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SELF CONCEPT AND SCHOOL DROPOUT OF BLACK ADOLESCENTS

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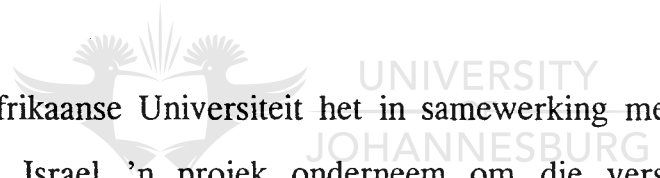It is a distinct honour to thank the following people for contributing significantly to this study.

*   Above all I want to thank God Heavenly Father for the support He gave

me to complete this study.

SYNOPSIS

Die verskynsel van vroeë skoolverlating, waar 'n leerling die skool verlaat voordat hy standerd tien voltooi het, is wêreldwyd 'n bron van kommer vir opvoeders. Ook in Suid-Afrika is die persentasie vroeë skoolverlaters onaanvaarbaar hoog. Die kommer hieroor spruit voort uit die feit dat nie-voltooiing van die normale skoolloopbaan vir sowel die individu as die gemeenskap nadelige gevolge kan inhou. Vroeë skoolverlaters kom waarskynlik nooit tot volle ontplooiing van hul moontlikhede en voldoende selfaktualisering nie, terwyl die gemeenskap benadeel word wanneer vroeë skoolverlaters as gevolg van werkloosheid en armoede hulle tot kriminele aktiwiteite wend.

Die Randse Afrikaanse Universiteit het in samewerking met die Ben Gurion-Universiteit in Israel 'n projek onderneem om die verskynsel van vroeë skoolverlating te bestudeer. Aspekte soos die rol van die huis, die skool, lokus van kontrole en selfkonsep is bestudeer. Hierdie studie fokus op die selfkonsep van die vroeë skoolverlater.

Die doel van hierdie navorsing was om in swart skole te bepaal watter verband aangedui kan word tussen risiko vir vroeë skoolverlating en 'n leerling se selfkonsep. Die navorsing het 'n literatuurstudie en empiriese ondersoek ingesluit. In die literatuurstudie is die verskynsel van vroeë skoolverlating bespreek; aspekte wat aandag geniet het, is, onder andere, oorsake en gevolge van vroeë skoolverlating. Hoewel daar 'n verskeidenheid van moontlike oorsake aangedui

kan word, is dit nie moontlik om die verskynsel aan 'n spesifieke oorsaak te koppel nie, aangesien dit so kompleks is. Die gevolgtrekking is dat dit eerder 'n samespel van faktore is wat bydra tot 'n leerling se besluit om nie sy skoolloopbaan te voltooi nie.

Die selfkonsepteorie is ook bespreek, met verwysing na die rol van risiko-status ten opsigte van 'n leerling se selfkonsep. Daar blyk 'n wisselwerking tussen 'n negatiewe selfkonsep en vroeë skoolverlating te wees.

Drie groepe skole is in die ondersoek ingesluit, naamlik plaas-, dorp- en stadskole. Uit die beskikbare skole is twaalf skole ewekansig vir die ondesoek geselekteer; alle standerd sewe-leerlinge van geselekteerde skole het 'n vraelys - wat 'n selfkonsep-komponent en biografiese gegewens ingesluit het - voltooi. Standerd sewe-leerlinge is gekies op grond van hul ontwikkelingsfase en op grond van die feit dat leerlinge op hierdie stadium in hul skoolloopbaan belangrike besluite (soos byvoorbeeld ten opsigte van vakkeuse) moet neem, waardeur hul toekoms beïnvloed word.

Die selfkonsep van risiko- en nie-risiko-leerlinge is vergelyk ten opsigte van ouderdom, gesinstruktuur, gesinsgrootte, akademiese vordering (druiping), akademiese prestasie en geslag. Na die statistiese ontleding van data is die volgende afleidings gemaak:

Geen statisties beduidende verskille tussen die selfkonsep-tellings van risiko- en nie-risiko-leerlinge kon aangedui word ten opsigte van ouderdom, gesinstruktuur

(gesinsvolledigheid), gesinsgrootte en druiping nie. Statisties beduidende verskille is gevind wanneer die selfkonsep van die betrokke groepe vergelyk is ten opsigte van skoolprestasie en geslag.

Verdere studie oor hierdie onderwerp is noodsaaklik, aangesien elke onderwyser moet besef dat dit deel van sy verantwoordelikheid is om die skoolervaring vir elke leerling so aangenaam en relevant as moontlik te maak, om sodoende te verseker dat leerlinge hul skoolloopbaan voltooi.

INDEX

CHAPTER 3   THE DROPOUT PHENOMENON

CHAPTER 4   RESEARCH DESIGN

CHAPTER 5   STATISTICAL ANALYSIS AND RESULTS

CHAPTER 6   SUMMARY, CONCLUSION AND RECOMMENDATIONS

CHAPTER ONE

BACKGROUND, PROBLEM AND AIM OF STUDY

1.1   INTRODUCTION

This study forms part of a group project on school dropout which the Rand Afrikaans University and the Ben Gurion University in Israel have jointly undertaken.   There is a widespread concern about the high dropout rate in schools all over the world including the Republic of South Africa.   In view of the many challenges facing the country economically and politically South Africa needs its youth to be motivated, productive and self supportive.

The Rand Afrikaans University and the Ben Gurion University have decided to pool their knowledge and experience in researching factors which contribute to pupils' leaving school too early.   The project aims to identify the at-risk pupils and to research internal and external factors such as self concept, family relations and locus of control and their relation to dropout.

This study will specifically focus on the way potential dropouts in black schools experience their self concept.

1.2   THE CONTEXT OF THE STUDY

The dropout phenomenon - where a pupil fails to complete his schooling despite adequate intellectual ability - is one of the more serious problems schools have to deal with at the present time. According to Le Roux (1988:42) it is a cause for great concern that so many children are leaving school early without actualizing their potential. Once a pupil drops out of school he is seen as a failure of the educational system.

Not only does dropping out have far reaching effects on the personality and future of the dropout, but the community also suffers. The dropout may fail to find a suitable job and may turn to juvenile delinquency, thereby becoming a burden to the community (Timberlake 1982 In: Tidwell 1988:941). Gage (1990:280) says that dropping out hurts the nation grievously in terms of health, wealth and the achievement of democratic goals. However, while it is true that dropouts have trouble in finding jobs there is no persuasive evidence that the same person would be any more employable after more years in school (Dorrel 1989:259-262).

An integrated profile of the potential dropout by De Beer (1976:283-290) shows that the child typically lives in a large city or industrial area. The dropout rate is usually highest amongst young people living in ethnically segregated urban and rural slums; many schools in poor inner city neighbourhoods have dropout rates exceeding 50 percent (Schorr, 1988:243).

School related reasons such as a negative academic self concept, dislike of school, poor academic performance and suspension are amongst the most cited reasons. In addition pregnancy and marriage can also be added to the list. Pupils from disadvantaged groups are often blamed for dropping out because they fail to see education as an avenue to future opportunities and are generally not interested in their future (Woodring, 1989:468-469). Unfortunately, keeping pupils in high schools, although of crucial importance, has not received continued political support because disadvantaged and low socioeconomic status people in urban and rural areas do not further the careers of politicians (Anon 1993:2).

Pupils who attend school but do not actively participate, are classified in a different category because they exhibit passive withdrawal and become non statistical dropouts (Tidwell, 1989:939-954). Although they are forced to attend by family pressures, economic dependence and social relationships, they no longer participate in school activities. This disengagement is a form of alienation marked by isolation, powerlessness, lack of meaning and an unwillingness to accept societal norms (Wehlage, 1976:97). Alienation has become part of the daily lives of many adolescents, especially those belonging to economically disadvantaged as well as politically disenfranchised groups (Fernandez & Shu 1989:363-386).

There appears to be a relation between the many problems pupils will encounter after leaving school (unemployment, personality problems, low aspirations and higher incidence of delinquency) and the kinds of problems which led them to drop out of school in the first place (Bachman, Green & Wirtnanen 1972:887).

3

The biggest problem today seems not so much to keep pupils in a school situation that is unrewarding and irrelevant, but to eliminate the conditions that lead to dropping out, beginning as early as possible in the child's life.

Ironically, schools have attempted to address the dropout problem in ways that reinforce factors that cause pupils to drop out (De Ridder 1988:488). Purkey (1970:41) writes that it is not surprising that certain children prefer to leave school, stating that "Many children give up, feeling that with no attempt there can be little or no humiliation" thereby stressing the fact that the potential dropout frequently suffers humiliation at school. This negative experience has an extremely negative effect on the pupil's self concept.

Szanton (1992:42) describes the earliest development of the self-concept in the following words:

"It is in the first weeks and months of life that children first try to understand and master their environments, and find those efforts encouraged - or not; first learn that others are basically supportive and caring - or not. It is in those years that the foundations for later learning are laid down. Or not."

1.3   PROBLEM STATEMENT

Research clearly shows that school dropout is a serious problem. Too many

pupils become dropouts and the causes and consequences may vary greatly. The problem that is to be investigated in this study can be formulated as follows: What is the difference between the self concept of at-risk and not at-risk Black adolescents?

1.4   THE AIM OF THE STUDY

In view of the problem stated above, the aim of the study is to investigate how at-risk and non-at risk pupils perceive their self concept, in order to determine whether any differences can be established.

The two groups will be compared with regard to age, family situation, family size, school promotion and gender.

1.5   TERMINOLOGY AND DEFINITION OF CONCEPTS

In this section some of the important terms used in the study will be described.

1.5.1 Self Concept

Van den Aardweg and Van den Aardweg (1988:84) defines self concept as a

5

category which consist of three mutually dependant aspects, namely action, the "I", and self esteem.

1.5.2 At-risk Pupil

Schirmer and George (1983 in Crawage 1992:97) and Bodensio (1986:19) divide the criteria used to describe the at-risk pupil into three categories. These three categories include age, scholastic profile and personality image.

Wirenski (1984 in Crawage 1992:6) describes the at-risk pupil as pupils faced with the problem of poor academic achievement in subjects such as Science and Mathematics; they find it difficult to read and write, are frequently absent from school and have failed at least once. As a result they may suffer from a negative self concept. Furthermore, it appears that children between 13 and 15 are mostly at-risk to drop out from school.

"At-risk" refers to pupils who present the typical profile (based on various contributing factors) of a dropout: their circumstances predispose them, as it were, to become school dropouts.

1.5.3 Non at-risk pupil

The characteristics of the non at-risk pupils are probably the opposite of those

of at-risk pupils. The non at-risk pupil attends school regularly, generally has a positive self concept and his parents communicate often with subject teachers because they always want to be informed about their child. Non at-risk pupils are usually highly motivated, look at various solutions when solving problems, and are not passive but active and flexible.

1.5.4 School dropouts

Van den Aardweg and Van den Aardweg (1988:68) describes dropout as a term used to describe youths who leave school before they should. It does not happen suddenly but is the culmination of years of failure, meaninglessness and feelings of worthlessness and inadequacy.

1.5.5 Standard seven pupil

The standard seven pupil can be described as being in the last stage of his junior secondary school phase. These pupils are usually adolescents resulting in their being very conformative and dependent on their peer groups (Park 1973:1-3). The standard seven pupils referred to in this study are pupils currently enroled in black schools of the Department of Education and Training.

1.6 METHOD OF INVESTIGATION

This study comprises a literature study and empirical research.

1.6.1 The literature study

The literature study focuses on self concept and the related external and internal factors which may influence dropout of black adolescents.

1.6.2 The empirical investigation

A questionnaire, to be used in the project, was developed by various experts involved; it comprised the different variables to be studied in the project, and included questions on self concept. These questionnaires were handed out for completion. The target group is non at-risk and at-risk standard seven pupils of selected black high schools in urban and rural areas. The questionnaire covers the following factors: Self concept, home relations and school climate. In this study only the relevant self concept questions were used. This will be discussed in more detail in Chapter 4, where the design of the empirical research will be presented.

1.7   PLAN OF STUDY

CHAPTER TWO

The theory of self concept is studied.

CHAPTER THREE

The internal and external factors which influence dropout of the black youth are studied.

CHAPTER FOUR

The research design and empirical investigations are discussed.

CHAPTER FIVE

The statistical findings are tabulated and discussed, with reference to the relevant theory, as discussed in chapters three and four.

CHAPTER SIX

This chapter concludes the study with an overview, a   summary of findings as well as reference to shortcomings and recommendations for further research with regard to school dropout.

CHAPTER 2

SELF CONCEPT THEORY

2.1 INTRODUCTION

According to Vrey (1979:45) self concept consists of action, the I and self esteem. A positive self concept (of the child) should be built by teachers, parents and the school because this will enable the child to reach the goal of education which is self-actualisation. If the child perceives his parents and teachers as hostile, his self concept will suffer. If the self concept of the child is poor or negative it increases the risk for the child to become a dropout.
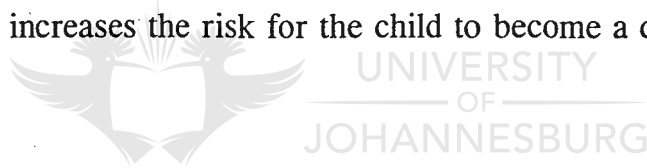
2.2 SELF CONCEPT

Before the different facets of self concept are discussed, some definitions of the concept will be given.

2.2.1 Self concept defined

Burns (1982:45) describes the self concept as the evaluation that an individual has about himself and the extent to which he feels that he is a worthy and

·capable person. It is the sum total of the view that a person has of himself. It consists of beliefs, evaluation and behavioural tendencies. The self concept is viewed as an organized system of expectancies and self evaluative techniques. It can also be based on what others show and tell an individual about himself. Therefore a child's self concept is susceptible to external influences from birth, as has been pointed out already in chapter one. Feelings of self identity may even be developing before birth (Viljoen & Pelser 1995:58).

Hamacheck (1987:121) argues that the fact that each person's perceptions are unique implies that all people seem to perceive reality in a different way. He also concludes that the term "self concept" basically means a person's perception of him or herself; it also includes the way the person feels about himself.

Through all his experiences a person is able to come to a certain understanding or belief of himself. In this sense, self concept can be viewed as an "inner filter" (Sinclair 1994:21). A person's view of himself will depend on what he allows to filter through. "If it is a negative view of himself, every experience is stamped with a frown. If it is a positive view, every experience is stamped with a smile" (Felker 1979:9). The self can be divided into the real and ideal self. The real self is how the individual and others see him and the ideal self is how the individual would like to be.

The self concept refers to the configuration of convictions concerning oneself that is dynamic and of which one is normally aware or may become aware.

Visser and Patrick (1978:08) give the following diagram of the self concept.

Figure 1.1: Diagram of the self concept.

Physical self

Psychological self

Intellectual self

Ideal self, self-esteem

GENDER
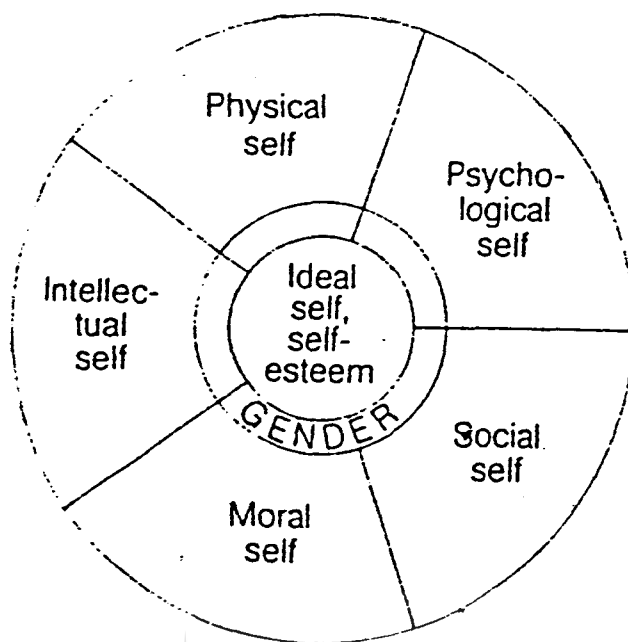
Moral self

Social self

The diagram shows major aspects of the self concept. The self concept has various aspects such as moral self, social self, intellectual self, physical and psychological self.

2.2.2 Aspects of the self-concept

The various aspects of the self concept as represented in the diagram of Visser and Patrick will be discussed in the following section.

*   Physical self

Gerdes and Lily (1980:78) point out that the physical self concept is also known as "body image". The term body image refers to the individual's psychological awareness of his body including internal organ processes as well as external appearance and associated attitude and feelings (Fisher & Cleveland 1986:46). Niles (1980:47) refers to the physical self as the first aspect that comes to mind as the bodily self.

*   Psychological self

A second aspect of the self is the "psychological self". It is a set of beliefs, attitudes, personality traits, goals and needs that constitutes a person's view of who he is at any particular time. According to Gerdes and Lily (1980:78-79) the psychological self concept relates to several psychological attributes such as introversion, extraversion, anxiety, cheerfulness, aggressiveness, timidity, calmness and excitability.

*   Social self

According to Ansbacher and Ansbacher (In Gerdes & Lily, 1980:70) the person's social self relates to the strength and nature of his social interest and involvement with others and their reactions. Adler (In Gerdes &

13

Lily 1980:79) points out that the theory of individual psychology must always be seen in a social context. A person is embedded in his community and constantly involved in reciprocal social relations.

*   **Moral self**

Hegner (1975:01) describes morals as values regarding interpersonal behaviour which, as they become internalized, give rise to moral self. The moral self concept relates to a person's perception of the extent to which he satisfies the prescribed rules of conduct in a given society or community. The foundation of moral self lies in the desire for approval and the avoidance of disapproval first from parents and later from other significant persons. Approval - or acceptance by others - contributes to a positive evaluation of one's moral self.

*   **Intellectual self**

The intellectual self is the sum of a person's view of his faculties of mind, including perception, insight , memory, knowledge, experience and imagination (Van den Aardweg & Van den Aardweg, 1988:117). This is also shaped by a child's experiences at school, through his academic achievement. Hamacheck (1987:102) points out that intellectual self helps with the ability to solve problems; it enables the person to learn quickly and easily, to reason logically and to cope with new

14

situations.

2.2.3 OTHER ASPECTS RELATED TO SELF CONCEPT

There are various aspects related to self concept, such as self-awareness, the "I", self-identity, self esteem and self image.

2.2.3.1   Self Awareness

Self awareness can be divided into the stages in which it develops. Firstly it is the sense of bodily self, the recognition of a bodily "me" (Gerdes & Lily 1980:81). Secondly follows the extension of self, this is the feeling of connectedness to persons and things that are important in one's life. Finally the self awareness refers to the striving, plans and goals for future development, intensions, long range purposes and distant goals.

According to Calvin and Lindzey (1985:361) self awareness is the recognition of one's total ability. It is related to all aspects of the self concept. If the pupil at school does not recognize his ability of coping with the prescribed syllabus, the chances of him becoming a dropout are high; on the other hand, if the pupil recognizes his potential, he is likely to remain for a longer period at school.

2.2.3.2   The "I"

Van den Aardweg and Van den Aardweg (1988:112) views the "I" as the energy source, the centre of organization of all psychological activity. The "I" is behind all psychological phenomena and its influence penetrates all aspects of the person's psyche. Conscious thinking and feeling are concentrated in the "I" (Van den Aardweg & Van den Aardweg 1988:112). It is closely linked with self identity.

2.2.3.3   Self Identity

According to Vrey (1979:45) self identity is an integrated whole made up of a person's conception of himself - the stability and continuity of the attribute by which he knows himself - and agreements between his self conception and the conception held of him by people he esteem. Gordon (1978:204) states that self identity is knowing who and what one is and the knowledge that one is distinguishable from all others. It is a sense of self and concerned with those elements of character or personality that are distinguishable (Allport 1979:202).

As identity can be evaluated by other people as either positive or negative, the teacher is in part responsible for the development of a positive self identity in the child. A negative self identity may contribute to a child's decision to leave school early, on account of the fact that such a child might view the school as not important and incongruent with his self identity.

16

2.2.3.4   Self Esteem

Self esteem lies at the core of psychological health (Gover 1991:3), and refers to seeing oneself as an individual with positive characteristics (Graig 1992:381). It is important for teachers as well as parents to remember that during the school years self esteem is significantly correlated with academic achievement (Wiggins 1994:241). The child who does well at school probably has a higher self esteem and is likely to stay longer at school, unlike the child whose self esteem is low. Such children more often than not show less interest for the school and school work, and are at risk of dropping out (Allport, Gillis & Connell 1968:377; Clarke 1994:171).

Researchers usually draw a distinction between self concept and self esteem. Verma (1982:45-46) points out that self concept involves an objective and cognitive appraisal of the self, while self esteem is an emotional appraisal of the self reflecting confidence. Thus if the self esteem of the child is high, his confidence of achieving a set goal is also high and he seldom leaves problems unsolved because he wants a solution to every problem; that is his goal and he is confident of achieving the goal. But if the self esteem is low, confidence becomes less and even if a problem remains unsolved, the child loses interest and withdraws from it. This may be linked to the fact that a child will try to protect or shield his self esteem in his participation in achievement related tasks (Alberts 1986:71). In this respect Maehr (1984:126) also points out that people will do what they perceive themselves capable of doing.

Since all descriptions of the self (expect descriptions such as weight, height and sex) involve some emotional loading it can be said that all expressions of self

concept are also expressions of self esteem (Anon 1993:07).

Self concept and self esteem is what the individual sees about himself as salient and important. How such characteristics are evaluated is one of the more important constituents of self identity. In the context of this study it can be argued that if the child evaluates himself as weak and is seen by other people as weak this will increase his risk of dropping out of school.

In time, the at risk pupil no longer believes in himself and his possibilities. His at-risk status becomes a source of shame (Ronda & Valencia 1994:363). He is inclined to think all encouragements and positive remarks are false and untrue and he becomes all the more pre-occupied with his shortcomings (Niles, 1980:44-45). Kok (1970:45-46) remarks that pupils with a low self concept regarding their selves lack motivation and that no effective teaching can reach these children. The pupil therefore needs the support and guidance of his teacher to develop his potential.

The teacher has a specific task with regard to the potential dropout. A positive influence on the pupil's self concept by the teacher and other significant people could potentially improve his academic skill and prevent him from dropping out of school.

2.2.3.5 Self Image

Self image refers to a person's perception of himself as an individual with certain characteristics (Graig 1992:62). How others view one is another aspect

18

of selfhood that emerges during childhood. Now is the time when the child realizes that parents expect him or her to be good while at times he or she is naughty (Ziegler 1987:295). As yet however the child has not clearly developed a conscience nor any image of how she or he would like to be as an adult. Allport (1979:123) remarks "In childhood the capacity to think of oneself as one is, as one wants to be, and as one ought to be is merely germinal". This view of the self image as developing, stresses the responsibility of parents and teachers to ensure a positive attitude towards the children in their care.

2.3 THE ROLE OF THE SELF CONCEPT

According to Kapp (1989:165-166) a negative self concept may lead to dropping out. It can therefore be argued that there is a reciprocal relationship between being at-risk and a negative self concept, bearing in mind Ronda and Valencia's remark about dropout-status causing shame in a child. A positive self can have various implications for the child such as obtaining set goals in life, and acting in accordance with the norms and values of one's society. Self concept influences academic achievement and discipline, and it may be affected by a negative school climate.

2.3.1 Self concept and academic achievement

There is a strong reciprocal relationship between self concept and scholastic achievement (Purkey, 1970:45). In this respect Hamacheck (1987:24) suggested

19

that enhancement of the child's self concept may be a way of improving academic achievement.

Academic achievement can be defined as the success or failure a pupil achieves with his school work. The pupil's ability to perform well at school or to compete with certain standards of achievement to pass examinations is seen by Mwanki (1973:08) and Rickson (1977:05) as a definition of academic achievement which dominates the child's world at school. Academic achievement can be positively influenced if self concept is positive and if the climate at school is conducive to learning.

In a study of the relationship between three measures of self concept and academic achievement it was found that even though there was little correlation between the three self concept instruments all the factors concerned correlated significantly with reading and mathematical achievement scores. Taking this into account is seems that if the at-risk pupil does not receive timeous help, disparagement of his own possibilities and abilities become more common together with hypersensitivity (Leonetti 1978:44).

2.3.2 Self Concept and School Climate

Within the school the prevailing climate is mainly intellectual: it fosters favourable learning, develops motivation and learning and leads to high value being placed on school success (Campbell, 1970:88). If a pupil does not experience this intellectual climate positively, he may develop a negative instead of positive self concept. This may lead to poor academic achievement which

may cause him to become a dropout.

In the South African context within black and coloured schools where a climate of violence, disruption and lawlessness prevailed at the not too distant past, conditions are still far from normal and academic achievement becomes very difficult. But if the school climate is positive and the child experiences less difficulties in learning, he is likely to have a positive self concept and achieve positively at school (Sweeney, 1992:34).

In the black schools of South Africa a negative school climate which exists, may cause self concept among pupils to be more negative and may increase the risk of dropping out of school. Factors influencing the school climate negatively are, for example, the teacher pupil-ratio, (Whitmore 1980:173) which causes problems to remain unattended to for months because of a shortage of teachers; textbooks are few or not available; laboratories are empty without equipment and more often than not pupils are threatened by teachers' strikes. All these factors play a role in making the school climate not conducive to learning, resulting in poor academic achievements. Consequently, the self concept of the pupil in this situation may become negative and increase the risk of early school leaving.

2.3.3 Discipline

The school should not rely on power or punitive models to enforce discipline, but rather share decision making, because this may contribute to a positive self concept in pupils. It can be argued that fair discipline contributes to a positive

school climate. The pupil who has a positive self concept is likely to be disciplined and obeys authority unlike the pupil with a negative self concept who will not obey authority or accept the values of society. Since positive self concept is associated with discipline, the child will be disciplined and obedient at both the home and school; this may decrease the risk of dropping out of school because the pupil will have patience, perseverance and trust (Lunenburg 1987:3-10).

2.4 DEVELOPMENT OF THE SELF CONCEPT

The self concept develops in interaction with the environment (Sweeney 1992:33). A child's experiences in the first months and years of his life determine whether he will go to school eager to learn or not. By the time a child goes to school, parents and caregivers have already prepared him for success or failure (Szanton 1992:6).

According to Erikson (1950) the development of a self concept involves a search for a sense of identity. Society provides a time limit during which an adolescent can try out roles, beliefs and values. The family situation can influence a child's self concept in either a positive or negative manner. Either influences could put pressure on the child, making him unable to meet expectations and demands of the teacher (Sarafino & Armstrong 1980:510-511).

Negative self concepts can be caused by external factors such as negative attitudes and negative feelings and because of these factors, low self esteem can develop which might eventually lead to school dropout.

22

As it is a negative self concept that may contribute to dropout, this discussion will focus on the development of a negative self concept.

Some of the problems which occur in the family and form part of the home climate can interfere with the pupil's school work and as a result can contribute to low self esteem which involves a negative self-evaluation.

Low self esteem contribute to low achievement and, as has been indicated, low self esteem will increase the risk of dropping out of school. Terman (In Laycock 1979:139) found that poor self concept and underachievement can be traced to early childhood and that personal maladaptation is common among low achievers and dropouts.

Le Roux (1988:83) points out a few characteristics that can lead to a negative self concept. These include:

A negative self evaluation and feelings of inferiority which are manifested in mistrust, indifference and even hostility. Children with these characteristics often feel rejected by their families and that their parents are dissatisfied with them. They feel helpless and therefore assume little responsibility for their actions or behaviour, and lack motivation for academic achievement. Furthermore they often dislike school or their teachers and prefer friends with the same attitudes; they usually have no hobbies and interest to fill their leisure hours.

These pupils lack the element of flexibility, originality and are not hard workers. They are lagging behind in some aspect of education, appear to be intellectually less adaptable and when they are inclined to set goals, they often

choose objectives which do not correspond to their abilities or interest

2.5   THE SELF CONCEPT OF BLACK PUPILS

As this study focuses on the self concept of Black secondary school pupils, it is necessary to discuss the self concept of the Black pupil.

2.5.1 The Black Identity Development Theory

Black identity development theory describes four developmental stages through which black children pass (Visser & Patrick, 1980:35).

These four levels of consciousness describe the way a black person views himself, his relationship with others and his goals and behaviours. These four developmental stages are **passive acceptance, active resistance, redirection** and **internalization.**

Knowledge of the black identity development theory is particularly important for teachers in cross cultural situations. The aim of the theory is to prevent self identity diffusion and to help the child to establish a firm self identity. For Visser and Patrick (1980:35-36) the black identity development theory exposes another danger of an unrealistic self identity. There will be as many identities as there are possible components of the self in its multifacetedness in the self. By an unrealistic self identity it is meant that the individual's attribution of

meaning is at an extremely high level or too positive or at too low level or very negative.

The teacher and the school guidance counsellor should ensure that a pupil sees himself realistically so that he develops a realistic identity. If this is not the case, the child has to be confronted with his unrealistic attribution of meaning.

Jackson (In Visser and Patrick, 1980:35) states that black identity development theory helps the teacher to identify goals that are acceptable to the child. Realistic goals help the child to attribute meaning to the goals, it reveals and explains goals acceptable in his particular cultural context and it helps the child to remain involved and active, in other words to identify. Development theory is important because it helps the teacher in building a positive self concept in the child, which may in turn prevent a child from dropping out of school.

In South Africa the black identity development theory plays a very important role because at school pupils are actively involved in school activities and teaching should become child centred as opposed to teacher centred. Thus, with the appropriate knowledge, the teacher can gain insight into the goals and aspirations of the child and help him attain his goals.

In the context of this study, child centred teaching in the black community means that the teacher has knowledge of the self concept of the black child and its implications for achievement. Mwamwenda (1995:424) explains it thus:

"Characteristic of this perspective of the self is the tendency to act in harmony with other's wishes and expectations rather than on the basis

25

of personal wishes".

2.5.2 Research on Black Self Concept

In research on black self concept (Cole & Cole 1993:43) the tendency of black children was to prefer white skin dolls and white friends. They often identified themselves as white or were reluctant to acknowledge that they were black. Related to this was the fact that young children of both races assigned poorer houses and less desirable roles to black dolls. The literature also indicates that some residuals of this negative self concept were found in older black children. This essentially means that the child negates his identity.

The majority of research regarding black self concept, with few exceptions (Erikson 1978; Hauser 1979; Milmer 1982; Heinrich 1983; Pettigrew (in Verma 1982)), has concentrated on the notion of self esteem rather than self identity. Research shows that many blacks had to a large extent internalized the negative stereotype which the majority community held concerning them; consequently their self esteem tended to be negative (Bagley, 1979:119).

Weinrich (in Verma 1982:192) points out that an important structural variable in black self concept seems to be the degree to which black adolescents have a black peer group which can give an adequate sense of ethnic identity. In practical terms blacks who are isolated in mostly all white schools, especially in socially disadvantaged communities, are more likely to have poorer self esteem and as a result becomes at risk of dropping out from school.

26

2.6   ENHANCING SELF CONCEPT

There are various ways in which a child's self concept can be enhanced. These include trust, authority, acceptance, understanding, motivation and pedagogic "love".

2.6.1 Trust

At school there must be mutual trust between the teacher and the child in order for the child to attain a positive self concept. Trust ensures respect, care and knowledge of each other. For Vrey (1979:97) trust is the prerequisite for sound relations.

Love does not thrive without trust. In the trusting educative encounter the teacher and the child are in a very close (intimate) relation to each other (Landman & Kilian 1982:06). The teacher's presence strengthens trust if he purposefully turns to the child in trust. The trusting educative encounter is a relationship in which it becomes clear to the child that the teacher is approachable and that it is proper for him to be in the teacher's presence. In a relationship of trust, self concept can be influenced positively because the child is able to solve the problems in the presence of the teacher. However, if there is mistrust between the teacher and the child, the child's self concept will be negatively influenced; as a result the chances of the child becoming a dropout are greater.

2.6.2 Authority

The source of authority should not be associated with a person but with moral forces, enduring spiritual rules, respect for humanity, traditions, society, norms, values and laws (Van Rensburg & Landman 1988:292).

The teacher at school bears authority. This authority comes from God and he must use authority not to force or coerce the child. Authority should be used in such a way that the teacher enables the child to develop high self esteem. In education there is the teacher and the child; the teacher as the adult guides the child to adulthood. Therefore, if the teacher uses his authority to force the child, the self concept of the child will be affected negatively, increasing the chances of the child dropping out of school; as a consequence, the ultimate goal of education may never be attained.

On the other hand, if the teacher uses his authority in such a way that the child feels acceptable and accepted, then the self concept of the child will be positively affected, encouraging the child to complete his school career; hence the goal of education may be achieved.

It should be possible for the teacher who uses his authority correctly to address the child and appeal to him to accept responsibility (Landman 1982:08). The child must be allowed to discover what the significance of his choices and actions are and what their implications are in terms of approvability and disapprovability.

This incentive (becoming aware of the duty of accepting responsibility, because

the teacher demands authority and obedience from the child), is only possible in the authority acknowledging encounter, in other words in an encounter in which the authority demanding child acknowledges the authority bearing teacher (Landman, 1982:28).

2.6.3 Acceptance

According to Kilian (1982:21) a child feels safe when he experiences acceptance. Therefore the teacher must unconditionally accept each and every child in the class. The child will feel this security and as a result is in a position to develop a positive self concept. This situation creates a space of safety (security) filled by the guardian, vocational guidance teachers and the loving presence of teachers who show a personal interest in the child.

Van Rensburg and Landman (1988:278) point out that acceptance is an essence by which a relationship of trust is constituted. It is primarily a consciously or rationally planned act. Once the teacher and the pupil trust each other, the mutual acceptance leads to the latter attaining a positive self concept because he feels safe and secure. On the other hand, if the element of mutual acceptance is lacking, the child feels he is not a person but an object, and a negative self concept may develop; this may, as has been said previously, increase the risk for the child of dropping out of school.

2.6.4 Understanding (Knowledge)

Griessel (1991:110) states that it is essential that the teacher should see every

child as a unique person and realize that he cannot be treated according to some predetermined formula, but that the teacher should penetrate the core of the child's humanness in order to understand him better. He must have a very thorough knowledge of the true essentials of being a child. Yet it is even more important to understand each child within his own particular life world and then to take into consideration the possibilities, shortcomings and limitations of that particular child with deep empathy.

Effects of knowing or understanding the child can help the teacher and parents to influence the self concept of the child positively. For example, in class when the teacher knows that a particular child is a slow learner, the caring teacher will organize extra classes after school and remain with the child, solving problems. In so doing, the child can see that he is being given attention and he pays more attention to his work. Thus his self concept is being built positively and, in stead of becoming a dropout, he may remain at school.

On the other hand, if the child is a slow learner and is being treated like other average or gifted children, he will experience that nobody understands him; he may not have any knowledge of the subject matter and failure and humiliation may become everyday experiences. These factors affect him negatively and his self esteem becomes low, with all the accompanying negative results.

2.6.5 Motivation

Within the home an intellectual climate is created which at the one extreme fosters favourable attitudes to learning, develops in children a commitment to

30

striving and learning and leads to high value being placed on school success (Campbell 1970:88). There are two types of motivation: **intrinsic and extrinsic motivation.** Extrinsic motivation is motivation which comes from factors which are outside the child. For example, the teacher can motivate the child to study hard so that he can be the president of his own country. In motivating a child positively the self concept of the child becomes positive. If the teacher succeeds in letting the child realise the importance of education, it may influence the child's decision to stay in school or not.

Intrinsic motivation, on the other hand, is motivation which comes from within the child. This may be linked with the parents' attitude towards school. For example, if the parents are not interested in the education of the child and does not like school, the child is likely to imitate what is done by his parents; as a result his attitude becomes negative because there is nothing motivating him within the family to like school. Consequently his risk of dropping out of school becomes very high.

Rimm (1986:38) stated that children may learn to underachieve by copying their parents. Sometimes parents try to empathise with their struggling children and they share with them some unfortunate memories from their own experiences at school. These may help parents and children to feel closer, but it also conveys a message of expectations which may be negative.

2.6.6 Pedagogic love (Agape)

Pedagogic love or **agape** means trusting the child to embody the norm presented

31

to him (Vrey 1979:97). Love is a feeling of attachment to the child which will result in empathy. Whenever there is pedagogic love between the teacher and the child, it results in mutual attraction. Mutual attraction helps in building a positive self concept in the child, turning his school climate into a nurturing one: as a consequence, dropping out of school may become highly unlikely.

On the other hand, if pedagogic love is absent between the teacher and the pupil, there is repulsion which may increase the risk of dropping out of school.

2.7   CONCLUSION

The self concept comprises three interdependent components, action, identity and self esteem. It is very important for parents, teachers and school counsellors to know the self concept of the child and various factors which influence it. Today teachers in South Africa, more especially in black schools are faced with a problem of students dropping out of school. This problem cannot remain unsolved; solutions should be found.

The self concept of pupils should be built positively so that their academic achievement may improve, and become a factor in preventing dropout. In order for the teachers to build the self concept of the child positively they must make teaching child centred rather than teacher centred. The children in the classroom should be treated like fellow human beings and not like objects. The teacher should be the authority in the classroom; by "authority" here it is implied that the teacher should come to class being well prepared and he should be the master of his subject. Furthermore, pupils must be unconditionally

accepted in the classroom so that there is an atmosphere of respect, trust and care.

All the factors mentioned in the above paragraph contribute to the development of high self esteem and a positive self concept. It can be argued that, where self concept and self esteem are high, the rate of dropping out of school is lower; but where self concept and self esteem are low, the rate of dropping out from school is higher.

CHAPTER 3

THE DROPOUT PHENOMENON

3.1 INTRODUCTION

Literature reveals that many studies have been conducted to determine the causes of school dropout (Lakebrink, 1982:21). An attempt will be made in this chapter to examine how home environment, school environment, social factors and other personality factors within the child, such as a negative attitude, affect the dropout; The effect of these factors on the child's self concept will also be taken into account throughout the chapter.

3.2 DROPOUTS

Before the phenomenon of dropout is discussed, the concept of being at risk and of dropout will be defined briefly.

3.2.1 Definitions

Although definitions of at-risk children vary, there are recurrent themes in the

definitions that represent a general consensus. The majority of definitions encompass characteristics of potential high school dropouts. McCann and Austin (1988 in: Rush and Vitale 1994:325) defined at-risk students with respect to three characteristics, as follows:

"First, at-risk students are students who, for whatever reason, are at risk of not achieving the goals of education, of not meeting local and state standards of high school graduation, and of not acquiring the knowledge, skills, and dispositions to become productive members of society. Second, at-risk students are the children who exhibit behaviours that interfere with attaining an education. Finally, at-risk students are those whose family background characteristics may place them at risk."

"Dropouts" have been defined as pupils who have the intellectual ability to complete their schooling but dropped out before completion (De Ridder, 1988:488). The typical dropout has, in spite of school difficulties - both academically and socially - at least an average IQ. He is usually two years behind in Mathematics by the time he reaches standard eight and is likely to have failed one or two years (Lloyd, 1978 in: Conger 1991:357).

Pupils who attend school but do not actively participate are classified in a different category because they exhibit passive withdrawal and become non-statistical dropouts (Tidwell, 1988:939-954). Forced to attend by families, economic dependence and social relationships, they no longer participate in school activities.

3.2.1.1 Profile of the Dropout

Weis (1989:01) points out that nearly every study links dropping out with low socioeconomic status, belonging to a minority class, low test scores and grades, together with dissatisfaction with school.

Natriello (1987:53-59) refers to research that used a de-scriptive analysis to describe who stayed in school and who dropped out. The students were compared on a number of dimensions including race, socioeconomic status, family structure, home educational support and attitudes, and school behaviour.

For the potential dropout home is probably a disadvantaged environment, reported to produce lower class socialization, large families, poorly educated parents and little or no communication between parents and children. Dropouts have fewer study aids present in their homes and they are not exposed to things such as career, educational and vocational guidance. The early stimulation that foster cognitive development is lacking. Coming from this disadvantaged background the potential dropout enters his school career with little opportunity of completing it successfully (Niewoudt 1976:45). The result of the poor socioeconomic status of these children are aptly described by Wehlage (1976:39) stating:

"If one comes from a low socioeconomic status which may signify various forms of family stress and if one is constantly discouraged by the school because of signals about academic inadequacy and failures and if one perceives little interest or caring on the part of the teachers and if one sees the institution's discipline system as ineffective and unfair and one

has serious encounters with the disciplinary system then it is not unreasonable to expect that one will become alienated and lose one's commitment to the goals of graduating from high school and pursuing more education. "

It is therefore not surprising that students who are at risk of dropping out have been shown to be dissatisfied with school and to have lower self esteem.

Furthermore dropouts had mothers with lower levels of formal education and lower educational expectations of their offspring. The mothers would be more likely to be working. These students also had parents who were less likely to be interested in or to monitor both school and after school activities. This lack of interest from significant others aggravates the negative self evaluation of the potential dropout, and increases his chances of early school leaving.

This disadvantaged pupil and his family have been caught in a cycle in which they are blamed for their dilemma, yet not given the means to break the cycle, of which dropping out and estrangement from school are only a part (Remes, 1989:10). A sense of alienation develops that becomes so pervasive that it infects the whole family. It can be assumed that tendencies to drop out are formed by the pupils' environment and school long before a commitment has been made to disengage (Tidwell, 1988:955). Howard (1972:5) sums it up by saying "It is now widely accepted that dropping out, for most boys and girls, is only a visible symptom of something which has gone wrong long ago".

3.3 CAUSES OF DROPOUT

The problem of school dropout is difficult to solve, primarily because no single, clear-cut relationship between cause and effect has been found (Larsen & Shertzer, 1987:163). Various reasons for dropping out are reported in the literature (Natriello 1987:59; Rip 1971:1), and most sources report the same factors as contributing to early school leaving. Lakebrink (1982:21) indicates that the strongest predictors of the tendency to drop out are **academic failure, school and social isolation** and a **lack of support for academic achievement** on the part of close relatives and peers.

This research also supports the indication that dropping out is related to socioeconomic class. In this respect Kronick (1994:527) remarks the following:

"There may be problems of abuse, alcohol, drugs, poverty, health and a myriad others as to why the child doesn't learn and becomes truant and eventually quits school. The child cannot learn if he comes to school tired, hungry and afraid."

Dunham and Alpert (1987:45) found that four factors were important in predicting school dropout, namely misbehaviour in school, disliking school, the negative influence of peers with respect to dropping out and getting into trouble, and a marginal or weak relationship with parents.

Potential dropouts suffer early in their school career from a negative self

concept; they display school-irrelevant creativity, social ineptness and a generally diffuse personality organisation (Garbers 1981:38-42).

Another factor that Lakebrink (1982:17) pointed out is the role of **part-time employment** of pupils. In South Africa pupils from the black high schools in urban areas like to take temporary jobs during holidays and weekends and if they are offered those jobs on a permanent basis they tend to opt for the job rather than school. This can be ascribed to a pupil's lack of experience with money. To children relatively small amounts of money may seem like a lot, especially if they come from poor backgrounds.

Pregnancy may also cause young girls to leave school; hence, amongst other factors, school dropout may be caused by pregnancy. This can be blamed on poor guidance and lack of acceptance or love (Natriello, 1987:55).

Rumberger (1989:218) found that the reasons dropouts give for leaving school vary greatly, with girls more likely to leave because of pregnancy or marriage and boys more likely to leave to go to work.

Negative parental attitudes may result in the children not attending school regularly; **lack of communication** between teachers and parents and between parents and students may also contribute to dropout (Zard 1984 in Rice 1992:498). In black high schools it is difficult for teachers to get to know each pupil and form a supportive relationship with every pupil in the class, on account of the overcrowding in these schools.

Teachers who fail to inform parents regularly of their child's progress, cause a breakdown in communication between the teacher and the parents; as a result,

problems that the child may have with his school work cannot be solved.

Walters (1994:35) and Tidwell (1988:952) also point out that the reasons which dropouts usually give for leaving school include socioeconomic factors, family background, parental influences and relationships, racial prejudice and discrimination, expulsion, school failure, boredom, poor grades, financial problems, misconduct and home/family responsibilities.

The pupil may drop out from school because he feels that he does not belong anywhere. Most of these students are unaccepted by peers and they feel that the school staff dislike them. Coming from unhappy family situations, they may feel that their interests, social level, physique and personality are not the same as that of their peers. Taking this into account, it may be argued that a negative self concept forms part of the profile of the dropout.

Although many factors, as discussed above, may contribute to easily school leaving, three main categories can be distinguished, namely **home situation, school situation** and **self concept** (Walters, 1994:39).

3.3.1 Home Environment

Walters (1994:45-46) found that the psychological-sociological correlates of classroom misbehaviour - often characteristic of at-risk pupils - and home circumstances contribute to an external locus of control in children. This may lead to a negative self concept, because a child who feels that he is not in control of his own life, may value himself in a negative way. Of the factors

that were discussed, the following are important in the context of this study, namely hostility of parents towards the child, and the fact that parents found many things to disapprove of in their child.

If a child feels rejected at home, the resulting negative evaluation of himself may lead to poor academic achievement in school. If the child encounters problems at school because of lack of control over his academic environment, he may become alienated. Thus home environment could contribute indirectly to dropout, and programs for the prevention of dropout should take the home situation into account.

This is supported when Cohen and Cohen's (1974:848) statement that there are positive correlations between family structures and school achievements, is taken into account. They suggest that the home and the school are two of the most important systems for the child. What occurs in one system can substantially affect the other. Problem school behaviour usually has its roots within the home and also influences the nature of the family structure with its interlinking relationships.

Specific characteristics of the home background which will be discussed, include conditions such as broken homes, single parent families, working mothers, family size, socioeconomic status and alcohol abuse.

According to Van Rooyen (1990:35) the term "broken home" refers to a situation where one or both parents are absent for a long period. Children who are raised in single parent homes have an increased risk for psychological damage and poor academic achievement. Walsh (1988:181) found that children who come from complete families have a higher intellectual performance than

41

ones who come from single parent families. This doesn't mean that these children have inferior intellectual abilities. It is rather supposed that they do not get the attention and support, and the resulting stimulation, that children from complete homes normally get.

Emotional trauma may also be a part of the milieu of a child from a broken home (Friedrich, 1988:48), because broken homes leave children upset, with feelings of guilt, adjustment and behavioural problems - often aggravated by inconsistent discipline (Van den Aardweg & Van den Aardweg 1988:212) - or even illness. Pretorius (1979:141) states that divorce, family desertion by a parent, a second marriage, death or sickness of any member of the family mean a disruption of the family situation and any such unnaturally incomplete situation may interrupt education. If a pupil lives in a broken home like this, he becomes at risk of dropping out. As all these factors may also affect the child's self concept negatively, parents and teachers should try and support the child so that he may attach worth to himself as a person.

If the **mother is working**, her co-operation in helping the child with his homework may be stifled by work commitments (Sarafino & Armstrong 1980:308-309). This can result in the child attaining poor academic performance, becoming at risk of leaving school early, and developing a negative self concept.

Family size may be another factor contributing to early school leaving. According to Robins (1988:118) there is a direct link between larger families and dropouts. Sarafino and Armstrong (1980:311) found that, as the family size increase, parents tend to become more authoritarian and reliant on the help of older siblings. Children in large families often have fewer interactions with

parents and this may be the reason why the intellectual competence and academic achievement of children tend to decrease as the family increases. Poor academic achievement may put a child at risk, and affect his self concept negatively.

It is a fact that the large family mostly lives in socially disadvantaged areas where find poor housing, poor study conditions, poor parental guidance, low educational level of parents, and financial need is found (Garbers in Crawage 1992:41).

Black families in South Africa are characterized by features mentioned above. In such a family it may be that the parents are less educated and do not encourage their children to study because they don't see the importance of education. Children from larger families in black communities are more often than not encouraged to leave school and go and work for themselves at early stages so that they can support themselves and often contribute to the support of the family as well.
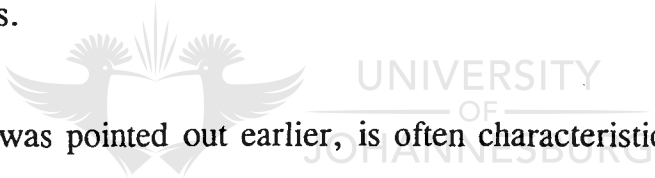
Socioeconomic level (SEL) is associated with other dimensions reflecting attitudes and behaviours relating to school (Larsen & Shertzer 1987:167).

A child from low SEL may be disadvantaged because his parents are not involved with his education. In high SEL families parents are more likely to be involved with their children's education which creates a chance for the children to improve their academic performance (Fehrman et al. 1987; Lareau 1987; Stevenson & Baker 1987 in: Rumberger 1989:284).

On the other hand, parents from a low SEL may not be able to pay for basic

school supplies, or dress their children properly. As a result these children become rejected by their peer group, which may affect their self-concept negatively.

Inadequate clothing or the need to help out at home with the housework or care for the younger siblings may raise the absentee rates of many children or keep them out of school altogether (Boocock, 1980:40-41). According to Du Plessis (1976:71) a child identifies with the SEL in which he was born. In this way a career is mostly transferred from parents to children, especially in the lower income group. In most cases when there is no interest from the parents, the child does not strive to improve his circumstances. In South Africa in black societies the environment is not stimulating enough in lower SEL families because the children do not have toys, and they are not exposed to libraries, television and books.

Alcohol abuse, as was pointed out earlier, is often characteristic of families from a low SEL, and is another aspect of the home situation which may negatively influence a child's school career. Drinking brings grave problems into the family, work and other aspects of life. In families where fathers abuse alcohol he has often been retrenched from work and the mother is the sole breadwinner. In these families the alcohol abusing parent isn't aware when the child is making a mistake, because he no longer takes the responsibility for his family. As a result the chances are high that the children of parents who abuse alcohol are at risk of dropping out of school. They also tend to suffer from negative self concepts.

Alarming numbers of adolescents are becoming involved in experimentation with alcohol in the RSA and many are becoming problem drinkers (Van den

Aardweg & Van den Aardweg 1988:18). Whenever an adolescent gets into trouble with the police, parents, teachers and peers he may also be having problems of drug or alcohol abuse. Erikson (In Ziegler & Larry 1987:145-146) states that alcohol and drug abuse leads to a state of identity confusion. This means that the adolescent cannot attain a positive self concept because he is confused and rebellious. Adolescents who abuse drugs and alcohol absent themselves from school, have problems with parents, teachers and peers and as a result they are at risk of leaving school at an early age.

3.3.2 School Environment

According to Powell and Taylor (1994:5) the at-risk pupil actually learns, ~behaves and thinks differently from the pupil considered ideally suited to traditional programming. The poor "fit" between the at-risk pupil's characteristics and the expectations of the traditional school setting can be devastating. While easily mistaken for unmotivated, lethargic, disruptive detractors, these are often bright, talented persons in need of a specially designed environment.

School environment is discussed with reference to **school climate, antagonism towards teachers, dissatisfaction with school, underachievement, peer influence,** and **future and career orientation.**

3.3.2.1   School Climate

Garbers (In Crawage 1992:21) describes the climate of the school as a subtle

45

quality which originates from a very complicated structure of influences, activities and participants in and around the physical setup of the school. According to Crawage (1992:21) if the school and class atmosphere does not mean a safe learning place for the pupil his social maladjustment could cause underachievement and dropout. It is well known that when the pupil feels welcome in the classroom his school work improves. Relaxed communication in the social interaction in the classroom means successful learning to the pupil while discommunication has a negative effect on the pupil (Pretorius 1979:201). In a study to determine reasons for early school leaving, dropouts reported that they have experienced a lack of caring, did not have clear support systems, significant others, or mentors to support school attendance (Engel 1994:12).

Other factors which the pupils might experience as difficult are reported by Tattum (In Walters 1994:68) as:

*   the raising of the school leaving age, including the combined effect of earlier maturation.

*   unsettlement arising from the period of rapid educational change of recent years.

*   disenchantment of many pupils with the type of secondary education provided, for the non-academic groups in particular, resulting in a high degree of apathy.

*   teacher shortages or a high rate of staff turnover.

Further factors which contribute to a negative school climate are practices specifically designed to degrade, discourage, demoralize and ruin the relationship between teachers and pupils. Purkey (1986:08) refers to such practices as "being intentionally disinviting". The **size of the school** (Rice 1992:506) may also contribute to a negative school climate, if classrooms become overcrowded.

Many black high schools have large enrolments; as a result too little attention is devoted to the individual's needs. This can create a positive setting for truancy, and dropout is more likely to occur. Furthermore Weiner (in Walters 1994:69) points out that many aspects of the high school itself can lead to adolescents' dropping out of school. Some of these aspects include lack of vocational guidance in schools and too much emphasis on academic subjects and university preparation. Many young people leave school simply because it does not meet any of their vocational and recreational needs. Engel (1994:11) reports that many pupils found school and academics boring, and saw teachers mainly as authority figures dispensing subject matter; pupils did not seem to be engaged in the learning process. School becomes irrelevant in terms of their aspirations.

3.3.2.2   Antagonism to teachers and principals

Students who tend to drop out from school are generally against the authority of the school. By authority here it is meant teachers and principals who run the school. In black high schools the students who are at risk of dropping out from school engage in activities such as organizing campaigns for the school fund to

be refunded and demanding that examination fees be scrapped; it is common knowledge that they have been successful in scrapping the standard 10 examination fees. This example demonstrates that students are against teachers and principals; this probably includes inspectors as well. It also shows a lack of concern and insight on the part of the pupils into the principle of economics. It could also be that they are supported by their parents in this rebellion against school authority. Lack of support by students to the school authority will put the student at risk of dropping out from school.

In the classroom the teacher is the authority of the subject he is teaching and he should not use his authority to force or coerce the child; his authority should rather be used so that there is mutual trust, acceptance, pedagogic love, obedience and motivation of the pupils in the classroom.

Various factors in the relationship between teachers and pupils could lead to an unhappy school experience, underachievement, boredom, disillusion and eventually dropping out of school (Crawage 1992:22). These include the following:

When the teacher does not

* understand and unconditionally accept every child with his unique personality;

* explain learning material adequately;

* consider realistic achievement expectations;

* does not consider the maturity level, gender, intelligence, emancipation, milieu and communication problem of the youth.

Further factors are:

* inadequate communication;

* non-participation in extra-curricular activities;

* failure of the pupil to learn in school that it is meaningful and valuable to achieve at his best so that he could experience complete fulfilment.

3.3.2.3   Dissatisfaction with school

Pupils who are at risk of dropping out from school show signs of absenteeism from school. They don't come to school regularly and even when they are at school they don't attend classes. It becomes clear that in order to prevent dropout teachers should strive to involve these pupils and stimulate them through interesting, relevant teaching material.

Pupils who attend under equipped and understaffed schools and who sit in

crowded classrooms listening to bored or inept teachers may never acquire the basic academic skills and study habits that are necessary for handling the subject matter of the secondary school (Walters 1994:65)

These pupils would most probably attribute their dissatisfaction with school to factors not under their control and would likely become at risk of dropping out from school. For example in many black high schools subjects like Physical Science, Biology and Chemistry are presented without apparatus. Pupils do not· even know what a laboratory looks like. They therefore become dissatisfied and frustrated with the subject, the teacher and the school. As a consequence they are at risk of dropping out of school.

Knoff (1983:550) supports this, because he cites lack of motivation and a feeling that school is irrelevant as factors which make pupils feel it would be expedient to leave school early.

3.3.2.4   Failing and Retaining Students

Wehlage (1976 In Crawage 1992:37) postulates that poor academic performance is a virtual certainty for the pupils with a high rate of absenteeism. Poor academic performance leads to pupils failing courses and standards, both of which are strong predictors of dropping out. Deci (1985 In Rice 1992:502) argues that pupils who had to repeat a grade will most likely miss their friends. They will feel that they are social misfits, may develop an intense dislike for school, and loose all interest and desire to learn.

Pupils who have a history of low marks and failure finds school an unrewarding, painful experience and cannot wait to get out. These pupils will most likely not accept responsibility for their behaviour, but attribute failure to external influences. Zeller (1966) and Green (1966) reported that poor reading ability, failing grades and irregular attendance are among the primary predictors of dropout. One of the predictors of future dropout is retention in one or more of the early grades.

In a detailed study that used event history analysis, Roderick (1994:747) found that being over age for grade may increase the odds of early school leaving. She suggests (1994:705) that, in order to reduce rates of retention at high school levels will require a substantial commitment on the part of school systems to develop very real programmatic changes and to refocus and redirect remedial and dropout prevention resources.

3.3.2.5   Underachievement

Van den Aardweg and Van den Aardweg (1988:236) describe underachievement as tendency of the individual to work well below his known potential. The underachiever develops a negative attitude towards himself and his abilities, which may reinforce his lack of motivation. Underachievers have a passive or negative attitude towards work, especially if it is of little relevance and interest to them. Chansky (1966:11) states that "the underachievement in language, arithmetic and science characteristic of dropouts bar them from the few available skilled and white collar jobs". This is as true today as it was three decades ago.

51

According to Weiner (1978:60) underachieving children tend to receive lower grades than achieving children right from the beginning of the first grade. The performance level of the underachievers deteriorates significantly as the grades increase. This causes embarrassment and discourages the children so that they will most likely drop out before the end of their school career. These authors identify the following as major causes of underachievement in high school students:

*   poor teacher-pupil relationships and boredom with a meaningless (to the child) curriculum;

*   negative attitudes on the part of peers towards education;

*   teachers who are unconcerned about the individual and who do not know how to teach;

*   permissiveness of parents, especially with regard to television watching;

*   personal maladjustment;

*   a lack of motivation, which may already start in primary school;

*   family problems which interfere with school;

*   rebellion against authority.

3.3.2.6   Feelings towards peers

Van Rooyen (1990 In Crawage 1992:23-24) describes the image of the dropout in connection with his particular participation in groups outside the school as follows:

They participate more readily in activities outside the school, preferring participation in clubs, organizations and societies outside to the activities presented by the school. They are to greater extent linked to peer groups outside the school which are working already; as a result they consider school work as less important. This may be a consequence of the fact that the cultural congruence between the outside peer group and the peer group at school is lower in comparison with that of not at-risk pupils.

In order for the child to accepted by certain peer groups he must be capable of conforming with the norms and values of that peer group. At times those norms and values can be against norms and values of society. However, if a child values the acceptance of a specific peer group, he will have to conform to the rules of that group.

In a peer group the pupil gets the opportunity to test his ideas against those of others. This creates a feeling of belonging to and being welcome in the group, which is very important, as the pupil can in this way develop a feeling of acceptance (Du Plessis (1976:76). This may compensate for his feeling of exclusion from the peer group at school.

In research by Williams (1987:318) it was found that dropouts more frequently

perceived themselves as being older than their classmates. Pupils who stayed in school attached greater importance to friendship than did dropouts; they were also more likely to have graduate friends than were dropouts.

Keeping all this in mind it can be argued that to prevent school dropout, teachers should motivate their pupils to participate in school activities, work for their acceptance by peer groups inside the school, and discourage participation in clubs and organizations outside the school to the exclusion of those presented · by the school.

3.3.2.7   Future and Career Orientation

According to Cervantes (1969:05), referring to the situation in the United States, "Even the highly optimistic manpower report of the President of 1964 grimly prognosticated the inadequately educated and ill trained school dropout as likely to form the nucleus of the future hard core unemployed". This situation is at present no better in South Africa than it was in America at that time.

In South Africa there is a shortage of architects, well trained teachers, artisans, doctors, lawyers and engineers. These vacancies need to be filled, but because a large number of black pupils drop out from school these vacancies cannot be filled.

Van Rooyen (1990:75) points out that the dropout's opinion about work is vague and aimless, and he often sets unrealistic goals; he leaves school as a result of a series of academic failures and the belief that it is too late to do something

about it. Furthermore, dropouts show little interest in art, hobbies, nature, extracurricular activities as well as socialising.

In order to prevent dropping out, the teacher should help the pupil to set realistic goals and objectives, and help him act in such a way that he can achieve his goals. The teacher should make the pupil aware that he is a fellow human being and not an object, and that it is within his power to reach realistic aims. This can be done by creating opportunities for experiencing success.

3.3.3 Factors within the child

In chapter two it was pointed out that there may be a reciprocal relationship between self concept and dropout in that being at-risk may affect a child's self concept in a negative way, and that a low self concept may contribute to putting a child at risk. In the following section negative self concept as an aggravating factor in early school leaving will be discussed briefly. A negative attitude is also an internal factor which may contribute to dropout.

3.3.3.1   Self Concept

A child with a negative or low self concept normally has high anxiety which may lead to academic failure; in this way a vicious circle develops, which may eventually result in the child's dropping out of school (Bledsoe 1964 In Louw 1984:235).

On the other hand, Sears (In Louw 1984:235) maintains that a child with a positive self concept is more successful academically and adjusts better socially. He has a high degree of self confidence and is not shy to give his opinion. If the at-risk pupil does not receive timeous help, his perception of the school climate will be affected negatively, and disparagement of his own possibilities may become common together with hypersensitivity to criticism, blame and reproach (Leonetti 1978:44).

Many at-risk pupils experience little respect from school administrators and teachers; as a result they no longer believe in themselves and their possibilities and they become all the more preoccupied with their shortcomings. Consequently the potential dropout may be more a victim of a lack of understanding than a pupil with a positive self concept, and he will need guidance to enable him to develop a positive self concept. In order to prevent his dropping out from school, the at-risk pupil needs the support and guidance of his teachers to develop his potential. The teacher has a specific task with regard to the potential dropout as a positive influence on the pupil's self concept by the teacher and other significant people could potentially improve his academic achievement and prevent him from dropping out (Kok 1970:45-46).

3.3.3.2   Negative Attitudes

According to Rumberger (1989:940), in a study conducted by the Centre for Human Resources at Ohio State University in 1980, a large number of youths leaving school left because they disliked school. Negative attitudes and rebellious behaviour is seen as related to dropout (Bachman, 1971:65), while

affective and behavioural problems in children with negative attitudes have been identified (Kapp 1989:106) as disobedience towards teachers, early school leaving and truancy; other serious behaviour problems such as alcohol and drug abuse as well as association with school gangs is also common amongst at-risk pupils.

However, being on the periphery of school life, being unsuccessful academically, feeling alienated and disconnected from the mainstream, the dropout could hardly be expected to perceive the school in a positive way (Williams 1987:317).

A negative self concept - both academically and socially - and a negative attitude towards school may be seen as two sides of the same coin. The teacher has the responsibility to create a positive school climate for all pupils, and to motivate pupils through opportunities for success (Lamprecht 1988:51). In so doing the self concept of all pupils may be influenced positively, making the difference between staying in school and leaving prematurely.

3.3.4 Social Factors

Poverty, delinquency and truancy can be considered social factors which may contribute to early school leaving, and will be discussed in the following section.

3.3.4.1   Delinquency

Juvenile delinquency can be defined as "...the wilful and deliberate behaviour

57

of a juvenile in violation of the law and social norms that will bring youth under legal or social judgement" (Van den Aardweg & Van den Aardweg 1988:47). According to Cloete and Conradie (1982:113) the characteristics of delinquent behaviour include, inter alia, negative attitudes, towards school and authority, underachievement, unauthorized absence from school which causes the child to believe that he cannot achieve goals and, eventually, dropout.

Juvenile delinquency may be caused by many factors, including intellectual inability, lack of interest, irresponsibility, negative family influences and school factors. A school which has pupils with negative attitudes, lack of interest in school work, and pupils who constantly absent themselves from school has a severe obstacle in developing a positive school climate that will retain pupils and keep them happy and committed to achievement. Children from the lower class has traditionally been more likely to join delinquent gangs, of which the better organized and less violent ones often meet needs that are common to all youth, namely the need for a sense of personal worth, a meaningful social life, acceptance by peers and self preservation (Conger 1991:524).

3.3.4.2   Truancy

Truants, like delinquents, normally come from family backgrounds characterized by multiple adversities; they have anti-social and deviant life styles after leaving school. Crawage (1992:27) identifies factors such as boredom, (irrelevant) school curriculum, moving from the relatively informal and sheltered environment of the primary school to the more highly structured milieu of high school, and unfriendly and overly critical teachers as some of the factors that can cause

truancy.

For example, if the teacher in the classroom starts to humiliate children by using derogatory nicknames, children will feel isolated because others will laugh at them. These children encounter a problem in coming to school because they feel they don't fit in the school situation, on account of being alienated by their teachers. This accentuates the responsibility of teachers to accept all pupils and to treat them equally.

3.3.4.3   Poverty

Poverty can be caused by factors such as parents being unemployed; as a result no income is coming to the household. At other times only one parent may be working with the result that the income of the family is very low, and often not sufficient to supply in all their needs. According to Weis et al. (1989:137) pupils who come from poor environments which is not conducive to the development of school required skills, will most likely drop out of school because they may fail the standard competency tests.

Some of these students may have the mental ability to pass these tests but fail as a result of their unsupporting environment. Walters (1994:37) remarks that inadequate care of children and poverty often results in cramped and impover-ished living conditions, overcrowding, low income, and pressure on children to start earning; furthermore, children from socially deprived families tend to develop poor self images, because they may not be as well dressed and cared for as their peers. They are exposed to few, if any, books and conversations in

the home are neither extensive nor informative. There is often a shortage of toys and as a result sensory deprivation occurs; this, and their poor language experience, result in an inability to form abstract concepts. This may contribute to academic failure, and, as a result, a negative intellectual self image.

In order to prevent dropout on account of poverty, the government should, amongst other measures, introduce feeding schemes, as hunger may prevent a child from concentrating in the classroom.

3.4 CONSEQUENCES OF DROPPING OUT

A few of the direct consequences of dropping out, namely unemployment, lowered financial status and socio-psychological disfunction will be discussed.

3.4.1 Unemployment

Many dropouts are also unemployed and must cope with idleness. Few inexpensive opportunities for recreation are available to adolescents and as a result they are more likely to engage in anti-social behaviour. This may also be caused by a feeling that society has rejected them. Dropout may thus have its roots in the non-fulfilment of a child's need for acceptance. In support of this statement above, Conger (1991:623) believes that the dropout is also likely to be unemployed, frequently becomes involved in crime and leads a life of idleness and boredom. According to Lamb (1994:194) this may affect girls more

than boys, because female dropouts are less likely to find employment than males.

3.4.2 Financial Status

Research reported by Crawage (1992:41) indicates that leaving school without at least a standard ten certificate has several negative consequences. The cost of dropping out include difficulty in finding employment and being relegated to low status and low paying jobs (Timberlake in Crawage 1992:29). In this way the dropout cycle is perpetuated because poverty is also a contributing factor to dropout.

3.4.3 Social, Cultural and Psychological Consequences

In a study of the effects of failing to finish high school, Kaplan (1994:105) found that dropping out has a significantly negative effect on psychological functioning. According to Bossard (1970:451) the dropout has very few opportunities because his finances are usually limited, resulting in lowering of general standard of living. He is often judged in a negative way by society, and is more likely to experience racial discrimination, to receive disapproval from parents, friends and society and to devalue himself because of his decision to leave school (Steinberg & Chan 1984 In Tidwell 1988:942).

3.5   ·   PREVENTING SCHOOL DROPOUT

The single greatest issue facing education today is how to improve the education of low achievers and other students at risk of school failure. Guthrie (In Farmer 1992:72) identified the following strategies for improving the education of at-risk students:

At-risk students should be given priority in the school, thereby raising positive expectations for them. School should invest in staff development, provide more quality time for learning, co-ordinate instruction for each student and intervene as early as possible when a student shows signs of being at risk. This means that teachers should be able to identify students who are at risk.

Farmer (1992:72-73) points out that dropout prevention strategies should be multiple because there is no single solution to the dropout problem. Duckenfield et al. (in Farmer 199:273) identified ten strategies that had most positive impact on the dropout rate in all communities, namely:

*   parental assistance and involvement;

*   quality childhood education;

*   concentrated reading and writing programs;

*   individualized instruction;

*   utilization of instructional technology;

*   mentoring and tutoring;

*   summer enhancement programs;

*   community and business collaboration;

*   flexible schedules and alternative programs;

Furthermore the teaching material, that is the curriculum content, should be relevant. According to Dryfoos (1990:137) the school should be well organized in preventing dropout. There must be a proactive classroom engagement, teachers should learn how to create and reinforce a positive environment for learning and specific techniques for dealing with incidents and disruptions should be developed.

Finally there must be interactive teaching, and grades should be determined by individual mastery of standards rather than by comparison with other students. If this is done a positive self concept for all pupils can be attained.

3.6 CONCLUSION

It is important for any act, behaviour or circumstance which can lead to the student dropping out of school to be prevented because once the risk of dropping out has been decreased, the self concept of the at-risk pupil is likely to be affected positively; with a positive self concept the student is likely to

improve his scholastic achievement, and develop his unique potential to the optimum. Thus the aim of self-actualisation can be reached.

If the high rate of drop out which exists in black high schools cannot be stopped the burden is going to revert to parents and teachers because more time and money will have to be spent on a large number of people who cannot provide for themselves because they cannot get employment. This may also increase the crime rate as unemployed, idle people become involved in illegal activities. The tragedy of psychological trauma, on account of feeling rejected and worthless, is something that educators have to take very seriously. Every effort should be made to retain all students with the necessary ability at school.

The aim of dropout prevention programs should be to help pupils at an early stage to realize their worth and develop their potential by unfolding reality to them through education. The pupils must be in a position to see for themselves that they can be in control of their own lives and can play an important positive role in their society; in this way the self concept of the pupil is constructed positively so as to prevent pupils from dropping out of school. The danger of pupils' being at-risk and dropping out of school is that they may develop a negative self concept, which in itself may contribute to the reinforcement of dropout behaviour, thereby perpetuating the vicious circle of dropout parents having dropout children. Only if this phenomenon is seen as a potential destructor of a peaceful society, will society become interested in preventing it. Therefore complacency about early school leaving, from whichever source, should not be tolerated.

CHAPTER 4

RESEARCH DESIGN

4.1   INTRODUCTION

In this chapter the empirical research and relevant aspects will be discussed. This discussion includes aspects such as the development of the questionnaire, sampling procedures and statistical analyses. As the hypotheses determine which statistical techniques will be used, these will be formulated before proceeding to the discussion of research design, analyses and results.

4.2   HYPOTHESIS

As the aim of the study is to examine the relationship between being at risk and dropout a hypothesis regarding various qualifying aspects such as age, family situation, family size, school promotion and gender is formulated.

Ho: There are no statistically significant differences between the average self concept test scores as measured by a self concept questionnaire of black

at-risk and not at-risk standard seven pupils, with regard to the following variables:

Ho$_1$ age

Ho$_2$ family situation

Ho$_3$ family size

Ho$_4$ school promotion

Ho$_5$ scholastic achievement

Ho$_6$ gender

Ha   There are statistically significant differences between the average test scores on a self concept questionnaire of at-risk and not at-risk standard seven pupils when compared with regard to:

Ha$_1$ age

Ha$_2$ family structure

Ha$_3$ family size

Ha$_4$ grade retention

Ha$_5$ scholastic achievement

Ha$_6$ gender

4.3 · RESEARCH DESIGN

In this section the design of the empirical research will be discussed.

4.3.1 Sample

The sample consisted of 867 standard seven pupils who were affiliated to four high schools in an urban area (Vaal Triangle), and 1060 pupils from five high schools in rural areas in the North West Province. Out of 20 schools eligible for selection, ten situated in low socio-economic areas were identified, and the nine schools included in the sample were chosen at random. All standard seven pupils of selected schools (excluding absentees) completed the questionnaire.

Schools from disadvantaged areas were chosen because, as has been discussed in the literature study, the social and economic factors in those areas might contribute to putting pupils at risk for early school leaving.

Standard seven pupils were chosen because the pupil at this stage is required to make certain important choices (such as subject choices) which could affect his future. Furthermore, the adolescent's ego and identity as well as his school work can be affected by changes characteristic of his developmental phase. All these factors may contribute to putting the pupil at risk of dropping out of school.

In the following table (4.1) the division of the sample according to gender and

grouping (being at risk or not at risk) is presented. According to this table, more or less a third of the sample (31,5%) was considered to be at risk of early school leaving by their teachers.

TABLE 4.1:   **Division of sample according to gender**

Gender	At risk	Not at risk
Boys	284	673
Girls	323	647
TOTAL	607	1320

Of the initial respondents who were supposed to complete the questionnaire, only 1927 actually did. This can possibly be ascribed to a large number of absenteeism. More often than not schools in the black areas were disrupted because of stay-aways and political unrest.

4.3.2 THE MEASURING INSTRUMENT

The self concept questionnaire was developed by members of the research team as well as staff of the Department of Educational Sciences at the Rand Afrikaans

University. It was submitted to experts from the Statistical Consultation Service at the university to ascertain content and face validity.

The questionnaire (see Addendum) has two parts. The first 37 questions pertain to self concept and were answered on a five point scale by putting a circle around the appropriate answer. These questions represent self concept statements and the way pupils perceive themselves, for example:

To what extent do you value yourself as a person?

5	4	3	2	1

To a large extent   not at all

The second section of the questionnaire deals with biographical information such as age, family situation, gender, school promotion or retention, etcetera.

4.3.3 Pilot study

A pilot study was conducted by the researcher. A sample of 25 standard seven pupils from a black high school in the Vaal Triangle was used. As this excluded pupils who were already part of the final sample, the results of the pilot study

will not be incorporated in the statistical analysis.

The purpose of the pilot study was to test the questionnaire in order to refine it, to eliminate problems in test administration and to determine the time needed for completion of the questionnaire.

The pupils in the pilot study experienced some difficulty with the English words, and most of the pupils found the five point scale difficult to understand, because of poor vocabulary and poor language comprehension. Pupils also found some of the questions very difficult and they did not even attempt to answer it.

As a result of these problem indications, alterations were made regarding the instructions for the test, the language was simplified, and some of the questions reformulated for the actual empirical research. The pupils were encouraged to ask if they were uncertain of what was meant, and field workers were instructed to explain words that pupils did not understand. If necessary, explanations could be given in the mother tongue of the pupils.

4.4 FIELD WORK

The researcher and field workers (teachers at the schools involved) were responsible for supervising the completion of the questionnaires by standard seven pupils. The test procedure was explained to all teachers involved in the field work, in order to ensure a standard procedure for different classes.

The teachers of the classes involved were asked to identify "at-risk" pupils

according to the following criteria: absenteeism, poor academic achievement, grade retention (referring to how many times the pupil has failed), a negative self concept and a negative attitude towards school. As teachers in black schools "move" with their classes from standard five - which forms part of the high school - through to standard seven, they know the children fairly well by the time they get to standard seven. It was therefore considered reasonable to ask them to place the children in a category.

Furthermore, the efficacy of teacher perception as method of identification of students who are at risk of school failure and dropout was found to be supported through a number of longitudinal research studies (Rush & Vitale 1994:327).

4.5 CONCLUSION

In this chapter the research design was discussed. A report of the statistical procedures and results of the analyses will be given in chapter five.

CHAPTER 5

STATISTICAL ANALYSES AND RESULTS

5.1   INTRODUCTION

In this chapter statistical techniques used, analyses of data and the results will be discussed.

5.2   STATISTICAL PROCEDURES

After completion of the questionnaires, it was checked by the researcher for obvious errors and omissions. Thereafter it was sent for data capturing. The Statistical Consultation Services of the Rand Afrikaans University di' all the statistical analyses. As a first step the data was checked in order to eliminate errors. The following statistical programmes and techniques were used:

Factor analysis (BMDP)

NP50 (Item analysis)(Maughan-Brown 1974).

Statistical Package for the Social Sciences (for Windows 6.0)(Magidson 1993).

Analysis of variance (BMDP)

5.3 RESULTS

Analyses will be discussed in the order in which it was executed.

5.3.1 Factor and item analysis

In order to determine which questions in the questionnaire constituted the self concept factor first and second order factor analyses (BMDP) were done. The 31 items that were identified were used in the item analysis program NP50 (Maughan-Brown 1974) in order to determine reliability. A coefficient of 0,791 (Cronbach α) was found. Although this is a relatively low coefficient, it is acceptable if a value of ,750 is taken as a guide. According to Schepers (In: Le Roux 1974:58) this is the lowest acceptable value. It must be pointed out that standardized tests with even lower reliability coefficients (such as the IPAT Anxiety Scale) are used regularly by psychometrists. The rationale for this is based on the complexity of the concepts involved in studies in the human sciences.

.5.3.2 Chaid Analysis

Three types of schools were involved in the research, namely urban, rural and farm schools. This enabled the statistical analysts to perform a Chaid analysis (Magidson 1993) in order to determine how the schools involved featured with regard to risk of dropout for their pupils. From the results of this first Chaid analysis it can be concluded that being in a farm school puts a child at a high risk (46,42%) of dropping out of school, followed by rural schools (31,65%), and urban schools (24,22%). In this analysis, the second factor putting a child at risk of dropping out, was whether he had failed three or more times (55.43%), as opposed to pupils who haven't failed at all, or those who have failed less than three times (27.62%). On the next level, the self concept of pupils distinguishes between being at-risk and not at-risk. Pupils with positive self concepts are at less risk of early school leaving (28.44%) than those with negative self concepts (49,38%).

A second Chaid analysis, using self concept scores and biographical data, was performed. The results of this analysis supports the theory that a negative self concept puts a child at greater risk (61,59%) of school leaving than a positive self concept (29,29%).

5.3.3 ANALYSIS OF VARIANCE

In order to determine the effect of self concept on dropout, a two-way analysis of variance, using Scheffe's test (Ferguson 1981:309) was done for each

hypothesis. Scheffe uses a single range value for all comparisons (Nie, Hull, Jenkins, Steinbrenner & Bent 1975:428), which is appropriate for examining all possible linear combinations of group means, not just pairwise comparisons. As it is stricter than other tests, a statistical significance of 5% will be accepted in the following analyses, according to Scheffe's recommendation (Ferguson 1981:309). The results are discussed in the following section. Tables include the variables "Group", referring to at-risk/not at-risk, and "Interaction", referring to the joint effect of Group and one of the other independent variables (age, family structure, grade retention or failure, family size, scholastic achievement, and gender) on self concept.

In the following tables, "Group" refers to being at-risk/not-at risk. Table 5.1 gives the results of a two-way

analysis of variance using group and age in interaction with self concept of standard seven pupils.

TABLE 5.1: DIFFERENCES IN SELF CONCEPT WITH REGARD TO AGE.

Variable	N	X	sd	F-value	P
Group	1927	1,69	0,46	1,36	0,243
Age	1927	16,5	2,12	10,21	0,001**
Interaction				0,61	0,434

** Significant at the 1%-level

From Table 5.1 it can be concluded that Ho_1 cannot be rejected and Ha_1 cannot be accepted, as there are no statistically significant differences between the self concept of at-risk and not at-risk standard seven pupils when compared with regard to age. According to the theory, as discussed in chapter 3, it was expected that being overage for standard would contribute to being at-risk. The fact that "Age" did yield a statistically significant value implies that age in the respondents in this research does influence a child's self concept, but not in interaction with being at-risk or not-at risk.

In the next analysis (Table 5.2) the self concept of at-risk and not at-risk standard seven pupils is compared with regard to family structure, indicating whether it is a single parent or complete family.

TABLE 5.2:   DIFFERENCES IN SELF CONCEPT WITH REGARD TO FAMILY STRUCTURE

Variable	N	X	sd	F-value	P
Group	1927	1,69	0,46	1,95	0,164
Family structure	1927	1,72	0,72	0,51	0,600
Interaction				1,35	0,262

From Table 5.2 it can be concluded that Ho_2 cannot be rejected and Ha_2 cannot be accepted as no statistically significant differences between the self concept of at-risk and not at-risk standard seven pupils have been found when they are compared with regard to family structure. The fact that this finding is contrary to the theory, which states that being in a single parent family contributes to the risk of early school leaving, may possibly be ascribed to the fact that many black children are used to being part of single parent families, as - under the old political system in South Africa - either their mothers or their fathers had to leave the family in search of employment.

In Table 5.3 the self concept of at-risk and not at-risk standard seven pupils is compared with regard to grade retention, indicating whether pupils have failed one or more standards or not.

TABLE 5.3:   DIFFERENCE IN SELF CONCEPT WITH REGARD TO GRADE RETENTION (FAIL)

Variable	N	X	sd	F-value	P
Group	1927	1,69	0,46	1,23	0,268
Fail	1927	0,91	1,23	1,00	0,318
Interaction				0,21	0,646

According to Table 5.3 Ho_3 cannot be rejected and Ha_3 cannot be accepted as there are no statistically significant differences between the self concept of at-risk and not at-risk standard seven pupils when compared with regard to grade

retention.

Although, as was pointed out in chapter 3, some researchers found that self concept was influenced negatively by grade retention, the above finding supports Gottffredson, Fink and Graham's research (1994:767); they state that retained students had higher self concept scores than their classmates. This they ascribed to various possible reasons, inter alia that greater success in the classroom contributed to the more positive self concept. This reason will only be valid if a pupil's achievement did in fact improve as a result of being retained.

The next analysis (Table 5.4) compares the self concept of at-risk and not at-risk standard seven pupils with regard to family size.

TABLE 5.4:   DIFFERENCES IN SELF CONCEPT WITH REGARD TO FAMILY SIZE

Variable	N	X	sd	F-value	P
Group	1927	1,69	0,46	0,02	0,889
Family size	1927	2,99	2,14	9,24	0,000**
Interaction				1,15	0,318

**   Significant at the 1%-level

From Table 5.4 it can be deducted that Ho_4 cannot be rejected and Ha_4 cannot be accepted as there are no statistically significant differences between the self concept of at-risk and not at-risk standard seven pupils when the number of siblings in the family is taken into account.

This result is supported by the findings in the Chaid analysis. Contrary to the assumption that large families contribute to dropout, it was found that in this study pupils from smaller families were more at risk of dropping out than pupils from large families. One possible reason is the difference between the Western culture and the black culture, where a collective consciousness prevails, as opposed to the individualistic consciousness of westerners. A black child from a large family may feel more secure, and experience himself more positively than one from a small family.

The statistically significant difference with regard to family size $(p=0.000)$ indicates that - for the respondents in this research - being from a large family does have an influence on a child's self concept, but not in interaction with being at risk or not at risk. As the statistics do not indicate the direction of influence, it can be assumed - taking the results of the Chaid analysis into account - that being from a large family has a positive influence on the self concept of respondents in this research.

The analysis in Table 5.5 compares the self concept of at-risk and not at-risk standard seven pupils when the scholastic achievement of pupils is taken into account.

DIFFERENCES IN SELF CONCEPT WITH REGARD TO SCHOLASTIC ACHIEVEMENT

Variable	N	X	sd	F-value	P
Group	1927	1,69	0,46	0,76	0,384
Achievement	1927	3,37	1,14	22,59	0,000**
Interaction				5.14	0,023*

**   Significant at the 1%-level

*   Significant at the 5%-level

According to Table 5.5 Ho_5 cannot be accepted and Ha_5 cannot be rejected as there are statistically significant differences (p = 0,023) between the self concept of standard seven at-risk and not-at risk pupils when compared with regard to scholastic achievement. This supports the theory that poor scholastic achievement, in interaction with being at-risk, influences the self concept of the pupil negatively.

In the next analysis (Table 5.6) the self concept of at-risk and not at-risk standard seven pupils with regard to gender is taken into account.

TABLE 5.6:   DIFFERENCES IN SELF CONCEPT WITH REGARD
               TO GENDER

Variable	N	X	sd	F-value	P
Group	1927	1,69	0,46	0,88	0,350
Gender	1927	1,50	0,50	3,74	0,050*
Interaction				4.04	0,044*

*   Significant at the 5%-level

According to Table 5.6 Ho_6 cannot be accepted and Ha_6 cannot be rejected as there are statistically significant differences between the self concept of at-risk and not at-risk standard seven pupils when compared with regard to gender.

In this research, at-risk boys had the lowest mean self conecpt scores of all four groups, indicating that being a male potential dropout affects self concept negatively.

5.4   CONCLUSION

In this chapter the statistical procedures that were used were discussed as well as results of the analyses. The final chapter will give an overview of the study with a summary of the main topics and results.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1   INTRODUCTION

This study is part of a group project dealing with school dropout, which is undertaken by the Rand Afrikaans University of South Africa and the Ben Gurion University of Israel. The purpose of the project is to identify at-risk pupils and to research causes and consequences of dropout. The term "at-risk" refers to a pupil who is considered to be likely, on account of various reasons, to leave school before completing standard ten. Although many factors seem to contribute to early school leaving, it is difficult to distinguish between different causes, as a variety of factors are involved. These should be seen in interaction, and not separately, as the child is a complex being, and it can be assumed that the causes for being at risk or leaving school early are also complex.

The following factors were included in the broader research project regarding the profile of the dropout:

* home climate
* school climate

* self concept

* locus of control

This study focused on self concept and the relationship between a child's being at-risk of early school leaving, and a negative self concept, specifically in culturally and economically disadvantaged communities.

6.2 THE CONTEXT OF THE STUDY

Although various definitions of dropout can be found in the relevant literature, they all seem to have a common theme: most definitions describe dropout in terms of specific characteristics that put a child at risk of early school leaving. These characteristics centre around low socioeconomic background, family situation, personality factors, school difficulties such as poor achievement and grade retention, and dissatisfaction with school.

The dropout phenomenon in high schools in black areas is one of the more serious problems schools in South Africa have to deal with at the present time. Once a pupil drops out of school he is seen as a failure of the educational system because the ultimate goal of education - selfactualisation - is probably never reached by the dropout. The negative psychological implications of early school leaving should also inspire educators and policy makers to undertake extensive research in order to counteract dropout. Furthermore it is a selfperpetuating phenomenon, because children of dropouts also tend to leave school

early. Dropouts may also become a social problem, when they turn delinquent on account of unemployment and feelings of being rejected by society.

6.3   SUMMARY OF LITERATURE STUDY AND CONCLUSIONS

In chapter two self concept was discussed. Various facets of the self concept were discussed, as well as aspects such as self awareness, self identity and self esteem. The relationship between academic achievement and self concept, and the development of the self concept was considered. As this study focused on dropout in black secondary schools, the Black Identity Theory was also discussed briefly. In conclusion ways of enhancing a child's self concept were mentioned.

In chapter three the dropout phenomenon was studied. In this chapter a profile of the dropout, with reference to typical characteristics was given, and possible causes of dropout were discussed. These include, inter alia, academic failure, school and social isolation, a negative school climate, negative parental attitudes, teenage pregnancy, poverty, broken homes, working mothers, and alcohol abuse. Further discussion focused on consequences of dropout and possible ways of preventing it.

From the literature study (compare Chapters 2 and 3) it seems as if there is a reciprocal relationship between self concept and dropout. A pupil at risk of dropping out may have a negative self concept. This is not surprising when the characteristics of dropouts are taken into account: a pupil who comes from a disadvantaged background and who fails to achieve at school, suffering humiliation on account of failure and poverty, can hardly be expected to feel

very good about himself. On the other hand, having a poor self concept may cause failure and, eventually, dropout.

Many researchers have found that meaningful and lasting education and teaching take place only if self concept is positive. It was also found that self concept and academic achievement are closely linked. A positive self concept appears to promote social, intellectual, emotional and psychological well being in school. It can minimize discipline and other social problems, such as delinquency, whilst motivating pupils to achieve and be successful in their school work.

In chapter four the research design was presented. This included reference to a hypothesis, a pilot study, the sample, questionnaire and statistical techniques that were used. Chapter five contains the results of statistical analyses. It was hypothesized that there are statistically significant differences between the self concept of at-risk and not at-risk standard seven pupils with regard to their age, family structure, school promotion (having failed or not), family size, scholastic achievement and gender. Only two statistically significant differences were found, namely when the self concept of at-risk and not at-risk pupils were compared with regard to **scholastic achievement** and **gender**.

By means of a Chaid analysis it was determined that being in a farm school contributed more to being at risk than being in a rural school or an urban school. The Chaid analysis also supported the theory of a negative self concept contributing to putting a pupil at risk of school dropout.

6.4   SHORTCOMINGS OF THE STUDY

Self concept was measured by a questionnaire specifically developed for this

study. Although it was refined through the statistical procedure of factor analysis, the remaining 31 items yielded a relatively low reliability coefficient. Indications that the pupils in the pilot study had difficulty with understanding the questionnaire were compensated for by simplifying the language and allowing the respondents in the actual research to ask as many questions as they liked if they had difficulty with any aspect of the questionnaire. In retrospect, it would have been preferable to use additional means of determining the self concept, such as a standardised self concept questionnaire.

6.5 RECOMMENDATIONS

* A qualitative study that explores and describes the world of the at-risk pupil contextually, should be undertaken. This will give insight into the experience of the potential dropout with regard to his home and school climate.

* Follcw-up studies can be done to determine the progress of the pupils used in the empirical investigation, in order to determine whether they did in fact leave school before completing standard ten.

* Different variables which may play a role in early school leaving can be researched separately.

* Prevention programmes aimed at helping children with negative self concepts should be introduced; this could be achieved by sending teachers to in-service training with the intent of helping teachers to learn skills of interaction and communication with pupils.

These programmes should include the following:

- learning to help pupils to be responsible for their own actions, that is promoting an internal locus of control;

- development of unconditional acceptance of one another based on mutual respect between pupils and teachers so that pupils may feel able and worthy;

- development of skills in creating a warm, supportive and challenging classroom atmosphere.

6.6 CONCLUSION

School dropout remains a major cause for concern in most developed countries. It is especially important for the South African youth to realize that education is vitally important and to experience school positively if meaningful progress

is to be achieved in this country. Through prevention programmes, parents and teachers should try to develop a positive self concept in children so that they can become motivated to achieve according to their ability and realise their potential.

Teachers must become concerned about dropouts to such an extent that they realise that it is part of their responsibility to create for each child an encouraging and supportive environment which will enhance his chances of achieving his unique self-actualisation.

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QUESTIONNAIRE

You can help us learn a lot about how young people feel about themselves and their lives. These questions cover many areas. Your answers will help us understand the experiences and concerns of people of your age. Please read each question or statement carefully and think about how it applies to you. This is not a test, so there are no right or wrong answers. Try to respond honestly and accurately, but it is not necessary to spend too much time thinking about each item.

Circle the box that corresponds to your answer. If your answer is: <u>To a great extent</u>, circle block 5; <u>to some extent</u>, circle block 4; <u>neutral</u>, circle block 3; <u>to a minimal extent</u>, circle block 2; and, <u>not at all</u>, circle block 1.

1. To what extent do you feel that you are a person of worth, at least on an equal basis with others?

    To a great extent   Not at all

    | 5 | 4 | 3 | 2 | 1 |

2. To what extent do you feel you are a failure?

    To a great extent   Not at all

    | 5 | 4 | 3 | 2 | 1 |

3. To what extent do you feel that you are able to do things as well as most other people?

    To a great extent   Not at all

    | 5 | 4 | 3 | 2 | 1 |

4. To what extent do you feel that you don't have much to be proud of?

    To a great extent   Not at all

    | 5 | 4 | 3 | 2 | 1 |

5. To what extent do you feel good about yourself?

    To a great extent   Not at all

    | 5 | 4 | 3 | 2 | 1 |

6. To what extent are you satisfied with yourself?

To a great extent   Not at all

5	4	3	2	1

(10)

7. To what extent do you wish you could have more respect for yourself?

To a great extent   Not at all

5	4	3	2	1

(11)

8. To what extent do you feel useless at times?

To a great extent   Not at all

5	4	3	2	1

(12)

9. To what extent do you think you are not good at all?

To a great extent   Not at all

5	4	3	2	1

(13)

10. To what extent do you believe you are able to solve your own problems?

To a great extent   Not at all

5	4	3	2	1

(14)

11. To what extent do you sometimes wish you are somebody else?

To a great extent   Not at all

5	4	3	2	1

(15)

12. To what extent do you feel accepted by other people?
To a great extent   Not at all

5	4	3	2	1

(16)

13. To what extent do you postpone until tomorrow what
has to be done today?

To a great extent   Not at all

5	4	3	2	1

(17)

14. To what extent do you feel that others enjoy your
company?

To a great extent   Not at all

5	4	3	2	1

(18)

15. To what extent do you see yourself as greatly respec-
ted by others?

To a great extent   Not at all

5	4	3	2	1

(19)

16. To what extent do you feel that you can usually solve
your problems?

To a great extent   Not at all

5	4	3	2	1

(20)

17. To what extent can you persevere with a task?

To a great extent   Not at all

5	4	3	2	1

(21)

18. To what extent do you feel self-conscious in the
company of others?

To a great extent   Not at all

5	4	3	2	1

(22)

19. To what extent do you like to be like someone
else you know?

To a great extent   Not at all

5	4	3	2	1

(23)

20. To what extent do you find it difficult to make decisions?

To a great extent   Not at all

5	4	3	2	1

(24)

21. To what extent do you see yourself as a successful student?

To a great extent   Not at all

5	4	3	2	1

(25)

22. To what extent do you experience the school in a positive way?

To a great extent   Not at all

5	4	3	2	1

(26)

23. To what extent do you feel that you do what the teachers expect you to do?

To a great extent   Not at all

5	4	3	2	1

(27)

24. To what extent do you feel that you are a failure at school?

To a great extent   Not at all

5	4	3	2	1

(28)

25. To what extent do you feel that you can do you school work well?

To a great extent   Not at all

5	4	3	2	1

(29)

26. To what extent do you feel that you achieve according to your ability?

To a great extent   Not at all

5	4	3	2	1

(30)

27. To what extent do you see examinations as an opportunity to reach your goals?

   To a great extent   Not at all

   | 5 | 4 | 3 | 2 | 1 |

28. To what extent do you find it important to achieve at school?

   To a great extent   Not at all

   | 5 | 4 | 3 | 2 | 1 |

29. To what extent do you show perseverance in completing you homework?

   To a great extent   Not at all

   | 5 | 4 | 3 | 2 | 1 |

30. To what extent do you postpone your homework?

   To a great extent   Not at all

   | 5 | 4 | 3 | 2 | 1 |

31. To what extent do you think your teachers see you as a capable student?

   To a great extent   Not at all

   | 5 | 4 | 3 | 2 | 1 |

32. To what extent do you feel comfortable at school?

   To a great extent   Not at all

   | 5 | 4 | 3 | 2 | 1 |

33. To what extent do you feel teachers care about you at school?

   To a great extent   Not at all

   | 5 | 4 | 3 | 2 | 1 |

34. To what extent do you value your relationships
with your teachers?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

35. To what extent do you feel attending school is
important?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

36. To what extent can you talk to your teachers
about personal problems you have?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

37. To what extent can you talk to your teachers
about problems with your school work?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

38. To what extent do you value going to school?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

39. To what extent do you feel corporal punishment
should be used in schools?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

40. To what extent do you feel classes at school are
boring?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

41. To what extent do you feel students aren't interested in school?

To a great extent   not at all

5	4	3	2	1

(45)

42. To what extent do you feel that teachers do not understand the need of young people in the school?

To a great extent   Not at all

5	4	3	2	1

(46)

43. To what extent do you feel teachers have a good attitude towards the students?

To a great extent   Not at all

5	4	3	2	1

(47)

44. To what extent do you feel teachers don't devote enough time to their students?

To a great extent   Not at all

5	4	3	2	1

(48)

45. To what extent do you feel the school atmosphere is stressful?

To a great extent   Not at all

5	4	3	2	1

(49)

46. To what extent do you feel the teachers are fair?

To a great extent   Not at all

5	4	3	2	1

(50)

47. To what extent are your parents satisfied with the quality of your work?

To a great extent   Not at all

5	4	3	2	1

(51)

48. To what extent do your parents care about you?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(52)

49. To what extent do your parents care about your feelings?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(53)

50. To what extent do you feel the rules that your parents set for you are fair?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(54)

51. To what extent can you talk to your parents about problems you are having?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(55)

52. To what extent do your parents see to it that you attend school regularly?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(56)

53. To what extent do you feel that your parents spend enough time with you?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(57)

54. To what extent do you feel that if you keep out of your parents way, they are satisfied to let you do whatever you want to do?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(58)

55. To what extent do you feel that your parents do
not care what you do, as long as you stay out
of trouble?

To a great extent   Not at all

5	4	3	2	1

(59)

56. To what extent do you parents control your behaviour?

To a great extent   Not at all

5	4	3	2	1

(60)

57. To what extent are your parents involved in
helping you with your school work?

To a great extent   Not at all

5	4	3	2	1

(61)

58. To what extent do you feel your parents expect
too much of you?

To a great extent   Not at all

5	4	3	2	1

(62)

59. To what extent do your parents encourage you to
do well in school?

To a great extent   Not at all

5	4	3	2	1

(63)

60. To what extent do you feel your parents are proud
of you when you do well at school?

To a great extent   Not at all

5	4	3	2	1

(64)

61. To what extent do your parents see to it that you
do your homework?

To a great extent   Not at all

5	4	3	2	1

(65)

62. To what extent do you feel that others like your company?

To a great extent   Not at all

5	4	3	2	1

63. To what extent do you feel you are successful at school?

To a great extent   Not at all

5	4	3	2	1

64. To what extent do you find it hard to make decisions?

To a great extent   Not at all

5	4	3	2	1

65. To what extent do you think teachers see you as a motivated pupil?

To a great extent   Not at all

5	4	3	2	1

66. To what extent do other people respect you?

To a great extent   Not at all

5	4	3	2	1

67. To what extent do you see yourself as as successful student?

To a great extent   Not at all

5	4	3	2	1

68. To what extent do you feel you are doing well as a person?

To a great extent   Not at all

5	4	3	2	1

69. To what extent do you trust yourself?

   To a great extent   Not at all

   | 5 | 4 | 3 | 2 | 1 |

70. To what extent do you feel useless?

   To a great extent   Not at all

   | 5 | 4 | 3 | 2 | 1 |

71. How much do you sometimes wish that you could be someone else?

   To a great extent   Not at all

   | 5 | 4 | 3 | 2 | 1 |

72. To what extent do you feel you can solve your problems?

   To a great extent   Not at all

   | 5 | 4 | 3 | 2 | 1 |

73. To what extent do you feel accepted as a student by the teachers?

   To a great extent   Not at all

   | 5 | 4 | 3 | 2 | 1 |

74. To what extent do you think your teachers see you as a hardworking student?

   To a great extent   Not at all

   | 5 | 4 | 3 | 2 | 1 |

75. To what extent do you like your school?

   To a great extent   Not at all

   | 5 | 4 | 3 | 2 | 1 |

76. To what extent do you feel unhappy about your school?

To a great extent   Not at all

5	4	3	2	1

(12)

77. To what extent do you feel you care about your school work?

To a great extent   Not at all

5	4	3	2	1

(13)

78. To what extent do you wish you could leave school?

To a great extent   Not at all

5	4	3	2	1

(14)

79. To what extent do you have a good relationship with your teachers?

To a great extent   Not at all

5	4	3	2	1

(15)

80. To what extent do you concentrate on your school work?

To a great extent   Not at all

5	4	3	2	1

(16)

81. To what extent do you feel you can discuss any problem with your teachers?

To a great extent   Not at all

5	4	3	2	1

(17)

82. To what extent do you feel proud of your school?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(18)

83. To what extent do you enjoy your classes?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(19)

84. To what extent do your parents help you with your school work?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(20)

85. To what extent do your parents see that you do your homework?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(21)

86. To what extent can you discuss your school problems with your parents?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(22)

87. To what extent do your parents tell you to spend more time on your school work?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(23)

88. To what extent are your parents disappointed when you do not do well at school?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(24)

89. To what extent are your parents interested in you as a person?

To a great extent   Not at all

5	4	3	2	1

(25)

90. To what extent do your parents attend meetings such as parents' meetings at school?

To a great extent   Not at all

5	4	3	2	1

(26)

BACKGROUND INFORMATION

Circle the box that applies to you.

1. Gender: Male   [1]

   Female   [2]   (27)

2. Age: [ ][ ]   (28-29)

3. Number of brothers and sisters (excluding yourself)   [ ]   (30)

4. Do you live with your parents?

   Yes   [1]

   No   [2]   (31)

5. Describe your family situation:

   Your parents live together   [1]

   You live with only one parent   [2]

   You live with someone else   [3]   (32)

6. Does your father work?

   Yes   [1]

   No   [2]   (33)

7. Does your mother work?

Yes | 1 |

No | 2 | (34)

8. To what extent do you like going to school?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(35)

(36)

9. How many times have you failed a grade at school? | |

10. Describe your school achievement:

Very good | 5 |
Good | 4 |
Average | 3 |
Below average | 2 |
Failing | 1 |

(37)

11. To what extent is completing high school important to you?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(38)

12. Up to what standard are you planning to stay in school?

St. 7 | 1 |
St. 8 | 2 |
St. 9 | 3 |
St. 10 | 4 |

(39)

13. To what extent is your school marks an indication of your ability?

To a great extent   Not at all

| 5 | 4 | 3 | 2 | 1 |

(40)