it is possible to determine the highest qualification which they had obtained on an education or training (including apprenticeship) course. Table 12 shows that the average level of qualification is quite high, those having five 0 levels (or their equivalent) or a higher level qualification making up approximately half the sample. However, there is still a substantial minority, 16 per cent, who have no qualifications at all. This proportion is the same for men and for women. The differences between the sexes are almost entirely accounted for by the different routes taken by women and men through the education and training system, as was described earlier.

4.0 SOCIAL CLASS, EDUCATION AND TRAINING

4.1 Highest qualification obtained and social class of current or last job

The strong relationship between educational level, as measured by the age at which the respondent left full-time continuous education, and the social class categorisation of subsequent employment has already been demonstrated. Another way of looking at this is to relate the highest qualification obtained on an education or training course to the social class of the current or last job., For some people, the former will not be the antecedent of the latter, since some will have obtained qualifications while in their current or last job, and others will have left the job counted as their last job in order to obtain further educational qualifications.

Despite this caveat, the results, as Table 13 shows, are quite striking. While, overall, just over a fifth of the sample (21 per cent) were in professional or intermediate occupations, more than twice as many (44 per cent) of those who had A levels or higher were in this group, and less than a quarter as many (four per cent) of

those without any qualifications were employed in jobs falling into these groups. Because of the differences in the occupational structure for men and women, there were quite substantial differences between the sexes, as Table 14 shows. Very few women (nine per cent) compared with men (40 per cent) were in skilled manual occupations. For men in skilled work, there was relatively little variation by level of qualification. More men with some qualification below A level were in skilled work, and although a substantial proportion (42 per cent) of men without formal qualifications were classed as skilled manual, fewer (32 per cent) with qualifications above A level were doing such jobs. Perhaps because skilled manual jobs for women actually require lower levels of skill than jobs men do which are classified in this way, the qualifications held by women in skilled manual work tended to be lower. Overall, only nine per cent of women were doing manual jobs, but among those without qualifications 12 per cent were in skilled manual work and only five per cent of those with qualifications above A level were so classified. Interesting differences exist, too, between men and women in professional and intermediate non-manual occupations. Although, overall, the same proportion of men and women (21 per cent) have employment in these groups, men have, on average, lower qualifications than women (but see footnote to page 9).

4.2 Highest qualification obtained by social class of origin.

The longitudinal nature of the NCDS data makes it possible to look at the qualifications obtained by the age of 23 in relation to data obtained at earlier sweeps. There are a number of issues of potential interest, but all that can be examined briefly here is the relationship between paternal social class (as assessed when the cohort member was aged 16) and subsequent achievement. Table 15 gives the figures. Unfortunately there are no data on father's occupation for 3363 people, principally because the parents were not interviewed when their child was 16, but also for other reasons such as refusals or the occupation being uncodable. The distribution of those with missing data over the qualification categories does not differ greatly

from the rest of the sample, except that a higher proportion of the former have no qualifications.

People from non-manual paternal backgrounds were considerably more likely than others to have qualifications of A level standard or above; 58 per cent of those from professional and intermediate non-manual backgrounds had achieved qualifications at this level by the age of 23 compared to only 35 per cent of the sample as a whole, and only 21 per cent of those whose fathers had been in a semiskilled or unskilled manual occupation.

4.3 Participation in education and training and economic status.

Social class only narrowly defines a person's position in society, particularly as a substantial number of the sample were not employed, or only employed part-time when they were interviewed. A broader appreciation of people's economic status can be obtained by looking at their position at the time of interview: whether they were in full or part-time employment, unemployed, in full-time education or doing housework (including childcare) full-time or "out of the labour force" for some other reason (e.g. on an extended holiday or long term sick). Table 16 shows that 70 per cent of the sample were in full-time employment at the time of interview, but this proportion was considerably lower for those who had not undertaken education or training courses since leaving school; only 53 per cent of this group were in employment - a quarter of the group were doing housework, and a glance at Table 17 confirms that most of these were women. Although women (unsurprisingly) were more likely than men to be doing housework full-time, they were less likely than men to say they were unemployed. The difference was particularly marked among men and women who had not undertaken post-school education or training courses; 20 per cent of the men compared to only nine per cent of the women reported that they were unemployed, while as many as 39 per cent of the women and only three men said they were doing housework full-time.

4.4 Social class of origin and subsequent social class.

How do people from different backgrounds with various levels of qualification fare in the job market? Table 18 shows an interesting pattern of results. Looking at the overall picture, just over a fifth of the sample (22 per cent) were or had been in higher non-manual jobs when interviewed at 23. In general, the higher the level of the highest qualification, the more likely the respondent was to be in a non-manual occupation. But respondents with higher level qualifications who at age 16 had been in families where the father was in a manual occupation were less likely to be in non-manual work. For example, whereas just over half (54 per cent) of those from professional and intermediate non-manual backgrounds who had obtained qualifications of A levels or greater were or had been themselves in professional or intermediate non-manual employment by age 23, only a third (34 per cent) of those from semiskilled and unskilled manual backgrounds with qualifications of a similar level were, or had been, in such employment. As many as two-fifths (41 per cent) of those with qualifications above A level, but from semiskilled and unskilled manual backgrounds, were themselves in manual work. This compares with only 18 per cent of those from professional or intermediate non-manual backgrounds. Those with "other non-manual" or skilled manual backgrounds were themselves in manual work. This compares with only 18 per cent of those from professional or intermediate non-manual backgrounds. Those with "other non-manual" or skilled manual backgrounds occupied an intermediate position. Interestingly, those from homes with "no male head" at age 16 appear to be most similar to those from non-manual backgrounds. Not too much should be made of these figures without further exploration of the differences within the qualifications as they are grouped here, and within the social class groupings. It is probable that some of the differences are due to the generally lower level of qualifications, within the categories as grouped here, of people from lower social class backgrounds. This is now looked at in a little more detail.

5.0 SOCIAL CLASS OF ORIGIN AND OBTAINING A DEGREE.

Since some concern has recently been expressed about the falling proportions of students of working class origin entering universities, the opportunity was taken to use these data to examine briefly the evidence for this proposition. Philip Venning (1973) has summarised the debate about the falling proportions of students of working class origins entering universities. Although the National Council of Education Standards has suggested that comprehensive re-organisation is the main cause of this decline (Flew, 1983), the reasons for it are complex and interwoven. There have been many other changes which may have contributed to the undoubted decline. These include a fall in the proportions of working class people in the population, the growth of the polytechnics and "public sector" higher and further education, and higher level qualifications which provide alternatives to degrees. The increasing proportions of young women applying to university may have tended to "squeeze out" less well qualified working class pupils, as Hutchison & McPherson (1976) using Scottish data, have suggested. Certainly, women's participation in higher education has increased remarkably in the 1970s: by 74 per cent full-time at universities, for example (DES, 1983).

This complex problem is best looked at by comparing data collected at different recent time periods. But the data used need to be detailed enough to make an accurate assessment of parental social class, of the pupils' attainment at the schools they attended and their examination results and details about the schools. It is not sufficient only to look at the population who attended university, or even at those who obtained a degree. Because of the possibility of alternative routes to high level qualifications, and because of possible 'drop-out' effects, it is necessary to have samples of the whole population at particular ages.

Because attainment (rather than entry) measures have already been developed, attention will be given to the achievement of degrees,

rather than only university entrance. Also, a rather different sample has been used in this section of the paper in order to make possible comparisons in the future with an earlier cohort study.*

Table 19 shows that the NCDS sample contains 6006 people who were living in England and Wales at the time of the fourth follow-up (when they were 23), and who also had information from their parents collected at the third follow-up. Of these, a fifth had obtained qualifications above A level standard. People whose fathers were, when they were 16, in non-manual work were almost three times as likely to obtain above A level standard qualifications than those whose father was in semi-skilled or unskilled manual work. The effect is more pronounced when the social class groups are disaggregated, and when obtaining a degree is the variable looked at, as in Table 20. Those in the highest social class, as classified at age 16 by their father's occupation, were twenty times more likely than those in the lowest class to have obtained a degree by the age of 23.

Table 21 gives the proportions obtaining a degree among the different social class categories separately for each sex. The differences between men and women were small. Table 22 shows the proportions of people obtaining a degree in each of each of three social class groups, by the number of A levels obtained. Where numbers are sufficient to draw conclusions, there appears to be no difference between classes.

*The sample taken here is of those living in England and Wales at age 23, who were born in G.B. and were not twins or triplets. The comparison cohort would be the National Survey of Health and Development (NSHD), a similar cohort study of people all born in one week in 1946. This latter sample is currently being studied in Bristol, and similar detailed information is available on their education experiences. This latter group were likely to enter higher education around 1964/5, while members of the NCDS were doing so in 1976/7.

6.0 EDUCATIONAL PLANS AND PREVIOUS EXPERIENCE OF EDUCATION AND TRAINING.

All respondents, whether or not they had undertaken education or training courses, were asked if they were "seriously considering taking any (other) educational or training courses of any kind". Just over a fifth of the sample (21 per cent) said that they were but more men (a quarter) than women (18 per cent) responded in this way. Tables 23 and 24 indicate that education and training may be addictive! The longer respondents had stayed in full-time continuous education the more likely they were to say that they were considering a further course. Only 17 per cent (14 per cent of women, 20 per cent of men) who left education before August 1974 were intending to undertake a further course, compared with a third (29 per cent of women, 36 per cent of men) who left education after August 1976. People who had undertaken both training and education courses were particularly likely to indicate that they were considering a further course of study.

7.0 SCHOOL REPORTS AND SELF REPORTS OF EXAMINATION RESULTS.

Because of the availability of examination results collected at an earlier stage of the NCDS (funded by DES), it is possible to attempt some comparisons between self-reports and school reports of GCE and CSE qualifications. This is worth doing because of their widespread use as a measure of academic achievement. As the number of people who have taken school examinations increases, their attraction as a measure, or as part of a measure, of academic attainment increases.

Although this is the case, to the author's knowledge, no studies have attempted to assess the accuracy of self-reports of exam results, although one study has assessed the accuracy of self-reports of O level and CSE entries. Jacoby and Thomas (1979) found considerable discrepancies in 16 year-old pupils' reports of their examination entries. They comment that these discrepancies were found while the examinations were actually taking place and that information collected some time after the event would be likely to be even more discrepant.

(However, it is of course possible that after receiving examination certificates and completing job application forms which ask for details of qualifications, people may be able to recall better the exams they passed.)

7.1 Information available.

In 1978, the schools which cohort members had attended at age 16 were asked to supply details of cohort members' entries and results for CSE, O and A level examinations (O and H grade in Scotland), and they were also asked to tell the National Children's Bureau if such examinations had been taken by the pupils at any other institution (if so, attempts were made to collect information from these places as well). Results for over 14,999 cohort members were obtained in this way, reflecting a very high response rate from schools and colleges.

As described above, during the course of the interview conducted at the fourth follow-up in 1981, respondents were asked whether they had obtained any O levels or A levels (O and H grades in Scotland) and if so, how many. Respondents were then aged 23, and the question did not distinguish between examinations taken at school and those taken subsequently. Many of the examinations asked about would have been taken seven years previously. However, since an almost complete record of post-school education and training was also collected at age 23, it is possible to identify those who had undertaken O or A levels since leaving school or sixth-form college.

The information which was collected from schools and colleges in 1978 is far more detailed than that collected in the 23-year study. It includes, for each examination entered, details of the board, the mode, the subject, the date taken, the place, and the grade achieved. However, since the results were collected in 1978, it is not as complete a record as the self-reported data collected later, in 1981. In addition, the Bureau was dependent on schools for accurate information about whether the respondent had gone on to do further study; some schools would not have possessed this information.

Scottish O and H grades are here considered together with GCE O and A levels, and CSE grades 1 and 0 level passes obtained in A level examinations are included in the measures used as O level equivalents.

7.2 Comparisons

Despite the limitations and incomparabilities of the data, it is worth looking briefly at the relationship between these two examination results collection exercises. For the purpose of making a comparison it would ideally be desirable to exclude (or consider separately) those people who had undertaken O and A levels after leaving school and, to ensure strict comparisons unaffected by tracing difficulties, to exclude results reported by institutions other than schools. Unfortunately, the version of the examinations data-base currently available consists not of the original data, but of a set of 320 derived variables created from the original data. These were created for specific purposes, and do not offer a measure of qualifications held on leaving school. (See Ives, 1980; Steedman 1983). Meanwhile, the preliminary investigations reported here are indicative of the scale of the match or mismatch between self-reports and school reports.

The measure of examinations which is used here includes all the relevant examinations taken by respondents, as they were reported by the schools and colleges in 1978. Table 25 shows that of those who were reported by their school or college to possess O levels or O grades and were interviewed at NCDS4, 97 per cent confirmed that they had O level (O grade) passes: three per cent said they hadn't. But, among those whose school said that they had no O levels (O grade)

*It is, of course, possible to create such measures, but this requires computer access to the original data and some fairly time-consuming and expensive computing. The National Children's Bureau is currently attempting to obtain funding to do this work.

passes. Table 26 gives the position for A levels or H grades. Ninety-eight per cent of those whose school or college said they had A levels (H grades) agreed when interviewed at NCDS, but two per cent whose school or college reported that they had them said that they did not. Of those who were reported as not having A levels (H grades), 94 per cent confirmed this at age 23, but six per cent claimed to possess these qualifications.

Interpreting these results is not straight forward. As Cherry & Rodgers (1979) point out, if an experience is slight or insignificant, an event is less likely to be recalled. In addition, intervening events will affect later recall. Perhaps for many members of this study, taking O levels was unimportant to them, and many intervening events will have occurred since they obtained their results. This may particularly apply to those with poor qualifications. Myra Woolf (1979) has pointed out that there is a problem concerning what constitutes the "same" data which can only be resolved by consulting the respondents themselves.

7.3 Possible explanations

Bearing these problems in mind, there are several possible explanations for the discrepancies., Taking first those whose schools reported they did not possess a qualification but the individual reported that they had. A number of people will have gained O and A levels (O and H grades) subsequent to leaving school and information will not, in some cases, have been obtained from the colleges to which they went. Others will have gained qualifications after 1978, when the examinations data were collected. Others may have qualifications which they regard as equivalent to O or A level and counted them when answering the question. Also, some people who possessed O level qualifications at grades D and E may have regarded these as O level "passes". The question at NCDS4 asked about "passes", but such a standard no longer (officially) exists at O level. In 1974, when the majority of the members of NCDS took most of their O levels, O levels were pass/fail examinations. Subsequent to this, O level has been a qualification awarded at five grades, A to E (with a small proportion

of entrants obtaining an ungraded result). Grades A to C are equivalent to the old "pass", but since 1974, it has been reasonable to say that one "has an O level" even if it is only graded D or E. Clearly, some respondents will have done this.

It is harder to offer any explanation for why some people reported not having O or A levels when their school or college reported that they had. Apart from loss of memory or a surprising modesty, it is difficult to think of any explanations, although clerical errors by schools will account for some mismatching. In the case both of false positives and false negatives common-or-garden error has a place, but it is slightly worrying if this alone is responsible for 157 people at O level and 38 people at A level being classified as "no" when they should have been "yes".

Clearly, this investigation needs pursuing further than has been possible here. If it is assumed that the results obtained in 1978 of examinations taken at school are more complete than records of those taken after school, it would be possible to define a sample excluding those who had taken O and A levels after leaving school, and then to investigate the kinds of factors which are associated with discrepancies between school and self-reporting. If the, possibly large, assumption, that school reports are more accurate, can be made, such an investigation would also indicate the extent to which self-reported examination results can be regarded as accurate.

8.0 AFTERWORD

This paper has only been able to address in the barest outline the possibilities of analysing the education and training data collected during the fourth sweep. There are many areas which are worth exploring further. Some of these have been considered in more detail in other working papers namely: careers advice, literacy and numeracy, unsuccessful courses, apprenticeships, but additional topics which may be of particular interest for further work are as follows:-

- (i) Data on educational plans and courses applied for but not started have not been explored very far here, but these would be of value in looking at this area in more detail;
- (ii) Using census data to explore regional differences in educational experiences, and differences between area types, e.g. rural and urban-dwellers, education and training;
- (iii) Exploring in more detail the effects of different routes through education and training (see Ives & Cook, 1984);
- (iv) Looking at school experience and success (e.g. in terms of public examination results) and subsequent education and training experiences;
- (v) An examination of childhood influences other than schooling on post-school education experiences;
- (vi) The possibility is currently being explored of linking with UCCA records, to enable a wide-ranging study of university applications and admissions.

There are, of course only a few areas. Funding to enable exploration of the data in yet other directions is still being sought.

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Figure One: Educational experiences of the sample

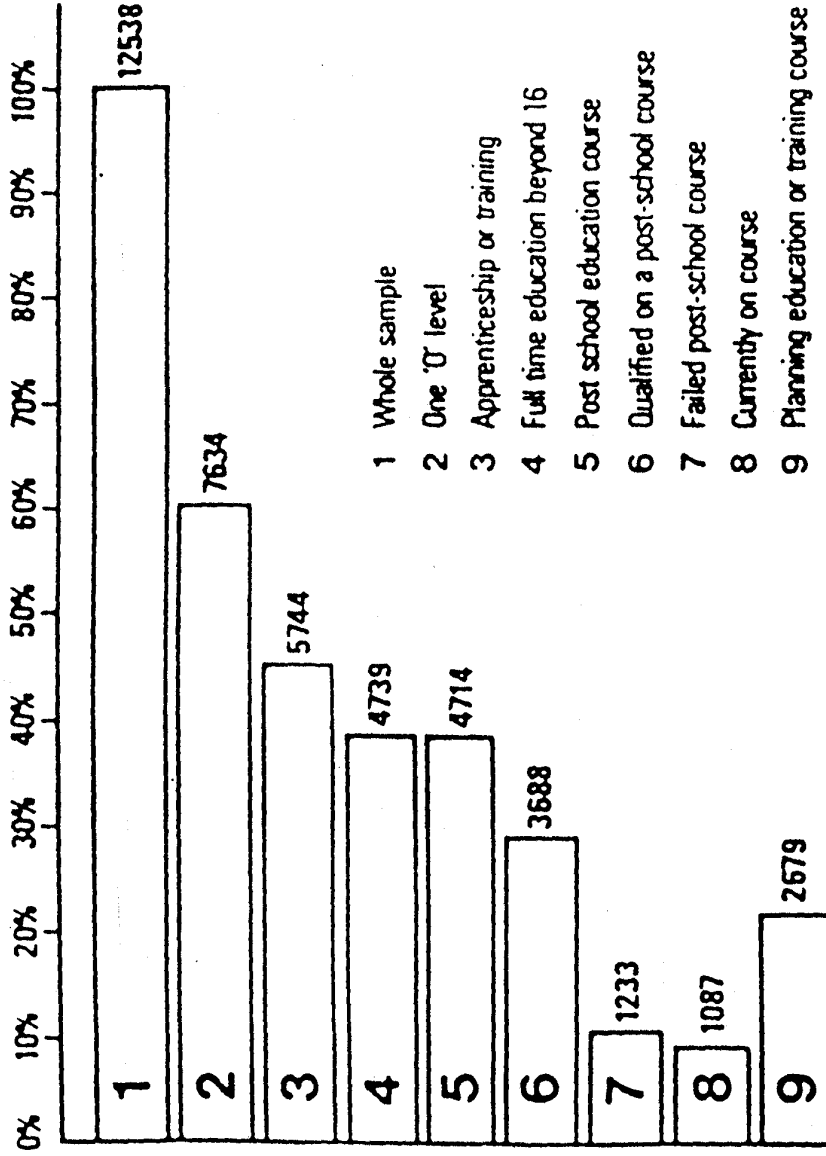


Table 1 Highest qualification obtained by age 23 at school or
on education and training courses *

| Highest qualification obtained | % | Cummulative % | N |
|---|------------|---------------|--------------|
| Higher degree | 0.3 | 0.3 | 35 |
| Degree | 10 | 10 | 1226 |
| Teaching qualification | 0.6 | 11 | 72 |
| HTEC, HNC, HND, etc | 5 | 16 | 688 |
| Nursing qualification | 2 | 18 | 298 |
| 2 or more A levels or equivalent | 5 | 24 | 669 |
| One A level, ONC, TEC, etc | 11 | 35 | 1399 |
| 5+ O levels, craft level C + G | 14 | 49 | 1739 |
| Less than five O levels or equivalent plus some other qualification | 3 | 52 | 360 |
| Less than five O levels only | 16 | 67 | 1961 |
| No O levels but some qualification | 2 | 69 | 224 |
| CSEs (grades 2-5 only) | 13 | 82 | 1619 |
| Followed an apprenticeship but no qualification | 0.8 | 83 | 100 |
| Other qualification | 0.7 | 84 | 86 |
| None | 16 | 100 | 2062 |
| Total | 100 | 100 | 12538 |

*CSEs, O and A levels (O & H grades in Scotland) obtained at school or on post-school courses are included.

Table 2 Subject of highest educational qualification* by sex

| Subject grouping | <u>Highest qualification</u> | | |
|--------------------------------|------------------------------|-----------|-----------------|
| | Female % | Male % | Both sexes % |
| Education | 11 | 4 | 8 |
| Health | 10 | 4 | 8 |
| Engineering | 0.4 | 16 | 7 |
| Technology | 0.4 | 6 | 3 |
| Agriculture | 1 | 3 | 2 |
| Science | 6 | 16 | 10 |
| Social, Admin, Business | 42 | 26 | 35 |
| Misc. vocational, professional | 10 | 8 | 9 |
| Languages | 9 | 6 | 8 |
| Arts | 7 | 7 | 7 |
| More than one O level | 4 | 6 | 5 |
| Total (N= 100%) | 1832 | 1289 | 3121 |

* excludes those on courses at the time of interview

Table 3 Highest educational qualification: subject and type of course

| Subject grouping | <u>Type of course</u> | | | | | | |
|--------------------------------|------------------------|------------|-----------------------|-------------------------------|------------------------|---------------------------------|------------|
| | CSE GCE SCE % | RSA % | City & Guilds % | ONC HNC TEC BEC % | Profes- sional % | University, Polytechnic % | Other % |
| Education | 0 | 0 | 1 | 0 | 0 | 20 | 3 |
| Health | 4 | 0.7 | 20 | 0 | 0 | 8 | 4 |
| Engineering | 5 | 12 | 4 | 57 | 18 | 7 | 5 |
| Technology | 2 | 7 | 2 | 19 | 6 | 2 | 3 |
| Agriculture | 0.4 | 3 | 3 | 0 | 7 | 1 | 3 |
| Science | 7 | 0 | 12 | 5 | 12 | 15 | 0.6 |
| Social, Admin, Business | 40 | 56 | 36 | 5 | 43 | 25 | 49 |
| Misc. Vocational, Professional | 10 | 19 | 8 | 10 | 14 | 3 | 20 |
| Languages | 12 | 2 | 7 | 0 | 1 | 9 | 1 |
| Arts | 2 | 0.7 | 7 | 5 | 0 | 10 | 11 |
| More than one O level | 17 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total (N=100 %.) | 782 | 153 | 450 | 21 | 110 | 1227 | 358 |

Table 4

Participation in post-school education and training* by sex

| | No further study | Training only | Training & education | Education only | Total (N=100%) |
|---------|------------------|---------------|----------------------|----------------|----------------|
| Female | 39 | 20 | 11 | 30 | 6220 |
| Male | 21 | 45 | 15 | 18 | 6214 |
| Overall | 30 | 32 | 13 | 24 | 12434 |

* Training includes apprenticeships.

Table 5 Participation in post-school education, apprenticeship and training by sex

| | Sex | | | % % |
|--|--------|------|------------|-----|
| | Female | Male | Both sexes | |
| No education, training or apprenticeship | 39 | 21 | 30 | |
| Apprenticeship only | 4 | 25 | 14 | |
| Apprenticeship & training | 0.6 | 6 | 3 | |
| Apprenticeship & education | 0.9 | 5 | 3 | |
| Apprenticeship, education & training | 0.2 | 2 | 0.9 | |
| No apprenticeship, training only | 16 | 14 | 15 | |
| No apprenticeship, training or education | 10 | 10 | 10 | |
| Just education | 30 | 18 | 24 | |
| Overall Total (N=100%) | 6267 | 6263 | 12530 | |

Table 6 Participation in postschool education, apprenticeship
and training by year of leaving school

| | <u>Year left school</u> | | | Total (N=100%) |
|--|-------------------------|-----------|--------------------|-------------------|
| | 1974 or before % | 1975 % | 1976 or later % | |
| No education, training or apprenticeship | 87 | 7 | 6 | 3755 |
| Apprenticeship only | 93 | 5 | 2 | 1782 |
| Apprenticeship and other training | 92 | 6 | 3 | 431 |
| Apprenticeship and education | 68 | 9 | 23 | 335 |
| Apprenticeship, education & training | 80 | 13 | 7 | 111 |
| Non-apprenticeship training only | 67 | 16 | 18 | 1850 |
| Non-apprenticeship training & education | 46 | 15 | 39 | 1232 |
| Just education | 40 | 13 | 48 | 3034 |
| Overall | 69 | 10 | 21 | 12530 |

Table 7 Participation in post-16 education, training
and apprenticeship - detailed breakdown by sex

| | Female % | Male % | Both Sexes % |
|--|-------------|-------------|-----------------|
| No post-16 education, training or apprenticeship | 19 | 12 | 15 |
| Stayed at school beyond 16, no further study | 0.6 | 0.4 | 0.5 |
| Initial training in first job only | 13 | 5 | 9 |
| First job training but no course | 4 | 2 | 3 |
| First job training course less than 14 days | 3 | 1 | 2 |
| Apprenticeship or training course | 20 | 45 | 32 |
| Training, apprenticeship & education | 11 | 16 | 13 |
| Post-school education | 30 | 18 | 24 |
| Total* (N=100%) | 6267 | 6263 | 12530 |

*Numbers are slightly smaller due to missing values.

Table 8 Age left full time continuous education (grouped)

| | <u>by sex</u> | | |
|-----------------------|---------------|-------------|--------------|
| | Female | Male | Both Sexes |
| | % | % | % |
| Before Aug 1974 | 59 | 66 | 62 |
| Sept 1974 to Aug 1975 | 12 | 10 | 11 |
| Sept 1975 to Aug 1976 | 15 | 12 | 13 |
| After Aug 1976 | 13 | 13 | 13 |
| Total (N=100%) | 6254 | 6242 | 12496 |

Table 9 Age left full-time continuous education (grouped)

by social class of current or last* job at age 23

| | Never had a job | Professional & Other Intermediate | Non-manual | Skilled Manual | Semi & Unskilled Manual | Total (N=100%) |
|-------------------|-----------------------|--------------------------------------|------------|-------------------|-------------------------------|-------------------|
| Before Aug 74 | % 0.9 | 9 | 30 | 33 | 27 | 7626 |
| Sept 74 to Aug 75 | % 1 | 24 | 49 | 16 | 11 | 1333 |
| Sept 75 to Aug 76 | % 2 | 36 | 45 | 10 | 8 | 1653 |
| After Aug 76 | % 9 | 58 | 21 | 6 | 6 | 1641 |
| Overall | % 2 | 21 | 33 | 24 | 20 | 12253 |

*The last job was taken where a respondent was not currently in employment.

Table 10 Unemployment and age left fulltime education

| Date left full time continuous education | % ever unemployed | Total (=100%) |
|---|-------------------|------------------|
| Before Aug 74 | 46 | 7797 |
| Sept 74 - Aug 75 | 43 | 1365 |
| Sept 75 - Aug 76 | 44 | 1675 |
| After Aug 76 | 42 | 1657 |
| Overall | 45 | 12494 |

Table 11 Unemployment and post-school education & training

| Experience of post school education & training | % ever unemployed | Total (N=100%) |
|---|-------------------|-------------------|
| No post-school education & training | 48 | 3755 |
| Apprenticeship and/or training only | 42 | 4063 |
| Education, training and/or apprenticeship | 42 | 1678 |
| Education only | 46 | 3034 |
| Overall | 45 | 12530 |

Table 12 Qualification level & sex

| Highest Qualification obtained on an education or training course | Female % | Male % | Both sexes % |
|--|-------------|-------------|-----------------|
| Higher degree | 0.2 | 0.3 | 0.3 |
| First degree etc | 9 | 11 | 10 |
| Non-graduate teaching qualification | 1 | 0.1 | 0.6 |
| HNC/HND/BEC/TEC/ Higher, etc | 3 | 8 | 6 |
| Nursing qualification | 5 | 0.3 | 2 |
| 2 + A levels or equivalent | 5 | 6 | 5 |
| 1 A level or equivalent, C+G advanced etc | 6 | 16 | 11 |
| 5 + 0 levels or equivalent | 12 | 16 | 14 |
| 1-4 0 levels or equiv. with clerical & commercial qualifications | 5 | 0.8 | 3 |
| 1-4 0 levels or equiv. without clerical & commercial qualification | 20 | 12 | 16 |
| Clerical and commercial qualifications, no 0 levels | 2 | 1 | 2 |
| CSE grades 2-5 and 0 levels D&E | 15 | 12 | 13 |
| Apprenticeship without qualifications | 0.3 | 1 | 0.8 |
| Other qualifications | 0.5 | 0.9 | 0.7 |
| No qualifications | 16 | 16 | 16 |
| Total (N=100%) | 6268 | 6270 | 12538 |

Table 13 Highest qualification obtained (grouped) by social class of current or last job

| Highest qualification obtained | <u>Social class of current or last job</u> | | | | | |
|--------------------------------|--|--|------------------|----------------|--------------------------|----------------|
| | Never had a job | Professional & Intermediate Non-manual | Other non-manual | Skilled manual | Semi- & Unskilled manual | Total (N=100%) |
| A level & above | % 4 | 44 | 26 | 20 | 6 | 4318 |
| O level | % 0.5 | 11 | 48 | 25 | 15 | 3981 |
| Below O level | % 0.5 | 7 | 34 | 29 | 30 | 2025 |
| No qualification | % 3 | 4 | 16 | 27 | 49 | 1969 |
| Overall | 2 | 21 | 33 | 24 | 20 | 12293 |

Table 14 Highest qualification obtained (grouped) by social class of current or last job by sex

| Highest qualification obtained | Sex | <u>Social class of current or last job</u> | | | | | Total (N=100%) |
|--------------------------------|--------|--|--|------------------|----------------|--------------------------|----------------|
| | | Never had a job | Professional & Intermediate non-manual | Other non-manual | Skilled manual | Semi- & Unskilled manual | |
| A level & above | Female | % 3 | 52 | 36 | 5 | 4 | 1813 |
| | Male | % 5 | 38 | 19 | 31 | 8 | 2505 |
| O level | Female | % 0.8 | 10 | 66 | 9 | 14 | 2286 |
| | Male | % - | 13 | 23 | 47 | 16 | 1695 |
| Below O level | Female | % 0.9 | 6 | 53 | 13 | 28 | 1127 |
| | Male | % 0.1 | 8 | 12 | 48 | 32 | 898 |
| No qualification | Female | % 4 | 4 | 28 | 13 | 51 | 992 |
| | Male | % 2 | 5 | 5 | 42 | 47 | 977 |
| Overall | Female | % 2 | 21 | 49 | 9 | 19 | 6218 |
| | Male | % 2 | 21 | 17 | 40 | 20 | 6075 |

Table 15 Father's social class at 16 by highest qualification obtained (grouped)

| Highest qualification obtained | No data % | Father's social class when respondent was 16 | | | | | Male head % | Overall % |
|--------------------------------|-------------|--|--------------------|------------------|----------------------------|------------|--------------|-----------|
| | | Professional & Intermediate Non-manual % | Other Non-manual % | Skilled manual % | Semi- & Unskilled manual % | | | |
| | | A level & above | 33 | 58 | 40 | 29 | | |
| O level | 30 | 30 | 37 | 35 | 30 | 34 | 32 | |
| Below O level | 16 | 8 | 14 | 19 | 24 | 19 | 17 | |
| No qualification | 20 | 5 | 9 | 16 | 25 | 21 | 16 | |
| Total (N=100%) | 3363 | 2233 | 961 | 3804 | 1557 | 620 | 12538 | |

Table 16 Participation in education & training and economic status at time of interview

| Current economic status | No education, training or apprenticeship | Training or apprenticeship only | Education only | Education & training &/or apprenticeship | Overall |
|---------------------------|--|---------------------------------|----------------|--|--------------|
| Full time education | 0 | 0 | 8 | 4 | 2 |
| Full time employment | 53 | 80 | 67 | 83 | 70 |
| Part time employment | 6 | 2 | 6 | 2 | 4 |
| Unemployed | 13 | 9 | 9 | 6 | 10 |
| Housework | 25 | 7 | 8 | 4 | 12 |
| Other out of labour force | 3 | 1 | 0.7 | 4 | 2 |
| Total (N=100%) | 3736 | 4029 | 3012 | 1660 | 12437 |

Table 17 Participation in education and training &
economic status when interviewed by sex

| Current economic status | Sex | No education training or apprenticeship | Training or apprenticeship only | Education only | Education & training &/or apprenticeship | Overall |
|---------------------------|--------|---|---------------------------------|----------------|--|---------|
| Full time education | Female | 0 | 0 | 5 | 3 | 2 |
| | Male | 0 | 0 | 12 | 6 | 3 |
| Full time employment | Female | 43 | 64 | 65 | 78 | 58 |
| | Male | 74 | 87 | 71 | 87 | 82 |
| Part time employment | Female | 8 | 5 | 8 | 4 | 7 |
| | Male | 1 | 1 | 2 | 0.9 | 1 |
| Unemployed | Female | 9 | 6 | 7 | 5 | 7 |
| | Male | 20 | 11 | 11 | 6 | 12 |
| Housework | Female | 38 | 22 | 13 | 9 | 24 |
| | Male | 0.2 | - | - | 0 | - |
| Other out of labour force | Female | 3 | 2 | 2 | 2 | 2 |
| | Male | 4 | 0.6 | 2 | 0.5 | 2 |
| Total (N=100%) | Female | 2456 | 1233 | 1870 | 670 | 6229 |
| | Male | 1278 | 2796 | 1142 | 990 | 6206 |

Table 18 Father's social class at 16, highest qualification
obtained, and social class of current or last job

| Father's social class when respondent was 16 | Highest qualification obtained | social class of current or last job | | | | Total (N=100%) |
|---|--------------------------------------|--|-------------------------|-------------------|--------------------------------|-------------------|
| | | Professional & Intermediate non-manual | Other non- manual | Skilled manual | Semi- & Unskilled manual | |
| | | % | % | % | % | |
| Professional & Intermediate | A level & above | 54 | 28 | 11 | 7 | 1208 |
| | O level | 17 | 54 | 19 | 10 | 651 |
| | Below O level | 17 | 41 | 19 | 24 | 167 |
| | No qualification | 11 | 24 | 26 | 39 | 95 |
| Other non-manual | A level & above | 48 | 31 | 18 | 3 | 363 |
| | O level | 14 | 49 | 26 | 11 | 352 |
| | Below O level | 6 | 39 | 25 | 30 | 127 |
| | No qualification | 6 | 26 | 19 | 50 | 81 |
| Skilled manual | A level & above | 39 | 24 | 31 | 6 | 1056 |
| | O level | 9 | 46 | 27 | 17 | 1309 |
| | Below O level | 7 | 35 | 28 | 30 | 706 |
| | No qualification | 4 | 16 | 32 | 48 | 597 |
| Semi- & Unskilled manual | A level & above | 34 | 25 | 31 | 10 | 314 |
| | O level | 7 | 45 | 30 | 18 | 449 |
| | Below O level | 5 | 27 | 34 | 34 | 359 |
| | No qualification | 2 | 11 | 27 | 60 | 376 |
| No male head | A level & above | 51 | 25 | 17 | 6 | 150 |
| | O level | 11 | 46 | 26 | 17 | 202 |
| | Below O level | 2 | 30 | 32 | 37 | 117 |
| | No qualification | 5 | 22 | 20 | 52 | 128 |
| | Overall | 22 | 34 | 25 | 20 | 8807 |

Table 19 Qualification achieved (at age 23) by social class of father (at age 16). (England & Wales, singleton births born U.K.)

| Highest Qualification at age 23. | <u>Father's social class at 16</u> | | | Overall |
|-------------------------------------|------------------------------------|----------------|------------------------|-------------|
| | Non-manual | Skilled manual | Semi- & un- skilled | |
| Above 'A' level | 31 | 14 | 11 | 20 |
| 'A' level or equivalent | 21 | 16 | 11 | 17 |
| 'O' level or equivalent | 34 | 36 | 32 | 34 |
| Below 'O' level* | 3 | 6 | 6 | 5 |
| Non (including CSE's)* | 11 | 28 | 41 | 24 |
| Total (=100%) | 2361 | 2634 | 1011 | 6006 |

* Percentages are rather different to those in earlier tables, since the measure of highest qualification used here was not able to take account of school exams. Thus, more people are classified as having no qualifications.

TABLE 20 Obtaining a degree (by the age of 23) by social class of father (at age 16). (England & Wales, singleton births, born U.K.)

| % age obtaining a degree by age 23 | Social class of father at age 16. | | | | | | Overall. | |
|------------------------------------|-----------------------------------|----------------|------------------|-----------------|-----------------------|---------------------|----------|-------------------|
| | Professional. mediate. | Inter-mediate. | Jnr. Non-manual. | Skilled manual. | Unskilled non-manual. | Semi-skilled manual | | Unskilled. manual |
| 40 | 22 | 13 | 7 | 4 | 6 | 2 | 12 | |
| Total (N=100%) | 355 | 1315 | 610 | 2634 | 81 | 760 | 251 | 6006 |

TABLE 21 Obtaining a degree (by the age of 23) by social class of father (at age 16) by sex. (England & Wales, singleton births, born U.K.)

| % age obtaining a degree by age 23 | Social class of father at age 16. | | | | | | Overall | |
|------------------------------------|-----------------------------------|----------------|------------------|-----------------|-----------------------|---------------------|---------|-------------------|
| | Professional. mediate. | Inter-mediate. | Jnr. Non-manual. | Skilled manual. | Unskilled non-manual. | Semi-skilled manual | | Unskilled. manual |
| Female | 36 | 22 | 11 | 6 | 8 | 5 | 2 | 12 |
| Male | 43 | 23 | 15 | 7 | 0 | 8 | 1 | 13 |
| Both sexes (Total N) | 40 (355) | 22 (1315) | 13 (610) | 7 (2634) | 4 (81) | 6 (760) | 2 (251) | 12 (6006) |

TABLE 22 Proportion with a degree in each social class by number of 'A' levels.

| No of 'A' levels | Non-manual % with degree | Skilled manual % with degree | Semi & unskilled manual % with degree. |
|---------------------|-----------------------------|---------------------------------|---|
| None | 2 (32) | - (20) | - (8) |
| One | 12 (21) | 7 (6) | 13 (2) |
| Two | 45 (101) | 44 (53) | 49 (16) |
| Three | 72 (265) | 72 (78) | 71 (20) |
| Four or more | 82 (99) | 71 (22) | 56 (5) |
| Total in each class | 2360 | 2628 | 1011 |

(Actual numbers in brackets)

Table 23 Experience of education & training and educational plans

| Post-school education, training and apprenticeship | % considering undertaking a course | | Total (N=100%) |
|---|--|-------|-------------------|
| | No education, training or apprenticeship | 11 | |
| Training and/or apprenticeship | 21 | 4062 | |
| Training/apprenticeship and education | 33 | 1676 | |
| Education only | 29 | 3033 | |
| Overall | 21 | 12514 | |

Table 24 Age left fulltime continuous education by educational plans and sex

| Date left fulltime continuous education | % considering undertaking a course | | | | Total (N=100%) | |
|--|---------------------------------------|----|------|------|-------------------|------|
| | Female | | Male | | Female | Male |
| | | | | | | |
| before Aug 74 | 14 | 20 | 3706 | 4081 | | |
| Sept 74 - Aug 75 | 18 | 29 | 771 | 592 | | |
| Sept 75 - Aug 76 | 26 | 32 | 942 | 732 | | |
| After Aug 76 | 29 | 36 | 830 | 825 | | |
| Overall | 18 | 25 | 6249 | 6230 | | |

Table 25 Self-reported 'O' levels/'O' grades at NCDS IV and results collected from schools and colleges

| 'O' levels/'O' grades: Exams data from schools | 'O' levels/'O' grades: NCDS IV | | Total (N=100%) |
|---|--------------------------------|-----------|----------------|
| | % Yes | % No | |
| Yes | 97 (5679) | 3 (157) | 5836 |
| No | 20 (1005) | 80 (4038) | 5043 |
| Total | (6684) | (4195) | 10879 |

Table 26 Self-reported 'A' levels/'H' grades at NCDS IV and results collected from schools and colleges

| 'A' levels/'H' grades: Exams data | 'A' levels/'H' grades: NCDS IV | | Total (N=100%) |
|--------------------------------------|--------------------------------|-----------|----------------|
| | % Yes | % N | |
| Yes | 98 (1886) | 2 (38) | 1924 |
| No | 6 (502) | 94 (8456) | 8958 |
| Total | (2388) | (8494) | 10882 |