

https://dspace.org/

Household structure and secondary school dropout in South Africa

Seribe, Selekanye Sanah

2019
https://hdl.handle.net/10539/29486

Downloaded from a DSpace repository. https://dspace.org/

HOUSEHOLD STRUCTURE AND SECONDARY SCHOOL DROPOUT IN SOUTH AFRICA

Selekanye Sanah Seribe

418538

This research report is submitted in partial fulfilment of the Master of Arts in Demography and Population Studies at the University of the Witwatersrand.

Johannesburg.

SUPERVISOR: Dr Sasha Frade

14 March 2019

DECLARATION

I, Selekanye Sanah Seribe, declare that this research report is my own original work. It is submitted for the degree of Master of Arts in Demography and Population Studies at the University of the Witwatersrand, Johannesburg. I declare that to the best of my knowledge; it has not been submitted before for any other degree or examination in this or any other university.



14 March 2019.

DEDICATION

To my lineage- Orapeleng, Kolojane & Kgatontle Seribe.

Thank you for the gift of life and instilling values in it.

To all the rape survivors and victims' - Keep the light shining in our lives.

Ke leboga go menagane.

ACKNOWLEDGEMENT

My heartfelt gratitude goes to the following:

To Jah Lord, for his mercy endured me forever.

To my supervisor, Dr. Sasha Frade- thank you for believing in me all the time and more gratitude goes to your guardianship, Thank you very much.

To my family: My son Kgatontle- Thank you for being a strong young man that had to be independent at a minor age, You Inspire Me!

My brothers- Boikanyo, the late Kgethisi, and Kenalemang; **To my sisters-** Keamogetse, Olebogeng, and Kelebogile; **My nephews**: Boitshepo, Kamogelo, Seitshiro, and **My Nieces-** Karabo and Lesedi, thank you for being there even when I could not be there for you myself. Your sustained love has carried me through my academic journey. May you continue to be blessed.

To all my special friends: Hlengiwe Ndlovu and family- thank you for providing a lovely environment (both a home and mentoring) while doing this project. Tetelo Maakamedi, - Thank you for taking your time and assisting with data and internal reviews that was magically provided. Thandanai Mkhize & Phomolo Ramike- thank you for helping with reading my work and giving feedback all the time. Seitatolo Sethibe-, thank you for being the number one cheerleader. To George Vusi Ndlovhu, Padney Maluleke, Katlego Ramantsima, Khuthala Mabetha, Malefu Mahloane, Tsakani Mahlaule, Palesa Mataboge; Boitumelo and Jimmy Phala; Activate! Leadership and all who have opened their hearts and homes for me during this journey- Thank you for the love and unwavering support, without you I would have never achieved these academic milestones.

To Southern African Labour and Development Research Unit thank you for the allowance to use the National Income Dynamic Study data for this project.

Moseka phofu ya gaabo ga a tshabe go swa lentswe - ALUTA CONTINUA!!!

TABLE OF CONTENTS

DECLARATION ..... **II**

DEDICATION ..... **III**

ACKNOWLEDGEMENT ..... **I**

LIST OF TABLES **4**

LIST OF FIGURES **5**

ACRONYMS AND ABBREVIATIONS **6**

ABSTRACT **8**

CHAPTER 1 ..... **10**

INTRODUCTION **10**

1.1 INTRODUCTION **10**
1.2 BACKGROUND **10**
1.2.2. SCHOOL DROPOUT IN SUB-SAHARA **11**
1.2.3. SCHOOL DROPOUT IN SOUTH AFRICA **11**
1.2.4. HOUSEHOLD STRUCTURE AND SCHOOL DROPOUT **12**
1.3 PROBLEM STATEMENT **13**
1.4 JUSTIFICATION **15**
1.5 RESEARCH QUESTION **20**

1.5.1 MAIN OBJECTIVE *20*

1.5.2 SUB- QUESTIONS *20*

1.6 RESEARCH OBJECTIVE AND SUB-OBJECTIVES **20**

1.6.1 MAIN OBJECTIVE *20*

1.6.2 SUB-OBJECTIVES *20*

1.7 DEFINITION OF TERMS **21**

CHAPTER 2 ..... **22**

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK **22**

2.1 INTRODUCTION **22**
2.2 LITERATURE REVIEW **22**

2.2.1 GLOBAL OVERVIEW OF SCHOOL DROPOUT *22*

2.2.2 School dropout in sub-Saharan Africa *23*

2.2.3 School dropout in South Africa *25*

2.2.4 Household structure and school dropout *27*

2.2.5 Association between household structure and school dropout: *29*

2.2.6 Nuclear household structure and school dropout *30*

2.2.7 Extended household structure and school dropout: *30*

2.2.8 Household chores and school dropout: *31*

2.3 Theoretical and Conceptual Framework **33**

2.3.1 Theoretical Framework *33*

2.3.1. Family Socialization theory: *33*

2.3.1.2 A theory of Institutional Departure: *33*

2.3.2 Conceptual Framework *34*

2.4 Research Hypothesis **36**

CHAPTER 3 ..... **37**

METHODOLOGY **37**

3.1 Introduction **37**
3.2 Data Source **37**
3.3 Study Population and Sample Size **38**
3.5 Variables **40**

3.5.1 Dependant variable and definition: *40*

3.5.2 Key Independent variables and definitions: *40*

3.6 Data Management **42**
3.6 Data Analysis **42**

3.7.1 Univariate analysis *42*

3.7.2 Bivariate analysis *42*

3.7.3 Multivariate analysis *43*

3.8 Ethical Considerations **44**
3.9 Study Limitations **44**

CHAPTER 4 ..... **45**

RESULTS **45**

4.1. LEVELS OF SECONDARY SCHOOL DROP-OUT IN SOUTH AFRICA **45**

4.1.1. LEVEL OF SECONDARY SCHOOL DROPOUT *45*

4.2. DIFFERENCES IN SECONDARY SCHOOL DROPOUT RATES BY SOCIO-DEMOGRAPHIC AND HOUSEHOLD STRUCTURES IN SOUTH AFRICA. **48**

4.2.1. CROSS-TABULATION OF THE OUTCOME VARIABLE AND INDEPENDENT VARIABLES: *48*

4.3. THE ASSOCIATION BETWEEN HOUSEHOLD STRUCTURE AND SECONDARY SCHOOL DROPOUT **50**

4.4 TESTING THE HYPOTHESIS **52**

CHAPTER 5 ..... **53**

DISCUSSION **53**

CHAPTER 6 ..... **59**

CONCLUSION AND RECOMMENDATIONS **59**

6.1 CONCLUSION **59**

6.2 RECOMMENDATIONS **61**

6.2.1. RECOMMENDATIONS FOR POLICY AND PROGRAMMES *61*

6.2.2. RECOMMENDATIONS FOR FURTHER RESEARCH *62*

REFERENCES **64**

LIST OF TABLES

Table 3.1(a): Dependent variable and definition.....40

Table 3.1(b): Key independent variable and definition.....40-41

Table 4.1: Frequency and percentage distribution of the demographic and socio-economic characteristics of all adolescents in South Africa, 2017.....46

Table 4.2: Frequency and percentage distribution of the demographic and socio-economic characteristics of all adolescents in South Africa, 2017.....48-49

Table 4.3: Logistic regression analysis: variables predicting household structures and secondary school dropout adolescents in South Africa, 2017.....50

LIST OF FIGURES

Figure 1: Conceptual Framework of "Family Socialization theory & A theory of Institutional Departure" adapted from Rumberger (1983) & Tinto (1975) ……...…….34

Figure 4.1: Frequency and percentage distribution levels of secondary school dropout in South Africa, 2017….……45

ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
DBE	Department of Basic Education
ECD	Early Childhood Development
EMIS	Education Management Information System
FET	Further Education and Training
GBV	Gender-Based Violence
GDP	Gross Domestic Products
GER	General Enrolment Rate
GHS	General Household Survey
GEM	Global Education Monitoring
HIV	Human Immunodeficiency Virus
MDG	Millennium Development Goals
NDP	National Development Plan
NIDS	National Income Dynamic Study
NSC	National Senior Certificate
OECD	Organisation for Economic Co-operation and Development
SASSA	South Africa Social Security Agency
SANAC	South African National Aids Council
SAYP	Survey of Activities of Young People
SDGs	Sustainable Development Goals
SGB	School Governing Body
STATS SA	Statistics South Africa
UNESCO	United Nations Educational, Scientific and Cultural Organization
UIS	UNESCO Institute for Statistics

UNFPA United Nations Fund for Population Activities

UNICEF United Nations Children's Fund

WHO World Health Organization

ABSTRACT

Introduction:

Context: South Africa still faces dire conditions of poverty and these conditions may be traced back to the Apartheid system. To cope with these conditions, many people formulate new living structures in the form of households. Due to the legacy of Apartheid, many parents are migrant labourers and leading to a decline of nuclear families and the rise in formulation of extended households for an adolescent to reside in. Extended households are well established in South Africa and are more common amongst African families even though there are fewer studies embarked on the educational outcomes of adolescents in different households in a South African context. Many households experience economic strain that may be a push factor to adolescents dropping out of school.

The first objective was to describe the levels and secondly to identify differences in secondary school dropout rates by socio-demographic and household factors in South Africa and the third objective were to investigate the association between household structure and secondary school dropout. The results are presented according to the objectives of the study.

Methods: Secondary data from the Southern Africa Labour and Development Research Unit (SALDRU) National Income Dynamic Study (NIDS) wave 5 2017 is used with the sample size of 4, 956, 115 adolescents aged 13-18 years. Three levels of analysis are employed: univariate: frequency and percentage distribution tables, bivariate: Chi-square (2) and binary logistic regression.

Results: fifty-five percent of adolescents reside in nuclear households; 26% in a single-mother household, 7% in single father households and 12% reside in extended household. The study found that 1% of adolescents are dropouts. The research found out that prevalence of school dropout is highest amongst adolescents from nuclear household (52.08%) and those who reside in extended household (6.25%) have lowest prevalence of school dropout. The prevalence of school dropout is highest amongst females' adolescents at (58.33%). The odds of concurrently school dropout were higher for adolescents residing in nuclear households and lower for extended household. There is thus an association between household structure and secondary school dropout amongst adolescents in South Africa. The unadjusted odds ratio shows that adolescents residing in single-mother households have higher odds (1.64) of dropping out of

school compared to other nuclear household structures [OR=1.64; CI 1.609- 1.667]. Subsequently, when controlling for other variables, the results show that the adjusted odds ratios show that 18-year old adolescents have higher odds [AOR= 20.06; CI 19.568- 21.680] of dropping out of secondary school compared to 14-year olds.

Conclusion: This study found a positive association between household structure and school dropout. The findings revealed that, contrary to concerns that external household has an impact on an adolescent's decision to drop out, they have a better chance of staying in school. Adolescents residing in nuclear households have higher odds of dropping out of secondary school in South Africa. It is thus imperative to focus on the experiences from living conditions such as poverty and household structures that adolescents belong to, for a better understanding of the obstacles they face, and they experience they encounter before taking a decision to drop out. To understand these obstacles and experiences they encounter may assist in outlining hinders towards initiatives taken towards youth education and South Africa reaping its benefits of demographic dividend.

CHAPTER 1

INTRODUCTION

1.1 Introduction

The background literature is not appropriate on the demographic, household factors in relation to secondary school dropout in South Africa. Additionally, this chapter outlines the problem statement, the objectives, and the justification of the study.

1.2 Background

1.2.1. School dropout globally:

Dropping out of school is very prevalent worldwide. This prevalent results in radical mental health consequences for children, families, and societies. These consequences may lead to societal dysfunction and causing depression which is amongst the leading cause of death due to suicide amongst 15 to 29-year olds (Kishore & Shaji, 2012). By the year 2018, it has been reported that suicide accounted for close to 10.6% of all deaths worldwide, one of the top 20 leading causes of death that year (WHO, 2018; Gjertsen, Bruzzone, & Griffiths, 2018). Progression through education has slowed since 2007 and there are challenges in secondary-school participation which are reported to be extreme in sub-Saharan Africa and South Asia (UNESCO, 2016).

On a global scale, around 141 million (53%) youth aged 15-17 years of upper secondary school age are excluded from formal education. Within this cohort, 38% of all out-of-school children attended school in the past but did not continue their education. In the sub-Saharan African region, the rate of school dropout stands at 33% and with that standing, it is reported that one out of three out-of-school children will probably never receive any formal education (UNESCO Institute for Statistics (UIS) and the Global Education Monitoring (GEM) Report, 2017). There is a growing body of research focusing on the role of the individual and household factors in Africa. Studies on adolescent's schooling predominantly focus on school attainment. There have been relatively few empirical studies focusing on dropping out of school (Sibanda, 2004). In South Africa, one of the greatest challenges faced by the education system in South Africa

is retaining students until the secondary school level (Sibanda, 2004). The dropout rate in South Africa stands at 60% and many learners drop out by age 15 (Inglis & Lewis, 2017).

1.2.2. School dropout in Sub-Sahara

Africa's adolescents and youths are squeezed in between the family and the government, between the traditional society and modernism and are hopelessly equipped for the smooth transition into adulthood more than the previous generation (Adepoju, 2005). Such factors are influenced by the promotion of western media which vary with African traditional values and norms (Sudhinaraset, Wigglesworth, & Takeuchi, 2016). Therefore, secondary education is still seen as a luxury reserved for more advantaged fractions within certain countries (Spaull, 2015). Mainly in sub-Saharan Africa countries, less than half of adolescents are enrolled in secondary school.

As such, numerous young people attempt to find already scarce work opportunities without appropriate academic and life skills. In Angola, the Central African Republic and Niger, for example, more than 80% of adolescents of the suitable age are not enrolled in secondary school. However, substantial inequalities in secondary school attendance occur among different socioeconomic groups (UNESCO, 2016). Despite experiencing problems of low enrolment as well as attendance, one of the prevalent challenges for educational systems in Africa is their capacity to preserve students until they progress from secondary school (Sibanda, 2004).

1.2.3. School dropout in South Africa

There is a severe inequality gap in the South African school system as well as the uncertainties in educational outcomes amongst South African children (Romeo et al, 2018). Recent studies using both quantitative and qualitative have identified those at risks associated with school dropout and have tried to measure national learning deficits (Fleisch, Shindler, and Perry, 2012; Lam, Ardington, and Leibbrandt, 2011; Spaull and Taylor, 2015). There is limited literature on the number of dropouts from a single age group or specific grade (or cohort) of learners over a period of time and South Africa does not currently report a cohort dropout (Romero, Hall, Cluver and Steinert, 2018).

In 2007, the ministerial committee of South Africa was tasked to examine the depth of learner retention and dropout in the school system (DoE, 2007). Data from the Education Management

Information System (EMIS) showed that drop-out rates in South Africa were indeed very high and that by Grade 11 the report showed that the accumulated drop rate was at 24% (Stats SA, 2017). Moreover, it also revealed that dropout rates were not very high during the compulsory education phase (Grade R to grade 9) for most of the learners; yet repetition problems and slow progression within the school system were prevalent (Stats SA, 2017). In addition, 13.4 million Black South Africans aged 25-64 reached secondary education level, but 3 million had dropped out of school; some of which had completed only primary school, while 7% had never attended school at all (GHS, 2016).

Understanding the determinants of dropping out of school in South Africa is important given the current national concerns about slow rates in educational attainment, income disparity, health and occupational achievement (Strauss, 2010). South Africa is a society still undergoing a rapid social, political and economic transformation post-1994. Factors that have contributed immensely to school dropout in South Africa are associated with persistent poverty among certain segments of society. The country's progressive policies had to improve the educational attainment of previously disadvantaged groups and made them a prerequisite for fostering social mobility and economic growth and reducing the inequitable distribution of societal resources (Modisaotsile, 2012; Spaull, 2015).

1.2.4. Household structure and school dropout

One of the societal resources is a household. A household is a group of individuals with or without family ties that lives together under the same dwelling (Goldstein, Rasbash, Browne, Woodhouse and Poulain, 2000). Moreover, household is defined as a person or a group of people, related or not that usually live together in one or multiple dwellings and sharing activities together, i.e. eating together, taking care of daily core needs and are all under the responsibility of the head of household whose authority is recognised by all members of the family (Ibisomi & De Wet, 2014). The composition of households is not constant. Research shows that currently in Africa, there are several types of households that have developed (Adepoju, 2005). These types of household involve child-headed and grandparent-headed households. Additionally, there is a growing trend of female-headed household and single-parent households (Ibisomi & De Wet 2014; Townsend et al, 2002). Documented evidence contributing to the development of these households includes HIV and AIDS and poverty (De Wet & Mkhwanazi, 2016; Bayaga & Jaysveree, 2011).

The multidimensional impact of family poverty on school attendance and school progression has seldom been investigated in South Africa. Dropouts and over-aged adolescents attending schools are more likely to live in low-income households (Branson, Hofmeyr, and Lam, 2013; Fleisch, Shindler, and Perry, 2012), informal settlements (Strassburg, 2010), overcrowded households (Fleisch, Shindler, and Perry, 2012; Strassburg, Meny-Gibert, and Russell, 2010b), and/or households with low parental education attainment (Moyi, 2011; Strassburg, Meny-Gibert, and Russell, 2010b). Furthermore, they are also more likely to experience food insecurity, financial pressure, and a lack of access to electricity (Branson, Hofmeyr, and Lam, 2013; Strassburg, Meny-Gibert, and Russell, 2010b).

1.3 Problem Statement

Globally, the total number of secondary out-of-school children is over 120 million, 51% of which are girls (UNESCO, 2016). Dropping out of school limits adolescents' ability to develop their skills and expand their economic opportunities (Spaull, 2015). Secondary school dropout is escalating and is a challenge faced by many countries (United Nations, 2017). There is a worldwide prevalent of learners disengaging in education and dropping out of school prematurely because of poverty faced within the household (UNESCO, 2017; OECD, 2017). It is important to note that youth are more than four times as likely to be out of school as children, and more than twice as likely to be out of school as adolescents (UIS and GEM Report, 2016). This may be explained by poverty and a variety of other reasons such as orphanhood status, age, and place of residence (Weybright et al., 2017). Many youths never had a chance to enter school when they were younger and make them at risk of not getting formal education. However, because upper secondary education is often not compulsory, and youth have a right to employment in most countries, most young people opt to drop out before completion (UIS and GEM Report, 2016; UNESCO, 2017).

School progression in South Africa is very slow, with escalating rates of grade repetition. There is a backlog of school completion resulting in only a small percentage of youths completing matric. Completing matric also does not give an added advantage as many have no direction or future prospects; they are not enrolling in any higher institution of learning or starting a business once they have left school (Branson, Hofmeyr & Lam, 2013).

The dropout crisis in South Africa affects mostly secondary school and tertiary levels (Stats SA, 2016). As learners advance to Further Education and Training (FET) phase (grade 10-12),

both the dropout and repetition rates increase (DoE annual report, 2016). This might be due to the fact that most learners are reported to be insufficiently prepared for grade 12, putting learners at risk of grade repetition and dropout (Grossen et al., 2017). It is reported that of children who enrol in schools today in South Africa, half of them never complete grade 12 (Spaull, 2015; Modisaotsile, 2012). Furthermore, of those, 50% that will pass grade 12, only 18% qualify with a university entrance. Furthermore, by grade 12 only 52% of the appropriate age cohort remains enrolled in school (Weybright et al., 2017; Spaull, 2015; Department of Basic Education, 2017a).

Moreover, in 2013, only 40% of the cohort that started grade one in 2001 passed matric, whereas in 2014 the figure decreased to 36% (Spaull, 2015). This trend shows that almost 60% of young South Africans drop out of school, with no school-leaving qualification to assist in getting into tertiary education or employment. This trend is different when compared to other countries, even in the developing world. For example, Turkey has a 53% completion rate, Brazil has 67% and Chile has 72% (Gustafsson 2011; Spaull 2015; Modisaotsile, 2012; Spaull, 2015; DoE, 2016; Grossen et al., 2017).

In 2016, a total of 674 652 learners sat for the National Senior Certificate (NSC) (DoE, 2017a). Prior to that, in 2015, there were a total of 108 742 grade 11s who progressed to grade 12 without being sufficiently ready. Only 67 510 (62%) sat for the NSC exam, and of these only 28 384 (42%) passed the exam. To address repetition that could lead to dropout, the government of South Africa decided to implement a 'progression' policy in 2014, whereby learners are promoted to the next grade even if they do not meet promotion or pass. This attempt, unfortunately, has brought a sharp decline in matriculation rates since 2015 (Grossen et al., 2017). Grade repetition is said to be amongst the main reasons why learner's dropout (Spaull, 2015).

The household structure is also found to be imperative. Children of compulsory school-going age who are living in household units where the head of the household is a parent or grandparent are at a greater chance to remain in school than those living in other types of household units (Fleisch et al., 2012). Children who reside in single-parent households, poor households and relatively uneducated households all have a greater probability of dropout. Although the correlating factors and their relative significance remain unclear, it is apparent that family background plays an important role in dropout (Hunter & May, 2003). One area that has not been well-established in South Africa is the role that household structure may place

on the progression of learners through secondary school. Dysfunctional families, whereby parents do not participate or are not present in their children's lives, are rapidly growing in Africa (Adepoju, 2005). It has been reported that there are around 68% of children in South Africa who live in dysfunctional families faced by poverty.

Several limitations exist within the context of school dropout and household structure in South Africa. There is limited literature that accounts for family background and educational attainment in South Africa, of those few studies available, most of them are qualitative. Both data for household and secondary dropout needs to be derived because there is limited data that reports on the household structure and school dropout directly. Firstly, most of the studies use survey data and use reason for leaving the school as a proxy for dropout and most of the responses give no confirmation as to whether learners dropped out of school or not. Most studies deal with it by conceptualising dropout rather than getting the dropout variable as it is from the survey (Hartnack, 2017). Most of the surveys used in studies in the South African context do not directly ask a 'dropout' but rather reasons as to why 'discontinuation' occurred and often does not provide the push factor for secondary school dropout and often have less sample size (Moses et al., 2017; Spaull, 2015; De Witte et al., 2013; Branson et al., 2013; Gustafsson, 2011). Literature has shown that the gaps in research regarding secondary school dropouts and household structure should be addressed through conducting further research (Grossen et al., 2017).

There is literature in South Africa about school dropout. However, a study done in South Africa found out that additional dimensions like household structure are not often documented (Weybright et al., 2017). The current study will provide valuable information on what contributes to learners leaving school prematurely as it accounts for household background factors in education.

1.4 Justification

Education is a socio-economic right that offers the base for life-long learning and economic opportunities. Education plays a vital role in the socialization of children and, through the educational system, they can understand common values that may include skills development and moral beliefs that may instil self-discipline (Schatz, 2007). Education allows children to adopt the social rules that shape the economic operation of the family (Karim & Baxter, 2016). Therefore, a lack of enough schooling and school dropout affects individual's growth and limits

a teenager's prospects because of their lower level of education and lack of work experience (Van der Berg, 2010).

Secondary school completion advances the chances for youth to be employed; and to secure and to build on retirement and health benefits for themselves and their families (OECD, 2017). If the graduation rate increased to 90% for just one cohort of learners, the country would see a three-quarter increase in annual earnings and a 5% increase in GDP (OECD, 2017). Graduates are more likely to be employed, make higher taxable income, and aid in job generation (Stats SA, 2015). Unemployment, poverty, and inequality remain three of the most pressing socio-economic issues facing South Africa (Stats SA, 2016). An educated society is said to be able to save lives, have improved health status, and be able to share the common understanding and share life values (United Nations, 2017).

A high-quality education will ensure that youth are educated, and therefore provide them with the skills to grow the country (economically) by ensuring productive participation, and therefore also alleviate poverty (Usman, 2015). Dropping out of school limits the advantages of prosperous life and adolescents find that they hang around with nothing to do and it is also linked to a cycle of poverty (Sibanda, 2004; Grosse et al., 2017). Attaining quality education would decrease unemployment rates among youth and has been shown to be a strong predictor of good health overall (Freudenberg & Ruglis, 2007; Weybright, Caldwell, Xie, Wegner, Smith, 2017).

Efforts made to enhance youth skills are stifled by limited analysis of data pertaining to this age group in the country. The levels and determinants of educational attainment and skill improvement in the country remain under-researched. This has resulted in educational policies and programmes being based on a limited understanding of the complexities that determine education and youth. South African population does not take account of new formations of household's adolescents reside in (Weybright et. al., 2017). The educational policy does not entirely involve the family as a proxy for a functional educational system and not as an important institution for school decision making (Social Surveys, 2010). This research will assist in allowing the family to be part of the educational system. For a country to avert school dropout, there is a need for better understanding as to why learners leave school and what ought to be a remedial action (Weybright et al., 2017). This research, however, will assist policymakers in having to understand challenges faced by youth of which it is critical in formulating policies, interventions, and initiatives that are set out to alleviate social ills such as

poverty, unemployment, and crime that directly affect the youth of South Africa. However, capable policies and interventions by government and civil society that will allow young people of South Africa to maximise their potential, need to be formulated and effectively implemented urgently (National Planning Commission, 2011).

Furthermore, South African policies that have been adopted include the National Development Plan (NDP), which aims to improve the quality of education in South Africa. Chapter nine of the NDP document highlights the planned development in education and training outcomes. The plan includes the targets and actions for 2030 for each phase of the education system, from the early childhood development, primary and secondary schooling, further education and training, and higher education (Stats SA, 2017). Important policy areas, such as learner retention, must be tackled to advance learners' progression at all phases and minimise secondary school dropouts. Grade repetition as a remedial action for being unfit for the next grade comes at an expense of overage and late graduation (Ananga, 2011). This remedial action was the committee's recommendation which was adopted for early enrolment through the implementation of Early Childhood Development (ECD) programmes. This was a strategy for learners at foundation level, but which has important implications in later years of the schooling cycle (Stats SA, 2017).

Family intactness should be viewed as one of the major principles used to keep children in school and achieve academically. Family is an important and strong driver of achieving dreams in one's life (Becker, 1930; Booys, et al., 2015). Influence of household structure on school dropout has seldom been done at a national level, most of the studies are provincial or local district-level studies (Biblarz & Gottainer, 2000; Booys, et al., 2015; Branson et al., 2013). Household is an important institution in one's life and has the potential to shape adolescent's future in terms of education and prospects (McHale et al., 2012). It has been argued that children's educational outcomes are affected by family, social, and economic backgrounds in many developing countries (UIS and GEM Report, 2016).

With the recent changes in household structure in sub-Saharan Africa, it is important to look at the historical significance of household patterns in relation to school dropout. The identification of the push factors that affect household formations, and how these factors like migrant labour and parental absence negatively affect adolescent's specific aspects of social life through secondary school completion are not yet well documented (Defo et al., 2012).

Further, with these changes, households are becoming dysfunctional with job mobility and divorce being the drivers for these changes. High parental job mobility, a legacy of the labour migration system of Apartheid that continued after 1994, has been identified as a key risk factor for school dropout amongst children (Hammond et al., 2007). Further, the divorce rate in the country is alarmingly high, and studies have established that a total number of 14 045 divorces are reported annually, with children under the age of 18 being mostly affected (Stats SA, 2016). School dropout may result in future political instability whereby there will be no political will for educational programmes to be implemented if tomorrow's leaders are dropouts and have incomplete education (World Bank, 2011).

Moreover, South Africa experienced one of the highest rates of HIV infection (1.3% annually) amongst youth aged 15-24, and deaths from AIDS-related illness, like tuberculosis, in the world (SANAC, 2016). These diseases have had an impact on households on so many levels as the deaths of breadwinners and parental figures affect young people (SANAC, 2016; Spaull, 2015). HIV and AIDS placed a burden on young people who often had to take care for sick family members but also became the household breadwinners as the number of child-headed households increased (Booys et al., 2015).

Sub-Saharan African countries have, overall, achieved immense progress towards in the six education and related Millennium Development Goals (MDGs), released in 2000. Nevertheless, by 2015, these goals were still far from being reached. Further, after the implementation and through thorough examination of challenges faced during the implementation stages, UNESCO adopted a new strategy to be achieved with the vision of transforming lives through education (Incheon Declaration, World Education Forum, 2015). The 2030 Agenda for Sustainable Development Goal (SDG) 4 is an ambitious strategy that the international community adopted to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' to be achieved by 2030. This framework recognises education as the core driver in combating other notable social issues such as health, growth and employment, sustainable consumption and production, as well as climate change (Incheon Declaration, World Education Forum, 2015). Moreover, this research will assist South African government to correctly place their policies with the international educational goals. South Africa as it stands is facing unemployment challenges and one other aspect is that there is no equilibrium between a skills supply and labour force demand (Stats SA, 2017).

On an international level, SDG 4 states that its aim is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". SDG 4 is the centre part of all the SDG 17 targets (United Nations, 2015). Further, this research will assist the government to achieve the SDG 4 by providing inclusive and equitable quality education which is in line with the Bill of rights of the South African constitution regardless of one's household background. Moreover, this research will unearth the evidence linked with reasons behind adolescent's school dropout and household structure where they reside. This will further assist the National Department of Education to properly evaluate the magnitude of household background on school dropout and formulate family and educational policies that are inclusive of each.

There are several important contributions that this research will make. Little has been done regarding the household structure and secondary school dropout in South Africa (Farah et al., 2017). Furthermore, most of the studies found on the influence of household structure on drop-out rates have been qualitative (Spaull, 2015; Gustafsson, 2012). Most studies that focused on quantitative approach did not analyse household as a factor contributing to school dropout in South Africa, but other determinants of dropout were deployed, and household was treated as an outside factor (Branson, Hofmeyr & Lam, 2013).

This research is contributing to the literature on household structure and secondary school dropout by discovering the percentage of the educational disadvantages associated with household structure when holding several individuals, institutional and contextual factors constant. There has been emerging literature on the uncertainty of youth household structure and boundaries in education attainment in South Africa. While these studies might depict a detailed understanding of school dropout, lack of quantifying the problem limits the generalisation of the results to the entire population of South Africa. Therefore, this paper will look at the association between the household structure and secondary school dropout rates in South Africa using quantitative methods.

1.5 Research Question

1.5.1 Main Objective

What is the relationship between household structures and secondary school dropout in South Africa?

1.5.2 Sub- Questions

1. What are the levels of secondary school dropout in South Africa?
2. What are the differences in secondary school dropout rates by socio-demographic and household factors in South Africa?
3. What is the association between household structures and secondary school dropout in South Africa?

1.6 Research Objective and Sub-Objectives

1.6.1 Main Objective

To examine the relationship between household structure and secondary school dropout in South Africa.

1.6.2 Sub-Objectives

1. To describe the levels of secondary school dropout in South Africa.
2. To identify the differences in secondary school dropout rates by socio-demographic and household factors in South Africa.
3. To investigate the association between household structure and secondary school dropout.

1.7 Definition of Terms

Adolescents: Adolescents are aged 10-19 years old, however for the purpose of the current research adolescents are those individuals who are of a school-going age, which is 13-18 years old (UIS, 2018).

Grade Repetition: Is a practice requiring a learner to repeat a certain grade when the learner does not meet the academic minimum requirements of a grade they are currently enrolled in (Peixoto, et al., 2016).

Household chores: Is defined as a detailed list of household production activities. Previous studies have focused on a broader range of household activities and revealed that household production activities can be outsourced, which includes activities with both negative and positive outcomes to children's educational outcomes (Burda, Hamermesh, and Weil, 2008). **Household size:** A total number of people or person who commonly provide with food, shelter and other needs essential for living (World Population Ageing, 2017).

Household Socioeconomic Status (SES): is defined as a societal hierarchy that serves as an influence for one to have access to the desired lifestyle including aspects of knowledge, money, power, prestige, and beneficial social connections and has an indirect and direct impact on one's well-being and life chances (Kabudula, Houle, Collinson, 2017).

Household structure: Household is defined as a group of people or person who commonly provides with food, shelter and other needs essential for living (Bongaarts, 2001). Conversely, a household is defined as an arrangement of people based on their relationship with the head of household (Dungaro, 2008).

School dropout: Is defined as a learner who leaves school before completing a programme of study (McWhitter et al., 2007:127; Shahidul and Karim, 2015). In this study, dropout is defined as an event of leaving school before completion of a given grade in a given school calendar (DoE, 2017a).

National Senior Certificate is a high school diploma and graduate certificate of South Africa. The NSC is the certificate awarded as the final exit qualification at the end of Grade 12 (Umalusi, 2012).

CHAPTER 2

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

The chapter provides an overview of the relevant literature on the demographic, household factors in relation to secondary school dropout in South Africa. Additionally, this chapter outlines the theoretical and conceptual frameworks used for the study. The study hypothesis is included at the end of the chapter.

2.2 Literature Review

2.2.1 Global overview of school dropout

Globally, in 2015, an estimated 263 million children and youth were out of school, of which 61.1 million were of lower secondary school age (ages 12-14) and a further 138.5 million of 15 to 17-year-olds were out of school (UIS, 2018). Norway is only one country in the world that has 100 percent secondary school graduation rate followed by Germany with 99 percent and Korea with 95 percent. With this in mind, it is secondary school dropout, United States of America has 25 percent dropout rate, Turkey has got 47 percent dropout rates and Mexico has got 72 percent (OECD, 2017).

In relation to school dropout, presence at school alone does not translate into the consistency of children's school attendance, or their progress throughout school years (Branson, Hofmeyr & Lam, 2013). Research has shown that children from marginalised backgrounds with few economic resources, lower levels of parental education, or who reside with single parents or have lost both parents are certainly less likely to enrol in school and are more vulnerable to dropping out or progress more slowly than their more privileged peers (De Witte et al., 2013). There are many reasons contributing to the increase of school dropout. However, children of school-going age who are not attending school report a set of reasons for non-attendance which are related to financial constraints (Branson et al., 2013).

Amongst other reasons that forces youth to dropout comprises of the cost of schooling accounting for 14% of the total dropout rate. Then children must perform activities such as household chores i.e. childminding or are obliged to work in a family business or elsewhere to support household income (Lam, Ardington & Leibbrandt, 2007; Weybright et al., 2017; Spaull, 2015). It is evident that age also plays a role in dropout rates, as it has been established that large range of ages in each grade exist and progressively increases with each grade (Weybright et al., 2017; Spaull, 2015; Gustaffson, 2015; DBE, 2011b; Social Surveys, 2010; GHS, 2010). Orphanhood is a major risk factor to school dropout (Richter, 2004), as around 32% of children who are out of school have either one or both parents deceased (Fleisch et al., 2009; Case et al., 2006). "Shocks" at the household level, such as sudden or chronic illness, death, and loss of parental employment can also play a major role in an adolescent's decision to drop out of school (Branson et al., 2014: 12).

2.2.2 School dropout in sub-Saharan Africa

Within the sub-Saharan region, the problem of school dropout amongst adolescents is particularly enormous in low-income countries, Francophone countries, and fragile or war-zone countries (UNESCO, 2016). In areas where school dropout is a crisis, a large proportion of young people never attended school, especially women from rural and poor communities. Further, attitudes of parents towards education and households' income potential are regarded as the two significant determinants of educational outcomes amongst children. Literature depicts that youth from households where the head of the household or adults are more educated are less likely to drop out of school (Inoue et al., 2015; Corbett & Forsey, 2017). For example, in Mali, 68% of youth aged 12-24 are not in school -one in seven out-of-school youth is a dropout, while the other six never attended school. In Burkina Faso, Chad, and Sierra Leone, this trend shows that one in five youth is a dropout. Contrary to that, in the Republic of Congo, Uganda, and Zimbabwe, most out-of-school youths are dropouts. Ghana depicts five times more school dropout ranging from 18% from age 12-14 years and more than 80% at exit of secondary school (World Bank, 2015; Inoue et al., 2015; Corbett & Forsey, 2017).

Furthermore, the literature on secondary school drop-out has shown, consistently, several factors that are prominent in the region regarding secondary school dropout. These factors include firstly, early marriage and pregnancy- with teenage being the key barriers to female youth's educational attainment. Secondly, place of residence plays a major role in dropout whereby it has been established that residing in a rural area for all youth increase the likelihood

of being out of school. Thirdly, parental education level, lastly, the socio-economic status of the household is important whereby the number of working adults are important household factors (World Bank, 2015; Inoue et al., 2015; Kuépié, Shapiro, & Tenikue, 2015; Delprato et al., 2015).

It has been reported that less than one-third of adolescents from the poorest quintile in Africa attend secondary school, compared to three-quarters of those from the richest quintile; and less than half of all adolescents are enrolled in secondary school (Inoue et al., 2015). Therefore, many uneducated and undereducated youth will struggle to find employment in an environment that already provides scarce employment opportunities, given their lack of academic and life skills. In Angola, the Central African Republic and Niger, for example, more than 80% of adolescents of the correct age are not enrolled in secondary school (UNESCO, 2016). However, substantial inequalities in secondary school attendance occur between different socioeconomic groups (Taylor et al., 2015).

Furthermore, prior research describes that girls in developing countries are at risk of not receiving an education. Literature shows that there is a large disparity in school drop-out rates between young males and females (Ananga, 2011). Twenty-one percent of young females between 15-18 years have dropped out of school, and females are generally more likely to drop out compared to males in sub-Saharan Africa. It is estimated that a quarter of these young females will drop out after basic compulsory education. It is believed that sex disparities in terms of dropouts are influenced by early marriage that subsequently leads to pregnancy (Strassburg et al., 2010). Early marriage may influence household poverty as women might not have a chance to continue with school (Delprato et al., 2015). Literature regarding poverty and early marriage is well documented and poverty affects more females than males. Pregnancy amongst African adolescents between the ages of 16-18 accounts for 5% of secondary school dropout and 20% amongst 18-19-year olds (Stoner et al., 2017; World Bank, 2015; Inoue et al., 2015; WHO, 2015; Kuépié et al., 2015).

In relation to the place of residence, studies have shown that there are large disparities amongst youth living in urban and rural areas and urban-rural disparities in school dropout increases with age (Zhang, Li & Xue, 2015; Meng & Yamauchi, 2015). It is estimated that 45% of young people aged 15-18 living in rural areas are out of school, compared to 31% of urban counterparts. Another study conducted in Mozambique also found that the level of secondary

school attendance amongst adolescents residing in urban areas was four times higher than that of adolescents residing in rural areas (UNESCO, 2016).

Moreover, it has been established that among Africans, the formation of extended households is mostly based on poverty function. To yield poverty coming together and sharing resources is better rather than cultural function whereby other family members do not afford to live alone. Adolescents from the poorer background are at risk of dropping out than their rich counterparts (Mnguni, 2014). In other sub-Saharan countries, it is reported that out-of-pocket school fees consume up to 35% of the total household income. The trends are reported to be higher in Francophone countries like Côte d'Ivoire which spends 38% household income on secondary education fees, Mauritania at 60% and Rwanda at 70% respectively (Inoue et al., 2015). Other countries like Uganda, Burkina Faso and Ethiopia cited lack of money as the main reason to be a dropout (Inoue et al., 2015). In Anglophone countries like South Africa, Kenya, Lesotho, Malawi, Tanzania, Uganda, and Zambia school fee waiver policy increased enrolment rates but household poverty hinders secondary school completion (Majgaard & Mingat, 2012; UNESCO, 2016; Inoue et al., 2015; Jhamba & Mmatli, 2016).

2.2.3 School dropout in South Africa

Generally, attendance rates are likely to mask the problem of drop-out amongst older children. The investigation of attendance among separate age groups shows a significant drop in attendance amongst children older than the age of 14. However, 99% of children in each age year from 7 to 14 are conveyed to be attending going to school (Spaull, 2015). The attendance rate drops to a level of 97% for 15-year-olds, and the attendance rate takes a hike from the age of 16 onwards, with 94% of 16-year-olds, 92% of 17-year-olds, and 80 percent of 18-year-olds reported to be attending school bearing in mind those who have failed grade 12 (DoE, 2011). In South Africa, the overall number of people with no schooling was 2,3 million in 2016. Moreover, it has been reported that 35% of learners in school have repeated a grade, of which 21% of those learners are in foundation phase, 52% of those learners were in FET phase, out of learners in the FET phase it has been reported that 9% had repeated three or more times - eventually leading to dropout (Weybright et al., 2017; Spaull, 2015; Gustaffson, 2015; Department of Basic Education, 2011b; Social Surveys, 2010; GHS, 2010).

Even though the MDG 2, which stated that there should be universal access to primary education, South Africa attained an impressive General Enrolment Rate of over 90% (Stats SA,

2017). There are around 2 million young people aged between 15-24 that are neither working nor enrolled in educational facilities (UNFPA, 2017). This trend is showing that the more adolescents advance with their basic education, the higher the risk of more repetitions and dropout rates (Grossen et al, 2017). The levels of drop-out rates, however, vary greatly between different socio-demographic groups and geographical areas.

Amongst the historically disadvantaged areas, the quality of education in South Africa remains very poor. Therefore, dropout rates are mostly experienced in Black poor communities in South Africa and these communities account for 80% of overall school enrolment (Modisaotsile, 2012; Branson et al., 2014; Lam et al., 2011). The schools in these areas often do not meet the criteria for basic learning as they do not have required infrastructure for quality education such as laboratories, internet connectivity, libraries, and qualified teachers. The possible outcomes of this could be that learners experience learning deficiencies, and therefore higher-grade repetition and dropout rates (Stats SA, 2015; Stats SA, 2016). These could also be affected by low socioeconomic status, experienced by households with limited household income and schools with poor infrastructure (Branson et al., 2014; Lam et al., 2011).

As a result, learners experience learning deprivation, higher-grade repetition and dropout rates (Statistics South Africa, 2016). More than twenty years after 1994, 67.4% of black African children who write matric will pass their exams as opposed to 98.8% of white children. African Black children enrolled in previously white schools perform on par with their white classmates, while those in former black schools perform very badly (IRR, 2017). Schools in rural areas regarded as Quintile 1 show a dropout rate of 49% compared to urban counterparts in Quintile 5 (dropout rates of 26%) (Spaull, 2015; Grossen et al., 2017). There seems to be the difference between urban and rural counterparts aged 14-24. About 89% of the urban settlers compared to 75% that lives in rural settings can read and write at least one language. The districts said to have illiteracy were OR Tambo with 15%; Dr. Ruth Segomotsi Mompati in the North West reported 14% and among the highest illiterate population are amongst the speakers of sign language, Khoi and the San (GHS, 2016).

In fact, in South Africa, a lack of education is strongly associated with GBV, which is prevalent amongst adolescent girls - 31% report having experienced physical abuse in their lifetimes and 8% report having been sexually abused or raped (SANAC, 2016; Karim et al., 2016; Karakurt et al., 2013; Sabri et al., 2014). Previous research has successfully identified that violence is very prevalent in South African schools (Karim & Baxter, 2016). With the high rate of sexual

violence in the country; schoolgirls experience rape and often teachers are the perpetrators. Teenage pregnancy and poverty precede other factors associated with secondary school drop-out especially in black-dominated schools (Modisaotsile, 2012). Teenage pregnancy is directly associated with school drop-out. It is evident that most of the teenage mother's struggle in balancing being a mother and a learner at the same time (De Witte et al., 2013). Despite progressive legislation, there is still a gap in teenage mothers completing their studies (Modisaotsile, 2012).

The teacher-learner ratio in South Africa is also extremely high, and this could also lead to less productivity on the part of the teacher in addressing the special needs of each learner (Bureau of Justice 2011; Modisaotsile, 2012). Research suggests that in poorly performing schools known for serving mainly black African learners due to South Africa's history, progressing through the grades is not necessarily linked to a learner's actual learning ability (Weybright et al., 2017). This is because teachers lack the capacity to correctly assess whether or not learners should progress to the next grade (De Witte et al., 2013). Although grade repetition might improve learner achievement in that particular grade, due to repetition of the content of the curriculum the learner does not essentially improve their knowledge or understanding in a way which will help them achieve in the following grades (Brophy, 2006; Lam, Ardington & Leibbrandt, 2007; Weybright et al., 2017; Rumberger. 2001; Wegner, Flisher, Chikobvu, Lombard & King, 2008).

The more frequently learners repeat a grade, the older they are related to their classmates, and the more they differ from the age that children should be in a grade as specified by the Department of Basic Education (DoE, 2010; Social Surveys, 2010). It is approximated that 60% who start school today will dropout before attaining grade 12. Further, the more learners repeat a grade, the more they are likely to drop out of school. It has been reported that 10% of youth aged 16 to 18 reported dropping school because of repetition and difficulties aligned with being older than fellow learners, including being humiliated by teachers and experiencing difficulties adjusting to their younger classmates (GHS, 2015; Spaull, 2015; Census, 2011, SAYP, 2010; Social Surveys, 2010; DoE, 2010).

2.2.4 Household structure and school dropout

There is no doubt that the household as an organization is a vital survival mechanism for individuals. For instance, where traditional households (a state where there is only one head of

household) does not exist, people commonly establish mutual relationships with "fictive kin"[1] who in return serve similar duties of mutual support and specialization of household chores (SAYP 2015, Stats SA, 2015). Irrespective of how it is conceptualized, a household is certainly not a standardized unit in which all members share a common set of preferences, including education. Research has established that the household could be seen as a group of people with a mutual implicit agreement which articulates the roles to be taken by each member as part of their relative power (Willekens, 2010).

Household is an inflexible theoretical problem and given a wide-ranging and multifaceted nature of human society, there is no standard definition of household. When one can illustrate further, the functions associated with the household are said to be 'co-residence, joint production, shared consumption; kinship links' (Farah & Upadhyay, 2017). Any fixed definition of the household can create subjective and possibly misleading distinctions. For example, new formulations of the African families are now being seen. It is now common to see families that are headed by a single parent, child, grandparents or other female relatives (Adepoju, 2005).

Furthermore, African families are experiencing rapid changes because of general social changes and transformation, globalization, high levels of poverty, ongoing conflicts and economic crises (Sudhinaraset et al., 2016). It has been established that urbanization and migration have significantly contributed to changing patterns in household structure (Cheng & Siankam, 2009; Hosegood et al., 2007; Madhavan, 2004; Inoue, Gropello et al., 2015). This is also due to the need for economic independence among household members. For instance, a study conducted Botswana which compared Census data and Demographic Health Survey in certain Southern African District Countries (SADC) such as Lesotho, Eswatini and Namibia, established an association between socioeconomic status and household structure in almost all the regions (Dintwa, 2010).

Moreover, co-residence cannot always be linked with sharing means of production or shared consumption. The technical definition of co-residence may not be clear where many dwelling units form a single compound occur (Latu, 2018). Migration of household members, as it is prominent in an African setting- also creates uncertainties. A person may leave the household for most of the year due to labour migration but return remittances for the support of resident

[1] "Fictive Kin" is form of relationship where people who are not biologically related share a space, household responsibilities and resources in the household.

household members remaining back home (Adepoju, 2005). According to Latu, (2018) the fluid nature of the margin separates the household from the community of which it is a part of. Further, she outlines that household is a 'particularly dense centre in a network' of informal relationships like adopted members of the family. In terms of household structures, lack of parental involvement has been established to play a role in school dropout and in South Africa approximately 40% of the children reside with their mothers alone and 2.8% reside with their fathers and are defined as a single-parent household (Holborn & Eddy, 2011; Davids &Roman, 2013; Goldberg, 2013). It is approximated that 11% of learners from a household where the head had a tertiary education had repeated a grade and 42% of learners residing in a household where the head had no formal education had repeated a grade (General Household Survey, 2010).

2.2.5 Association between household structure and school dropout:

Accounting for household structure in relation to secondary school dropout, parental attitude towards child's school outcome has been documented before. It is said that the parental level of education is associated with child's school success, with more than 20% chances of children completing secondary school (Rumberger, 2001; Oruko et al., 2015). In sub-Saharan Africa, sending children to school is seen as a form of investment. Parents often send children to school if they are more likely to reap the benefits of such investment if this does not occur, investment reduces. It has been documented that in Burundi, Cameroon, Côte d'Ivoire, Kenya, Madagascar, and Nigeria, more educated youth have fewer chances of employment than their counterparts with low educational attainment as opportunities for formal work are marginalised. Further, reports state that in Kenya, Uganda, and Zambia, parents often refrain sending their children to school because they perceive education as not important (UNESCO, 2010; Inoue et al., 2015).

Other studies, however, argue that characteristics of the head of household may have an impact in early stages of the educational journey, but once youth reach secondary school, parental influence on education lessens (Rumberger, 2001; Oruko et al., 2015). Within the conventional nuclear household family, members share responsibilities, such as equal sharing of household labour chores, and provide a more stable environment compared to another household structure (Davids & Roman, 2013). There is an ongoing trend since Apartheid in South Africa whereby minors are living with grandmothers whilst parents are in urban areas due to employment. This

trend, however, is still very persistent in democratic South Africa (Odimegwu, & Kekovole (Eds.), 2015).

2.2.6 Nuclear household structure and school dropout

Nuclear families as a household structure are more common amongst White than Black, Africans. Black African households include a huge number of extended households. These relations differ according to population groups and are influenced by marriage, divorce, childbearing and family norms (Amoateng et al., 2007). Single-parent households consist of the head of the household, with his or her children only. There has been a debate around the effects of a child being raised from a single parent household compared to nuclear households. Literature shows that children raised in a single-parent household are at great cost of lower economic, educational attainment, as well as employment opportunities, compared to children in a nuclear family (Magnuson & Berger, 2009; (Malmberg & Ehrmanand Lithén, 2005; Mueller & Cooper, 1986; Richards & Schmiege, 1993). Divorce is strongly associated with a child dropping out of school, and risky behavioral patterns in children, because of the divorce (Amato et al., 2014).

Furthermore, much research has been centred around the effects of divorce and father's absence on children's economic, social, emotional and educational well-being throughout the life course. Other research has established a negative association between not living with a biological father and children's overall well-being; including on their education, mental health, family relationships, and future employment opportunities (Jhamba & Mmatli, 2016). In sub-Saharan countries, being raised from a single female-headed household is disadvantageous and at some point, little beneficial for children's education than in more developed countries (Latu, 2018; Bammelke, 2008). It has been argued that children raised from a single-parent household's structures have less observation and supervision from their parents as compared to those children from a nuclear household structure and are often seen as children at risk (Davids & Roman, 2013; Magnuson & Berger, 2009).

2.2.7 Extended household structure and school dropout:

In relation to extended households, which consists of the grandparent(s) and other relatives together with the children. For example, when households have grandparents, parents, aunts, uncles, and grandchildren live within the same household. Research, however, on these forms

of households, show inconclusive results as some of the research shows that children in grandparent-headed households have negative consequences, whilst other show positive consequences, on school dropout (Entwisle, 2018; Pillay, 2018). Some studies have shown that children in extended households progress successfully at school, even under dire economic situations (Booys, et al., 2015). On the other hand, the research highlighted that more than half (58%) of children are raised under relative-care families, live with a grandparent and of which 29% of those children are under the age of six. Seventy percent of the grandparents are over the age of 50 and have less than high school education (Farah & Upadhyay, 2017). What is known, is that children raised by their grandparents are exposed to poverty and caregivers are in a poor state of health (Farah & Upadhyay, 2017). It is reported that these children are prone to poor health, behavioural or emotional problems, as well as problems at school (Scarcella et al., 2003; Richardson, 2009).

Moreover, grandchildren raised by their grandmothers are inclined to have challenges at school and depending on their age, they might indulge in drug and alcohol use, be exposed to early sexual debut and are inconsistent in their presence at school and at home (Richardson, 2009). In one study it was found that although grandparents' households were neat, they had inadequate space whereby extended family lives together, furniture or infrastructure which mostly does not have tables' makes it very challenging for their grandchildren to do homework (Booys, et al., 2015). Based on many factors like poor health conditions and poor economic conditions, grandparents are not always in the situation or are able to form a setting that is favourable to adolescent needs, especially in encouraging an educational setting (Hislop et al., 2004). On the other hand, the support of school-related activities by grandparents may improve or help better-quality schooling or academic progress, and which helps as a sign of grandparents' personal contribution and attention (Booys, et al., 2015).

2.2.8 Household chores and school dropout:

Moreover, research shows that in situations where children do extensive household chores and contributing to household income, there are possibilities that those children are adopted or under foster care, rather than their biological children doing the work (Fafchamps &Wabba, 2006), biological children have a better chance to remain in school (Huisman & Smits, 2009). When compared to youth from a nuclear family, those in extended household structure get to spend fewer years at school (Brown, 2004; Sun, 2003). Remarkably, only a few studies have

portrayed the associations of living together with grandparents for the educational attainment of children (Monserud & Elder, 2011).

The probability of not attending school was highest among children who had no parents alive at 3,9% in South Africa, followed by those who disclosed one parent alive, suggesting that household structure could play a role in children's educational achievement (Stats SA, 2010). The study depicts that dropout is insignificant in primary school grades one to seven, but as year increases there is a high risk of a learner dropping out subsequently. Dropout rates are higher for males compared to females as of grade six. For both males and females who were in grade eleven in 2008, close to 40% had dropped out of the schooling system without completing matric by 2010 (Branson, Hofmeyr & Lam, 2013).

There has been limited to no research on how household background factors can determine children's educational paths in South Africa. Research and data had clearly portrayed that household structures play a significant role in adolescent educational attainment and aspirations (Byun et al., 2013; Entwisle, 2018). Moreover, it is evident that there is an educational outcome gap among adolescents in South Africa; therefore, these gaps could be detailed by the type of household structure they live in and that living in a dysfunctional family can have adverse outcomes on their educational outcome (Byun et al. 2013; Booys, et al., 2015).

2.3 Theoretical and Conceptual Framework

2.3.1 Theoretical Framework

Numerous theories and theoretical frameworks have been tried to explain student dropout. For the purpose of this research two theories were identified. The first theory used to inform this study is the family socialization theory by (Rumberger, 1983) and the second one is Vincent Tintos' (1975) theory of Institutional Departure. All these two theories are adapted to explain the findings of this research. Both models explain the institutional effect. The family socialization theory focuses on the family as an institution and theory of Institutional Departure focus more on the school as an institution. These are in line with the objectives of the research to test the association between household structure and secondary school dropout.

2.3.1. Family Socialization theory:

The family theory was adopted to inform the research. Socialization theory focuses on family practices and expectations (Rumberger, 1983). Family is one of the primary and most vital institutions for children and their development. The support and the bond shared in the family may have a positive impact on the general well-being and on psychological distress (Rumberger, 1983). Family is a true foundation for all forms of achievement including academic and has a significant value in shaping the child's future. Rumberger (1983) also points out that family background has a certain degree of effects on children's' school attendance and their tendency to drop out of school. Poverty is noted as one of the main factors as to why children may feel the need to drop out of school and contribute to the families' income (Rumberger 1983, p.202). Factors like parents having to divorce stressed caused by family environment, reprimanding methods, as well as acceptance, household chores, and the parents' educational level, have positive effects on the decision to drop out of school. Parents' educational level serves as a barometer for their children's' school performance and outcome (Rumberger, 1983). Further, according to factors for drop out are the household conditions, family size, geographic location, marriage and childbirth (Rumberger, 1983, p.202 & 211).

2.3.1.2 A theory of Institutional Departure:

The theory's main focus was on college students and was created by Vincent Tinto (1975), even though the theory is a Longitudinal Model of Dropout it can be applied and used for explanation of drop out of secondary school. Tintos' theory states that drop out from an

educational facility is a continuous process. There are interactions between the individual, the academic and social systems which take place. Simultaneously, the individual's personal experience in the school system forms individuals' goals (intentions) and motivation, which might result in the decision to drop out. Tinto further argues that for every individual to enrol at school, there are specific personal attributes; sex, race, ability, family background, socioeconomic status, and values. All these factors have a significant impact on the children's goals, performance as well as motivation to continue with school (Tinto 1975, p.94). Moreover, the purpose and motivation can be affected by the characteristics of the school. These characteristics include level and quality of education, as well as repetition, might be a push factor for a decision to drop out (Tinto 1975, p.97-98).

2.3.2 Conceptual Framework

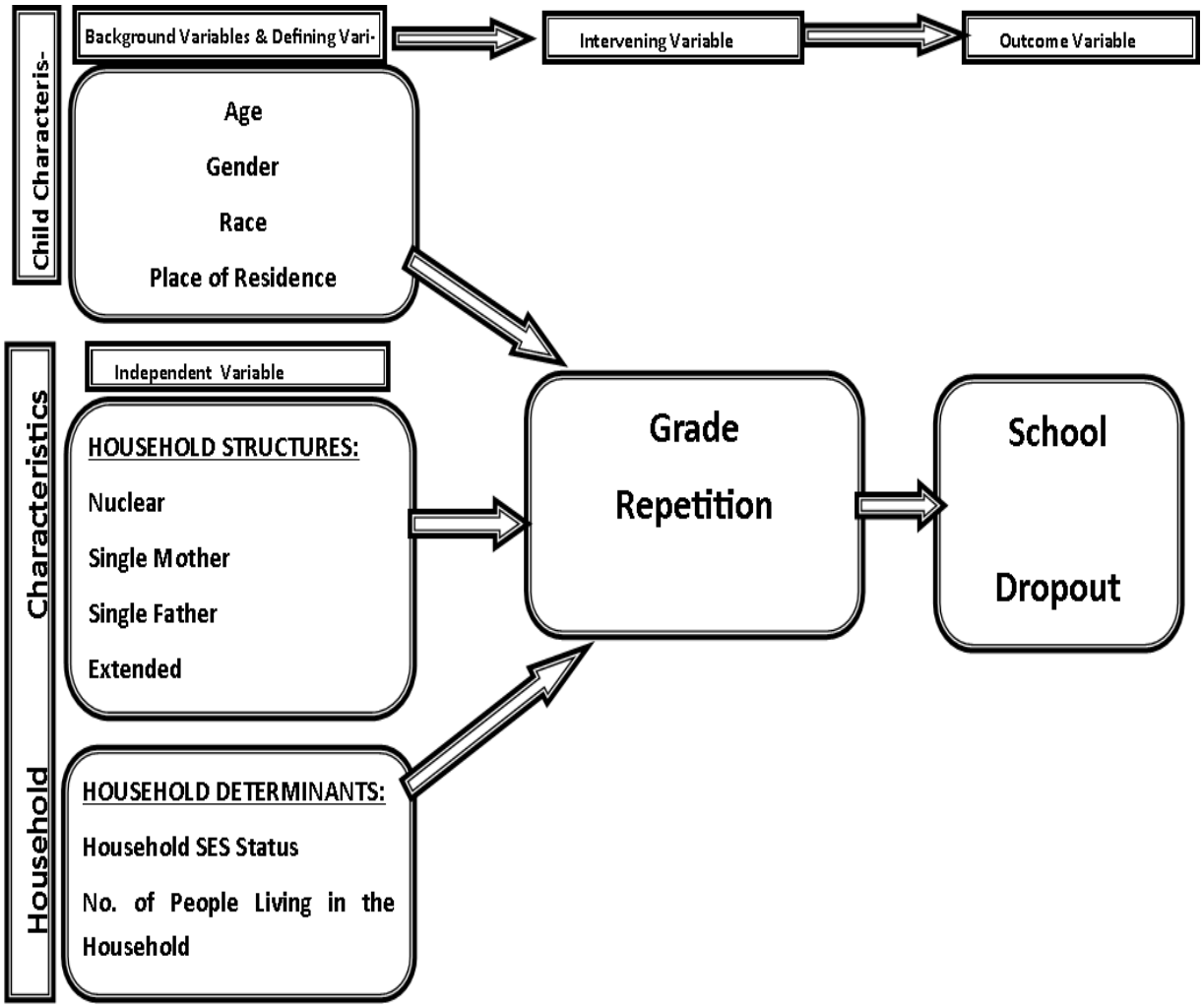


Figure 1: Conceptual Framework of "Family Socialization theory & A theory of Institutional Departure" adapted from (Rumberger 1983, p.202; Tinto 1975, p.94).

This study adopts and modifies the Family Socialization theory together with the theory of Institutional Departure to investigate whether the household structure is a significant predator for secondary school dropout in South Africa. By drawing from both the Model of Family Socialization theory together with the theory of Institutional Departure. This research recognizes the effects of household factors on secondary school dropout. The association is shown in arrows and are directly linked in school dropout whilst accounting for the intervening variable. In Figure 1 above, it is illustrated that there is a direct causal pathway with the variables and secondary school dropout. Moreover, both individual factors and household factors influence school dropout.

Background characteristics operate through environmental, outside encouragement and academic dynamics to influence a student's decision to drop out. Background child characteristics include- age, sex, race, and place of residence. Household characteristics include household structure, household size, and household socio-economic variables. Household structures are categorised as nuclear household, single mother, single father. Particularly, the likelihood of school dropout may be higher among individuals living in rural areas, informal settlements and poorer provinces due to the standard of education and resources being lower in such areas. On the contrary, the likelihood of dropping out of school may be lower among older individuals with higher levels of outside encouragement as they are able to cope and perform academically better.

According to this conceptual framework school dropout might, therefore, happen through several pathways. This study looks at one of the main direct pathways where background and defining characteristics are linked with the proximate variable to influence school dropout. Figure 2 shows the link between background factors, which have a direct influence on school dropout status. This is because evidence from previous literature conducted in sub-Saharan Africa shows that adolescents (16 years and older), adolescents from rural settings, adolescents with a parent with less educational attainment, adolescents whose parent(s) are unemployed and adolescents from the poor wealth quintile are more likely to drop out (Spaull 2013; Strassburg et al.; 2010). This phenomenon, however, may be possible due to lack of advocacy of the right to education in these areas (De Wet & Mkhwanazi, 2016).

Not only do individual socio-demographic factors influence the decision to drop out of school or not, but literature has also found a direct association between background factors (both child and household characteristics) and dropout. Studies in South Africa illustrates that grade repetition is a strong determinant of school dropout, even after monitoring school quality and socioeconomic status. Those who are behind in their grade progression and are older than the current cohort but attend quintile 5 schools are however somehow protected from dropping out. Some evidence is found that parental credit constraints may be related to dropout, especially among males (Branson et al., 2013).

Moreover, these patterns and levels of repetition and dropout are dependable with the scenario illustrated by Lam et al., (2011). Although Lam et al., (2011) found that enrolment rates, particularly among Africans and Coloureds, learners tend to drop out once they reach 15 years of age and when they have completed the compulsory schooling, they also observe the same trend with the large proportion of learners, especially from poor African dominated schools, who failed repeatedly but stayed in school. They, therefore, concluded by highlighting that high enrolment rates to the poor link between grade progression and actual ability in low-quality schools (Lam et al., 2011).

2.4 Research Hypothesis

- Null hypothesis – there is no association between household structure and secondary school dropout in South Africa.
- The alternative hypothesis – there is an association between household structure and secondary school dropout in South Africa.

Significance level: $\alpha=0.05$

CHAPTER 3

METHODOLOGY

3.1 Introduction

Chapter 3 discussed the data used and the statistical methods that were employed to answer the research question of the current study.

3.2 Data Source

This research use data from the National Income Dynamic Study (NIDS), Wave 5 collected in 2016/17. This is a panel data with five waves, however; this study used only wave 5 as a cross-sectional data because the study seeks to examine the relationship between household structure and secondary school dropout and other variables of interest as they exist in a defined population at a single point in time or over a defined period.

The five waves of NIDS were collected in 2008, 2010/2011, 2012, 2014/2015 and 2017 respectively. NIDS is a first nationally representative longitudinal study in South Africa. This data was funded by the presidency and implemented by the Southern Africa Labour and Development Research Unit (Brophy, T. et al., 2018). NIDS is part of the efforts placed by the government to track and understand the dynamics of poverty. It has approximately sampled 28000 individuals in around 7300 households (Brophy, T. et al., 2018).

NIDS target population are private households in South Africa and residents in workers' hostels, convents, and monasteries but excludes boarding schools, halls of residence, prisons, hospitals & old age homes. The Sampling frame is 400 Primary Sampling Units (PSUs) using a frame from StatsSA 2003 master list. The sampled population are all individuals living in households in these selected PSUs. There were two sampling units: First stage: PSUs and Second stage: households (every household at the dwelling). The respondents are tracked over time, despite their migration status or change of place of residence. To be considered a residing member of a household, an individual must at least spend four nights a week on average, and there is a communal share of food and resources with other household members- it used de jure approach. The NIDS wave 5 data took place in February 2017 until December 2017 (Brophy, T. et al., 2018).

There has been consistency in applying the data collection methodology across waves while giving more attention to the efficiency in field operations. From Wave 2 onwards, all data have been digitized and collected using Computer Assisted Personal Interviewing (CAPI) software, which has been extended and improved upon over time. Use of para data to monitor interviewer performance has also been developed in order to improve the quality of data collected and so reduce interviewer effects (Brophy, et al., 2018).

All the paper-based consent forms were issued in all official languages and the informed consent process is conducted in the respondent's language of choice. For each questionnaire, two consent forms are signed. One signed NIDS Panel User Manual 2016 and the other one remains within the household (Brophy, et al., 2018). This study used NIDS wave 5 data as cross-sectional data. The data was manipulated by merging many to one using individual questionnaires to the household roaster, household questionnaire individually derived, and household derived to create a cross-sectional data.

3.3 Study Population and Sample Size

The study population for the current study is adolescents who are of a secondary school-going age; 13 to 18 years who live in South Africa. There were 6,535,708 teenagers who were interviewed in the NIDS WAVE 5 in 2017 (Brophy, T. et al., 2018). For the purpose of this study, the sample size was only limited to 4, 956, 115 adolescents between the age of 13-18 years who have reported having to dropout in the previous year.

3.4 Questionnaire Design

The NIDS is the first panel data in South Africa, and it is data where units are observed at two or more time points. Firstly, respondents were asked to list all individuals that have lived under this "roof" or within the same compound/homestead at least 15 days during the last 12 months OR who arrived in the last 15 days and this was now their usual residence. In addition, the persons listed should share food from a common 'pot' and share resources from a common resource pool. All those listed on the household roster are considered household members. All resident household members became NIDS sample members. In addition, non-resident members that were "out of scope" at the time of the survey also became NIDS sample members. Out-of-scope household members were those living in institutions (such as boarding school hostels, halls of residence, prisons or hospitals) which were not part of the sampling frame

(Brophy, T. et al., 2018). These individuals had a zero probability of selection at their usual place of residence and were thus included in the NIDS sample as part of the household that had listed them as non-resident members. These two groups constitute the permanent sample members (PSMs) and should have had an individual questionnaire (adult, child or proxy) completed for them. These individuals are PSMs even if they refused to be interviewed in the base wave (Brophy, T. et al., 2018).

The following four types of questionnaires were administered as follows: Household questionnaire: One household questionnaire is completed per household by the oldest woman in the household or another person knowledgeable about household affairs and particularly household spending. Adult questionnaire: The Adult questionnaire is applied to all present CSMs and other household member's resident in their households that are aged 15 years or over. Proxy questionnaire: Should an individual qualifying for an Adult questionnaire not is present, then a Proxy questionnaire (a much-reduced adult questionnaire using third party referencing in the questioning) is taken on their behalf with a present resident adult. Child questionnaire: This questionnaire collects information about all CSMs and residents in their household younger than 15. Information about the child is gathered from the caregiver of the child. The questionnaire focuses on the child's educational history, education, anthropometrics and access to grants. Therefore, for a school dropout variable, education is listed as the best code and is being asked to everyone in the survey despite their age. There are two sets of questions regarding the educational outcome in the survey, for an Adult questionnaire, the question 'What is the highest level of education […] successfully completed?' is asked and for child and proxy questionnaires, 'c21_16 - Result of schooling in 2016?' is asked. Even though this research is cross-sectional, his is a panel survey and after the completion of the survey, a link data file is created to link all the data from wave 1- 5, making it possible to utilize it if you need to check the relationship at a given time and not causal relationship (Brophy, T. et al., 2018).

3.5 Variables

3.5.1 Dependant variable and definition:

Table 3.1 (a): Outcome variable of the study

Outcome variable	Description	Categorized as:
Secondary school dropout	This is a binary outcome in nature	Still in school: 0 dropout: 1

The outcome of this study is the school dropout. No question directly pertaining to dropout was asked in the NIDS wave 5, 2017. The question that was used to measure the school dropout from the questionnaire was: c21_16 - Result of schooling in 2016? Possible responses were: Don't know, Refused, Missing, withdrew from school before completing, failed the grade, passed the grade, continuing in the program, no grade given. For this question, if the individual had failed the Grade passed the grade, continues with the program or did not specify the grade attended they were considered to be still in school coded as 1 and the rest were considered to have "dropped outs" coded as 0. In this study, the term "school dropout" refers to learners who quit school before passing the current grade.

3.5.2 Key Independent variables and definitions:

Table 3.1 (b): Variables in the study

Main Predictor Variable		
	Definition	**Categories**
Household Structure	This is the distribution of household structure and categorised as:	nuclear (0) mother only (1) father only (2) extended (3)
Other Predictor Variables		
Age of a learner	Respondent's current age category:	13 (0) 14 (1) 15 (2) 16 (3) 17 (4) 18 (5)
Sex	Sex of the adolescent:	Male (1) Female (2)
Race	The racial group to which the adolescents classified as:	Coloureds (0) African (1) Whites (2) Asians/Indians (3)
Place of Residence	Which geographical type the adolescent resides in:	Urban (1) Rural (2)

Grade Repeat	Whether adolescent has repeated a grade previously	Yes (1) No (2)
Household Socio-Economic Status	This is the distribution of income in the household and categorised as:	R200-R3500 (0) R3501-R15000 (1) R15001-R288000 (2)
Household Size	A number of people living in the household:	1-2 members (0) 3-4 members (1) 5-7 members (2) 8-10 members (3) 11+ members (4)

The household structure variable will be derived from using the mothers PID and the fathers PID to generate the household structure. Both PIDs consists of five categories i.e. -9 "Don't Know", -8 "Refused", -3 "Missing" of which they were all replaced and recoded, 1 "Father/Mother not Part of the Household" 2 "Father/ Part of the Household", therefore both mothers and fathers' PID were extracted to see if the mother and the father are part of the household and those who were present were coded as "0" and those who were absent were coded "1". Therefore, a new variable was formulated to create a full scope of the household structure were four categories of households were extracted: 0 "Both Parents Present", 1 "Absent Father", 2 "Absent Mother" and 3 "Both Parents Absent". Both mother and father are part of the household (treated as a nuclear household as per literature) is our reference category. The choice of arrangement of categories is informed by the literature on emerging household structure (Weybright et al., 2017). As previously highlighted, there are different types of households and thus may be faced with different circumstances based on the type of grandparent involvement (Farah & Upadhyay, 2017). Moreover, new formulations of the household structure are now observed.

Various demographic variables that e used in the study. Among the demographic variables, the following were included: Age of a learner 13 (0), 14 (1), 15 (2), 16 (3), 17 (4), 18 (5); Gender: Male (1), Female (2), Race: Coloureds (0), African (1), Whites (2) and Asians/Indians (3) were combined because the sample size was too small. Place of residence: Urban (1) Rural (2). Other explanatory variables are the following household characteristics: Household Income characterized as R200-R3500 (0), R3501-R15000 (1), R15001- R28800 (2). Household Size characterized as: 1-2 members (0), 3-4 members (1), 5-7 members (2), 8-10 members (3), 11+ members (4).

3.6 Data Management

NIDS is a panel data and for the purpose of this research, the datasets from Wave 5 were merged to create a Cross-sectional dataset. The process included appending adult questionnaire and proxy to the child questionnaire before merging Individual questionnaires to the Household roster, Household Questionnaire, Individual derived, Proxy and Household derived. The research also included the derived datasets to include household income, expenditure as well as wealth to establish the socio-economic status of the household. This research used STATA version 14 to analyze and manage data.

3.6 Data Analysis

3.7.1 Univariate analysis

Sub-objective 1: To describe levels of secondary school dropout

Firstly, the univariate analysis will be done to establish a profile description of the population under study, tables showing frequency, percentage distributions and graphs will be used to show the levels of the key predictor (household structure) variable and the outcome (school dropout) variable.

3.7.2 Bivariate analysis

Sub-objective 2: *To examine the levels and differences in secondary school dropout rates by socio-demographic and household structure in South Africa.*

Bivariate analysis was conducted to examine the relationship between demographic, background, household structures and secondary school dropout in South Africa. First bivariate analysis was conducted using Chi-square tests; this is to show the association and distribution of household structure and school dropout. The test only shows the association, and not the strength of the relationship because of the categorical nature of the variables.

The equation for chi-2 is=

$$\chi_c^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$ (Pearson, 1900)

Where:

Obs - means the observed value

Exp - means the expected value

x2 - means the sum of the squared difference between the 'Obs' and 'Exp' divided by the expected data in all the possible categories.

3.7.3 Multivariate analysis

Sub-objective 3: *To examine the association between household structure and secondary school dropout*

A multivariate analysis was conducted using binary logistic regression. This was used to identify factors associated with school dropout. Binary logistic regression is the appropriate statistical technique because the outcome variable is binary. The category of interest is still in school coded 0 and dropout coded as 1.

Formula for binary logistic regression:

$$\mathbf{Y = \beta 0 + \beta i\ xi + \beta 2\ x2 + \ldots\ldots\ldots \beta i\ xi}$$

Where

Y = the probability of school dropout

βO = the logistic intercept

β = the regression parameters or coefficients of the explanatory variables

x = the explanatory variables

Source: LaValley, (2008).

Multivariate Binary Logistic regression was used to establish the independent association between household structures and secondary school dropout while controlling for other covariates. Multivariate Binary Logistic regression is a statistical test used in describing the association between a dichotomous dependent variable and a set of explanatory variables (Cox, 1958). The model is good in a situation where the characteristic of the outcome predicted is

either present or absent and goodness of fit test will be tested to determine if the data is fit for binary logistic regression analysis (Cox, 1958). Results were interpreted by using the odds ratio with a level of significance set at $p<0.05$ and confidence intervals of 95%.

3.8 Ethical Considerations

This study was conducted using secondary statistics acquired from the 2017 NIDS Wave 5 datasets. The survey was conducted through the ethics committee required NIDS to obtain verbal consent from proxy respondents before conducting proxy interviews. This is simply because an analysis of the data did not include any individual communication with the respondents. As an outcome, there were no issues relating to privacy because the names and other personal information of the respondents were not revealed in the datasets.

3.9 Study Limitations

Since this study used panel data as a cross-sectional data recall bias and social desirability bias among respondents for some of the dropout questions may affect the study results. The parent was present during the interview with the adolescent and at times the parent answered on behalf of the adolescent (Brophy, T. et al., 2018). This raises the concern of biasness, as the parent may report an answer perceived favourable by the interviewee, thus yielding a response which is not accurate enough on the current school-going status of the adolescent (Brophy, T. et al., 2018). Nevertheless, the results of this study should be interpreted with caution. Furthermore, because this study used NIDS wave 5 as a cross-sectional data the sequence of events cannot be determined meaning that causal relationship cannot be inferred. Therefore, the interpretation of the findings is limited to associations between the variables - rather than cause and effect relationships. This may, therefore, affect how the results are interpreted and generalized to the national population (Spaull, 2013).

CHAPTER 4

RESULTS

4.1. Introduction:

In this chapter, all the results of the study are presented. The results are presented according to the objectives of the study. First to be presented are the results pertaining to objective one, which is to describe the levels of household structure and secondary school dropout, descriptive analysis is presented. Secondly, to identify differences in secondary school dropout rates by socio-demographic and household factors in South Africa, bivariate analysis is presented. The third objective which is to investigate the association between household structure and secondary school dropout, the multivariate analysis results are presented.

4.1. Levels of Secondary School Drop-Out in South Africa

4.1.1. Level of secondary school dropout

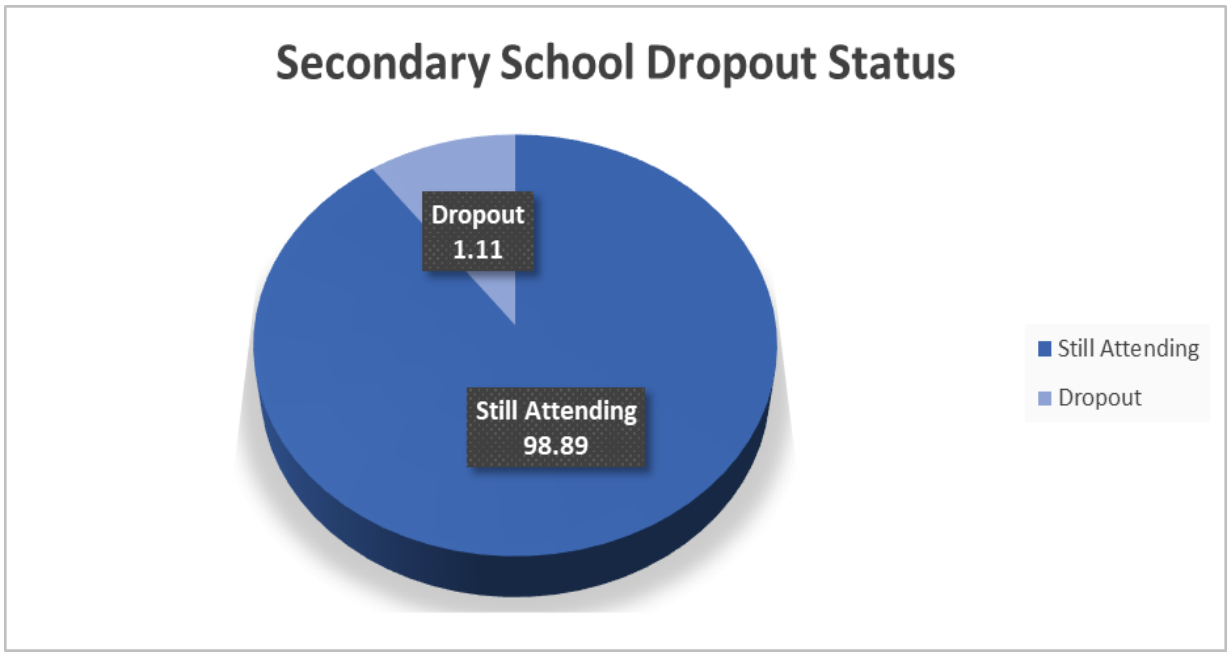


Figure 4.1: Frequency and percentage distribution levels of secondary school dropout in South Africa, 2017

The first objective of the study was to estimate the level and differences of secondary school dropout amongst adolescents aged 13-18 in South Africa, 2017. Among the 4 956 116 adolescents sampled in this study, 1.1% (N= 54 834) dropped out of secondary school compared to 98.89% (N=4 901 281) who were still in school.

4.1.2 Characteristics of the study population

Table 4.1: Frequency and percentage distribution of the demographic and socioeconomic characteristics of adolescents aged 13-18 in South Africa, 2017

Characteristics	Frequency (n)	Percentage (%)
Household Structure		
Nuclear	2 521 459	55.03
Mother Only	1 637 499	29.05
Father Only	334 249	6.19
Extended	516 613	9.74
Control Variables		
Age		
13	954 449	18.10
14	848 788	16.07
15	776 074	15.73
16	910 283	18.38
17	745 966	15.45
18	720 555	16.27
Gender		
Male	2 819 293	50.04
Female	2 815 286	49.96
Race		
Coloureds	430 145	9.11
Africans	4 289 130	84.46
Asians/Indians	63 153	4.82
Whites	173 688	1.61
Grade Repeat		
Yes	1 915 918	61.13
No	1 235 082	38.87
Place of Residence		
Rural	2 394 520	42.35
Urban	2 769 675	57.65
Household Size		
1-2 members	285 493	5.96
3-4 members	1 494 019	30.93
5-7 members	2 030 752	40.77
8-10 members	748 807	14.54
11+ members	397 043	7.79
Household Income		

R200-R3500	1 294 488	25.30
R3501-R15000	2 698 566	53.58
R15001-R288000	963 062	21.12

Table 4.1 above shows the characteristics of the study population. It highlights that in terms of household structure that adolescents in South Africa 55.03% of them reside in nuclear households. The frequencies of the household structure do not meet one of the entire sample sizes because other forms of the household structure were not the focus of the study and were sent to missing, i.e. child-headed households and/ or Orphanhood status was not observed in the study.

With regards to single household types: 6.19% of adolescents resided in father only households and 29.05% resided in mother-only households and 9.74% reside in extended household. Further, the adolescents in South Africa are relatively evenly distributed across the ages with majority being 16-year olds at 18.38% and minority being 14-year olds at 16.07%. Moreover, 61.13% of adolescents have repeated a grade in 2016. The sample size is very small due to the phrase of the question 'h13 – The respondent repeated school grades?' with possible responses 'Don't know, Refused, Missing, Yes and No'. For the purpose of the study, those who responded "Don't know, Refused, Missing" were sent to missing and this limits the responses' to the child and proxy questionnaire because the head of household responds on behalf of the child who might not know of the correct grade her child is in.

The sex distribution of adolescents in South Africa is almost equal; there are 50.04% male adolescents and 49.96% of female adolescents. The majority (84.46 %) of adolescents belong to the Black African racial group, 9.11% are Coloureds, 1.61% are Whites and 4.82% are of Asians/Indian population. The distribution of the type of place of residence that adolescents in South Africa reside in shows that 57.65% resides in urban areas and 42.35% resides in rural areas. The majority of the household's income is between R3501-R15000 (53.58%) with the minimum being between R200-R3500 (25.30%) and the maximum is R15001-R288000 (21.12%) respectively. Further, the majority household size is between 5-7 members (40.77%) per household with the minimum being between 1-2 members (5.96%) per household and maximum is 11 and more (7.79 %) members per household respectively.

4.2. Differences in Secondary School Dropout Rates by Socio-demographic and Household Structures in South Africa.

4.2.1. Cross-tabulation of the outcome variable and independent variables:

Table 4.2: Frequency and percentage distribution of the demographic and socioeconomic characteristics of adolescents by school dropout.

Key independent variable (s)	**Still in school**		**Dropout**	
Characteristics	**Frequency (n)**	**(%)**	**Frequency (n)**	**(%)**
Household type			**P[z]=0.000*** **	
Nuclear	2 497 404	(46.54%)	24056	(52.08%)
Single Mother	1543289	(30.90%)	24349	(27.08%)
Single Father	330069	(8.09%)	4179	(14.58%)
Extended Household	514364	(14.43%)	2249	(6.25%)
Control Variables				
Age			**P[z]=0.000*** **	
13	952 183	(18.89%)	2 266	(8.33%)
14	848 308	(18.28%)	481	(2.08%)
15	774 376	(15.61%)	1 698	(10.42%)
16	905 431	(18.21%)	4 852	(14.58%)
17	730 062	(15.29%)	15 904	(27.08%)
18	690 921	(13.73%)	29 634	(37.50%)
Gender			**P[z]=0.000*** **	
Male	2 453 974	(49.32%)	25360	(41.67%)
Female	2 431 443	(50.73%)	29474	(58.33%)
Race			**P[z]=0.000*** **	
Coloured	411405	(11.88%)	18739	(22.92%)
Africans	4 253 035	(85.41%)	36095	(77.08%)
White	63153	(1.04%)	0	0%
Asians/Indians	173688	(1.67%)	0	0%
Place of Residence			**P[z]=0.000*** **	
Rural	2 166 477	(55.30%)	19963	(58.33%)
Urban	2 734 804	(44.70%)	34871	(41.67%)
Grade Repeat			**P[z]=0.000*** **	
Yes	1 880 335	(62.46%)	35583	(81.40%)
No	1 218 576	(37.54 %)	16506	(18.60%)
Household Size			**P[z]=0.000*** **	
1-2 members	283 186	(4.39%)	2 307 618	(8.33%)
3-4 members	1 479 592	(26.89%)	14 428	(18.75%)
5-7 members	2 006 340	(39.70%)	244 119	(50.00%)

8-10 members	746 618	(18.30%)	21 901	(10.42%)
11+ members	385 545	(10.72%)	114 974	(12.50%)
Household Income			**P[z]=0.000*** **	
R200-R3500	1 270 640	(28.61%)	23 848	(52.08%)
R3501-R15000	2 671 118	(57.45%)	27 448	(45.83%)
R15001-R288000	959 523	(13.93%)	35 383	(2.08%)

The prevalence of school dropout is highest amongst adolescents from the nuclear household (52.08%) and those who reside in the extended household (6.25%) have the lowest prevalence of school. The prevalence of school dropout is highest amongst females' adolescents at (58.33%). With regards to race, a significant percentage (77.08%) of black African adolescents reported that they have dropped out of secondary school compared to (22.92%) Coloured adolescents. The prevalence of school dropout increases as the age increases and the highest prevalence is at age 18 at (37.50%) and the lowest is age 14 at (2.08%). The prevalence of dropout is high (81.40%) amongst adolescents who have ever repeated a grade compared to those who have never repeated a grade at (18.60%). Adolescents from rural areas (58.33%) compared to those from urban areas (41.67%) were more likely to be secondary school dropouts. The prevalence of school dropout decreases as the household income increases and the highest prevalence of school dropout is among those whose household income is between R200- R3500 (52.08%) and less amongst those whose income is between R15001-R288000 (2.08%). The larger the prevalence of school dropout is high amongst those whose household size is between 5-7 members (50%) and is the lowest amongst those between 1-2 members (8.33%) per household. (T*able 4.2*).

4.3. The Association between Household Structure and Secondary School Dropout

Table 4.3: Logistic regression analysis: variables predicting household structures and secondary school dropout amongst adolescents in South Africa, 2017

	UNADJUSTED		ADJUSTED	
Variables	**OR**	**[95% CI]**	**OR**	**[95% CI]**
Household Structures				
Nuclear (REF)	1		1	
Single Mother	1,64	[1.609- 1.667] *	1,68	[1.645- 1.719] *
Single Father	1,31	[1.272- 1.359] *	1,96	[1.885- 2.033] *
Extended Household	0,46	[0.435 - 0 .474] *	0,63	[0.601 - 0 .666] *
Age				
13 (REF)	1			
14	0,2	[0.173 - 0 .219] *		
15	1,09	[1.027- 1.175] *	1	
16	1,38	[1.300- 1.470] *	1,35	[1.262- 1.434] *
17	9,62	[9.156- 10.107] *	8,83	[8.376- 9.302] *
18	19,23	[18.330- 20.180] *	20,6	[19.568- 21.680] *
Gender				
Male (REF)	1		1	
Female	1,1	[1.088- 1.129] *	1,53	[1.495- 1.559] *
Race				
Coloured (REF)	1		1	
Africans	0,19	[0.188- 1.196] *	0,12	[0.118- 0.124] *
White	1	[empty]	1	[empty]
Asians/Indians	1	[empty]	1	[empty]
Place of Residence				
Rural (REF)	1		1	
Urban	1,45	[1.427- 1.482] *	1,51	[1.475- 1.546] *
Grade Repeat				
Yes (REF)	1		1	
No	0,66	[0.643 - 0 .669] *	0,83	[0.815- 0.852] *
Household Size				
1-2 members (REF)	1		1	
3-4 members	0,94	[0.895- 0.979] *	1,03	[0.982- 1.082]
5-7 members	1,29	[1.238- 1.350] *	1,94	[1.853- 2.035] *
8-10 members	0,29	[0.271- 0.307] *	0,54	[0.499- 0.577] *
11+ members	3,21	[3.063- 3.357] *	8,97	[8.514- 9.448] *
Household Income				
R200-R3500 (REF)	1		1	
R3501-R15000	0,56	[0.549 - 0 .570] *	0,36	[0.353- 0.370] *
R15001-R288000	0,26	[0.248 - 0 .267] *	0,17	[0.161- 0.175] *
p<0.05*; OR = Odds Ratio; 95% CI = 95% Confidence Interval; 1 = Reference Category				

The above results (*Table 4.3*) present (unadjusted and adjusted) odds ratios to indicate whether adolescents coming from different household structures are likely to drop out of secondary school. The significance of the odds ratios is given by the p-values (P[z] <0.05) level of significance. The findings at this level of analysis refer to the third objective of the study: To examine the association between household structure and secondary school dropout. *Table 4.3* shows that adolescents who reside in extended household structures, however, have lower odds (0.45) of dropping out of school compared to nuclear household structures [OR=0.45; CI 0. 434- 0. 474] The household structure is statistically associated with secondary school dropout at P<0.05.

Moreover, when looking at age, the research shows that it is statistically associated with secondary school dropout at P<0.05. The research shows that as age increases, the odds of staying in school decreases. The 14-year-old adolescents have lower odds (0.20) of dropping out of school compared to 13-year olds [OR=0.20; CI 1.173- 1.220]; The 15-year-old adolescents have higher odds (1.10) of dropping out of school compared to 13-year olds [OR=1.10; CI 1.027- 1.175]. The 16-year-old adolescents have higher odds (1.38) of dropping out of school compared to 13-year olds [OR=1.38; CI 1.300- 1.469]. The 17-year-old adolescents have higher odds (9.62) of dropping out of school compared to 13-year olds [OR=1.38; CI 9.156- 10.107]. The 18-year-old adolescents have higher odds [OR= 19,23; CI 18.330- 20.180] of dropping out of secondary school compared to 13-year olds.

The results also show that the place of residence is associated with secondary school dropout in with the P<0.05. An adolescent from the rural areas was 1.45 times as likely as those in urban areas to dropout [OR= 1.45; CI 1.427- 1.482]. Additionally, adolescents whose household income is between R3501-R15000 are 0,56 less likely to drop out of school compared to those who's household income is between R200-R3500 and is statistically associated with secondary school dropout at P<0.05. Additionally, the study found out that household size is statistically associated with secondary school dropout at P<0.05. With regards to household size, adolescents whose household size is over 11 members had higher odds of dropping out of school 3.21 [OR= 3.21; CI 3.063- 3.357] compared to other household sizes.

For adjusted odd ratios, this research shows that when controlling for other variables in the model, all variables are statistically significant at P<0.05.

It is revealed that adolescents residing in single father households have higher odds (1.96) of dropping out of school compared to nuclear household structures [AOR=1.96 CI 1.885- 2.033]. Moreover, when controlling for other variables in the study, the 18-year old adolescents have higher odds [AOR= 20.06; CI 19.568- 21.680] of dropping out of secondary school compared to 14-year olds. When running the model, age 15 appeared as a reference category, therefore omitting age 13 and 14. When controlling for other variables in the model, adolescents from urban areas had higher odds (1.51) of dropping out of secondary school compared to those residing in urban areas [AOR=1.51; CI 1.475- 1.546]. Additionally, adolescents whose household income is between R3501-R15000 are (0.36) less likely to drop out of school compared to those who's household income is between R200-R3500 [AOR=0.36; CI 0.353-0.370]. With regards to household size, adolescents whose household size is over 11 members had higher odds of dropping out of school 8.97 [AOR= 8.97; CI 8.514- 9.448] compared to other household sizes. Moreover, when controlling for other variables, the study shows that adolescents who have never repeated a grade are less likely (0.83) of dropping out of school compared to others who have repeated a grade [AOR=0.83; CI 0.815- 0.852]. Further, the study reveals that Black Africans are less likely (0.12) [AOR=0.12; CI 0.118- 0.124] to drop out of school as compared to other population groups.

4.4 Testing the Hypothesis

Assessing from the frameworks above the following hypotheses will be accepted or rejected:

- Null hypothesis – there is no association between household structures and secondary school dropout in South Africa.
- The alternative hypothesis – there is an association between household structures and secondary school dropout in South Africa.

Using multivariate logistic regression analysis, the results revealed that when controlling for other factors, there is an association between household structures and secondary school dropout in South Africa. All the variables show a (P[z] <0.05) level of significance. Thus, the study rejects the null hypothesis (H0) in favour of the alternative (H1).

CHAPTER 5

DISCUSSION

The study's aim was to assess whether an association exists between household structure and secondary school dropout amongst adolescents aged 13-18 in South Africa. This was achieved by having several objectives. The first objective was to describe the levels and identify differences in secondary school dropout rates by socio-demographic and household factors in South Africa and the second objective were to investigate an association between household structure and secondary school dropout amongst adolescents aged 13-18 in South Africa. An association between groups was analysed using chi-square test of association for objective one. For objective two, which was to investigate the association between household structure and secondary school dropout, a bivariate logistic regression was used.

There were approximately 796, 542 learners registered for NSC in 2018, only 172 043 qualified to further their studies and those who did not, are at risk of securing employment in the future. However, the analyses of this study suggest that (N= 4 956 116) of learners aged between 13 and 18 years in secondary school, identified that adolescents who are from the single-father household are at as much risk of dropping out compared to nuclear, extended and mother-only households. Further, household structure is positively associated with secondary school dropout. The multivariate analysis of the study reveals that children from father only household, who are mostly females in rural areas, who have repeated a grade, who are older than 15 years, whose household members are between 5-7 members in the household, their income is less than R3500 a month and they are coloureds are at a higher risk of dropping out of school before completing a grade. This is comparable to the national DBE statistics of 24% dropout rate by grade 11 (Department of Basic Education, 2017).

The research found out that out of 4 956 116; 52.08% reside in the nuclear household, 27.08% resides with mother only, 14.58% reside with father only and the remaining 6.25% reside in an extended household. This is, however, is in line with Census of 2011 which found out that 30.64% of extended households in South Africa and the proportion has remained stable over the years (Stats SA, 2011). The social profile of vulnerable groups (2002-2011) study conducted by Stats SA revealed that 37.9% of children (defined as people under the age 18) lived in external households (Stats SA, 2012). Further, In South Africa, extended households are reported to experience more poverty than any other household structure (Moyi, 2011). The

evidence of this research reveals is that low household socio-economic status is associated with secondary school dropout. The chi-square analysis level revealed that 54.75% of adolescents come from households earning between R 3500 and R 15000.

Specifically, this study found that adolescents residing in extended households were 0.46% less likely to drop out than adolescents from other forms of household structures. The findings on the secondary school dropout amongst adolescents are consistent with findings from several studies which also found that temporary dropout due to teenage pregnancy amongst females, from poor socio-economic background, who are burdened by diseases, child-headed households- lead to lack of family social capital and putting adolescents at risk of dropping out (De Witte et al., 2013; Fleisch et al., 2009; Branson et al., 2013; Dieltiens & Meny-Gibert, 2009; Sabates et al,. 2010). Despite categorising household structure uniquely, the multidimensional impact of household socioeconomic status on attending school and school progression has been investigated extensively in South Africa (Moyi, 2011).

The legal age at which the child starts school is age 7 until age is 15. This suggests that adolescents drop out before completing their National Senior Certificate as of age 15 by 1.09%, age 16 it increases to 1,38%; age 17 increases to 9,62% and age 18 increases to 19,23% respectively. This finding resonates with the findings that as age increases, teenagers are at risk of dropping out. The research revealed that if an adolescent does not repeat a grade, they are at 0.66% better chances of completing secondary school.

Grade repetition is considered to be a conceptually important measure of education since it is both an outcome of a previous failure, and a predictor of subsequent failure (Anderson, Case, & Lam, 2001). Repetition problems and slow progression within the school system are prevalent in South Africa (Stats SA, 2017; Branson et al., 2013). This, however, shows that the longer an adolescent is retained in one grade, the more chances of them dropping out in the near future (Romero, Hall, Cluver and Steinert, 2018). The grade progression policy has been largely applied to the General Education and Training Phase (Grade R – Grade 9) since its gazetted in 1998. Nevertheless, it was only endorsed in the FET phase in 2013, since it was circulated in the National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12 on 28 December 2012 (Department of Basic Education, 2012).

With over 54 million South Africans, the population mainly constitutes of young people below the age of 35 years, which is around 66% of the total population. Nineteen percent of youth in South Africa is between the ages of 10-19 years and 24% are aged 15-24 (Stat SA, 2017). Fifty percent of the population aged 20-24 in South Africa are reported not to have secondary education (OECD, 2017; Bhorat et al., 2009). Further, only 44% of Black and Coloured youth aged 23-24 had attained matric compared to 83% of Indian youth and 88% of White youth (GHS, 2015; Spaull, 2015). In South Africa this shows a dual crisis in education, as the 15-24 age group is more prone to school dropout compared to younger ages (Modisaotsile, 2012).

In this research, there is a difference in educational attainment amongst racial groups in South Africa. The study suggests that 77.08% of Africans and 22.92% of Coloureds dropped out. The estimates for whites and Indians are substantially lower at approximately 0%. The results are consistent with the previous research where Black and Coloureds of the population, are experiencing high levels of dropout (Strassburg et al., 2010). Further, this is in line with what other studies have looked at where they look at the differences especially between the Black and White racial groups illustrate the legacy of South Africa's segregated past- that of inequality (van der Berg, 2010). These results suggest that the legacy of Apartheid regime by the government at the time discriminated against the Black race, still persists (van der Berg, 2010).

The second objective of the research was to test the association between household structures and secondary school dropout which revealed that there is an association between household structure and secondary school dropout, this was done through the presentation of odds ratio from logistic regression. The analysis shows that adolescents residing in father only households had higher odds of school dropout than those of nuclear households, extended and mother-only households, thus the theoretical framework employed by the study is suitable. Further, as there are different distributions of factors associated with dropout illustrated in Figure 1, regressions were run for the aggregate sample and separately for household structures because Wave 5 is a top-up sample of a longitudinal data.

The study restricted the sample in the dropout analysis to adolescents aged 13-18. None of the white and Indian learners (0 respondents) in our sample are observed dropping out of school. In actual form, the average white and Indian learner is from a nuclear household, repeats fewer grades, and has higher household income and have better resources even with a larger number of people residing in the same household might not predispose an adolescent to dropout.

For South Africa to enjoy the benefits of a great number of young people, it needs to crucially eliminate the number of secondary school dropout in the future and achieve the ambitious SDG 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". SDG 4 is the centre part of all the SDG 17 targets by 2030 (United Nations, 2015). Further, Chapter 9 of the NDP 2030 strategy has the improvisation of the schooling system as their centre for driving 17-point targets of which five of them are centred in education. Teacher quality and availability is a major problem in South Africa where there is a shortage of Maths, Science, and Technology as well as mother-tongue teachers. Moreover, there is also aspect of the environmental issues where infrastructure may have an impact on secondary school dropout (Department of Basic Education, 2016). The DBE has placed it is Accelerated School Infrastructure Delivery Initiative (ASIDI) targets where 620 schools were identified to be supplied with water and electricity; of these 620 only just over 200 been completed (Statistics South Africa, 2015 and 2016).

Additionally, the shortage of learning material may have an impact on learner's educational outcomes. There has been a trend in the DBE when it comes to textbook shortages or unavailability of the teaching materials, those are other factors that transpire in the system halting education attainment, but parents do not give their children the attention needed due to issues like migrant labour system and children raised by grandparents (Statistics South Africa, 2015; Department of Basic Education, 2016).

While only 1% (N= 54 834) of the current study participants reported dropping out of school, the logistic regression model revealed a positive association between household structures and secondary school dropout. That is close to 55,000 adolescents who have dropped out of secondary school in this study. When assessing the relevance of the family socialization theory by Rumberger (1983) and Tintos' (1975) theory of Institutional Departure, the opposite was true for nuclear households as other households' structures. International literature has shown that children from nuclear households have low risks of dropping out of school (Rumberger, 1983). Moreover, adolescents living in a household where the head is a female parent, or a grandparent are more likely to complete their schooling. Similarly, household structure is very important factor that plays a role in an adolescent dropping out of school (Branson et al., 2013: 13). The study also revealed that the larger number of household size, the more risks of dropping out school is prevalent amongst adolescents.

One possible explanation for poor school completion is the household structure in which the children live (Ananga, 2011). One of the difficulties facing adolescents in South Africa is that of household poverty (Biblarz et al., 2000). It has been argued that by not providing a conducive home environment for children, their possibilities of educational attainment are hindered. Therefore, they are not able to take full advantage of their economic potential (UNICEF, 2016). Moreover, other aspects that could lead young people to school dropout are parental unemployment and absentee parents who are unavailable to support and guide children (Adepoju, 2005; Van der Berg, 2010).

Lack of education results in social exclusion and South Africa is one of the countries that have the highest level of inequality in the world (World Bank, 2018). Giddens (2006) argues that social exclusion at some level is a personal responsibility. Teenagers who choose to drop out of secondary school are at risk of being socially excluded in the future. Young people without formalized education will be trapped in low paying jobs with limited escape routes to semi-skilled and skilled jobs (World Bank, 2018; Stats SA, 2018). Moreover, school dropout has strong sex dimensions, more so in poor countries. High rates of female dropout are strongly linked to low levels of economic development, poverty, infant mortality and high fertility rates (George & Page, 2004).

School dropout results in adolescents participating in the labour force through non-sustainable employment, which can be casual or temporary employment that offers no growth (Banerjee et al, 2008) or stability. Moreover, globally 23% of the children are economically active. Further, 30% of those aged 5-14 years old are participating in the labour force exclusively (Edmonds et al., 2005; UNICEF, 2016). According to UNICEF, in sub-Saharan Africa, 73% of children who attend school are concurrently working. Moreover, the international agreement set by the UNESCO Institute for Statistics (UIS) states that there are 60% of youth between the ages of 15 and 18 who are not in school in Africa (UNESCO, 2016).

In industrial societies, as Schatz (2007) argues, education plays a vital role in the socialization of children as it equips them with the skills needed in household relations like attitude, character, and capacity to avoid faulty adolescent decision making. However, Edwards & Daire (2006) argues differently by saying that there are technical skills that cannot be learnt at home hence the importance of school. This is argued from a perspective that each household has a certain way of treating a child and usually it is fixed from birth.

Moreover, education is one of the platforms used to enable children to move from a natural learning setting (household) to universal space (school) where they will acquire standardized skills in the labour force (Edwards & Daire, 2006; Schatz, 2007). Universal standards include having multiple skills that will enhance a child's learning and skills attainment leading to innovation and reliance (UNESCO, 2017). Completing secondary schooling is shown to have a protective effect against HIV, unemployment, and poverty - especially amongst girls. It has been reported that half of these children in the region have never been enrolled and may never enrol in school. Girls are more likely to never have enrolled in school than boys, 56% and 42% respectively (Hillman et al., 2004; IMF, 2005).

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

This study found that adolescent's transition to adulthood and individualistic challenges cannot be disconnected from challenges set by barriers to learning connected to the systems of society such as that of household and the community the school finds itself in. This research, however, emphasized the importance of household environment on an adolescent's educational and social skills attainment. On the other hand, the effects of household standard of living are overwhelmingly strong predictors of dropping out among Africans and Coloureds in South Africa. The study also observed that an adolescent's sex is greatly associated with dropping out amongst Africans and Coloured only.

The participants of this research revealed that South African households are very complex and taking a strain more so socio-economically. The research demonstrated that living in an extended household holds more benefits of completing secondary school. It is evident that female-headed households are facing challenges and that most of the fathers are absent in their children's lives. This may be due to migrant labour system that is persistent since apartheid. Moreover, this is comparable to previous which has demonstrated that children with denied paternity (who have never seen their biological father) or from dysfunctional households as a result of divorce struggle to thrive academically.

Apart from the complex setting of larger households' size which mostly earns less and/or around R3500. 00 per month; staying in the rural areas, being a female and of African or Coloured race is associated greatly with secondary school dropout. The study and the literature are in support that of these circumstances may force an adolescent to absent from school and puts them at risk of being a secondary school dropout. Adolescents' from poor households are also facing challenges of finishing grade 12. There were no observations for Whites and Asians when running the multilevel binary logistic regression. These diverse results may be an indication of how the legacy of Apartheid had macro-structural education opportunities that still persist today.

Moreover, an equally important question considered in this study is whether secondary school dropouts differ in their individual and household background characteristics from those who drop out at the tertiary level. The findings seem to have suggested that a comparable set of factors determine who drops out at both levels of schooling. The findings from this study also question the international findings from other racially stratified societies such as the United States of America and Brazil. The results of this study, in contrast to findings from the United States, suggests that large household size and female headship are not significantly associated with poor educational outcomes among economically deprived racial groups as compared to South Africa. What this then portrays is that it is not all the large households or female-headed households that are economically disadvantaged. It is evident that some households receive remittances from husbands working elsewhere and support from other extended household members and this yields most of the negative effects that are traditionally associated with female headship and poverty.

In addition, while these results have given a positive view of an association between an adolescent's risk of dropping out and living within a certain household in South Africa, staying in some of the households is still much of concern. This is the case amongst the ones who stay with fathers only, which might be because of maternal Orphanhood. Moreover, extended households seem to have a support base needed for an adolescent to prosper academically.

Further, while these results have given a positive view of an association between an adolescent's risk of dropping out and living within a certain household in South Africa, staying in some of the households is still much of concern. This is the case amongst the ones who stay with fathers only, which might be because of maternal Orphanhood. Moreover, extended households seem to have a support base needed for an adolescent to prosper academically.

Further, the older a teenager gets they are at a greater chance of dropping out. The study revealed that age is a strong predictor of school dropout and as of age 15 an adolescent is more likely to drop out. The study also revealed grade repetition is positively associated with dropout and retention also makes them fall behind their cohort. This further puts a question to the matric pass rate of 78.2% in 2018 as to which cohort does that it belongs to; 796, 542 managed to register for NSC of which 172 043 passed with a university endorsement. To what extent are these statistics appropriate given the records of millions of children registering in grade 1 compared to those leaving with NSC certificate. What happens to those that are unaccounted for in the system hence it is important to explore research on school dropout?

6.2 Recommendations

6.2.1. Recommendations for Policy and Programmes

South African literature on school dropout makes a number of recommendations regarding how school dropout should preferably be tackled. It has been pointed out by Rumberger (2004), that interventions can be aimed at systemic changes whereby the school system, or social welfare system or the programmatic approach try to effect change at family or individual level. Even though this is a complex task, "Any policy decision of relevance must necessarily focus on the whole aggregate of factors at the level of students, families, schools and the broader environment…there is neither a single nor simple solution to be found" (De Witte et al. 2013: 15).

Despite the fact that there are general regulations around the provision of education and the welfare of children in South Africa, reflecting on the - (National Education Policy Act (27 of 1996); Section 29 of the Constitution; The Children's Act (38 of 2005) section 31(1)b iv; South African School's Act (No. 84 of 1996); section 5(3)a and section 9), being the key policy instruments, these legislative documents do not explicitly mention school dropout as an area of concern. It is recommended that these aspects of legislation involve dropout as a variable. With that being said, recently there has been a recognition of the urgency of this issue, the current National Youth Policy 2015-2020 seeks to address "high drop-out rates and inadequate skills development" even though not detailed. These need to be outlined for better administration use and implementation.

For progression policy to be more effective, South Africa needs to establish a national dropout prevention task force of which they do not have at the moment. Therefore, it is recommended that more needs to be done to ensure children start school at the correct age and keep up with their age cohort throughout their school journey.

Family intervention that links a learner to other family members is also a crucial aspect of dropout prevention and reintegration strategy, the involvement of a parent is very vital as they are able to encourage the child to be as active in their education, and to have "high and unambiguous expectations" and offer assistance academically (De Witte et al. 2013: 16). There is also a need for interventions which simply engage with parents or primary carers – from when their children are young – to encourage them to be as involved as possible in their child's

life and education, and to have “high and unambiguous expectations” and assist their children academically (De Witte et al., 2013).

Therefore, the implementation of household structures approaches in educational policies aimed at reducing school dropout in South Africa is of paramount importance. The gains of the abovementioned recommendations and initiatives will directly impact households and their vulnerable members like school-going children. The focus of the initiatives placed is to support children to stay in school by eradicating household poverty in South Africa.

6.2.2. Recommendations for Further Research

It is recommended that further research needs to be conducted to fully understand what the implications of progressed learners on NSC outcomes are – using more detailed NSC information, as well as the out-of-school outcomes for these progressed learners. It will also be interesting to observe differences in these outcomes for those who were allowed to repeat more than once in the FET phase compared to those who are now exposed to the progression policy.

South Africa needs to formulate more efficient and accurate measures of school dropout so that researchers are able to have longitudinal studies on the dropout and that the report on school data should improve. Data on school progression needs to be carefully collected and updated on all public and independent schools so to establish the racial gap in educational attainment. The paper proposes a monitoring system by the department of education within schools and families that will help prevent school dropout. The data used did not have a direct school dropout question, therefore it is suggested that surveys collecting data on school dropout must confirm collection of the last grade completed in order for researchers to between permanent and temporary secondary school dropout. This will have value in getting the clear scope of a problem and how to best intervene. New informed programmes will be able to be formulated.

Additionally, future studies should look at secondary school dropout ensuring control of socioeconomic status at the school level to yield adverse results, this is because there are five different quintiles in South African school system and knowing the school SES will assist in knowing how to best apply policies and government interventions. This will assist the National Feeding Scheme to understand as to how far adolescent are trapped in household poverty so to have revised interventions. Furthermore, research focusing on interventions to prevent school dropout and to motivate dropouts to re-enter the schooling system needs to be conducted and

rationalized by family background. There is an urgent need for family policies that will be integrated with educational programmes to enhance parental participation in school and to serve as an intervention to school dropout.

REFERENCES

Adepoju, A. (2005). African families in the twenty-first century: Prospects and challenges.

Amato, P.R., and Anthony, C.J.,(2014). Estimating the effects of parental divorce and death with fixed effects models. *Journal of Marriage and Family*, *76*(2), pp.370-386.

Ananga E.D. (2011). Typology of school dropout: The dimensions and dynamics of dropout in Ghana. International Journal of Educational Development, 31(4):374–381. DOI: 10.1016/j.ijedudev.2011.01.006.

Anderson, K., Case, A., and Lam, D. (2009). Causes and Consequences of Schooling Outcomes in South Africa: Evidence from Survey Data. Social Dynamics, Vol. 27 (1): 1-23.

Bammeke, F. (2008). Beyond the school: Gender of household head and children's educational performance in Lagos state. The International Journal of Interdisciplinary Social Sciences, 3, 169-186.

Bayaga, A, and Jaysveree, L., (2011). Moral Degeneration: Crisis in South African Schools? J SocSci, 28(3): 199-210 (2011).

Becker, G., (1930). A treatise on the family / Gary, S. Becker. - Enl. ed.,

Bhorat, H., & Oosthuizen, M. (2009). Determinants of Grade 12 Pass Rates in the Post-Apartheid South African Schooling System. *Journal of African Economies*, *18*(4), 634–666. https://doi.org/10.1093/jae/ejn027.

Biblarz, T, J., & Gottainer G (2000). Family structure and children's success: A comparison of widowed and divorced single-mother families. Journal of Marriage and the Family, 62:533-548. DOI: 10.1111/j.1741-3737.2000.00533.x

Booys, H. R., Adendorff, S. A., & Moodley, T. (2015). Grandparents as primary caregivers: a factor in the academic functioning and behaviour of their grandchildren. Journal of Educational Studies, 14(2), 139-154.

Branson, N., Hofmeyr, C., Lam, D., (2013). Progress through school and the determinants of school dropout in South Africa. A Southern Africa Labour and Development Research Unit Working Paper Number 100. Cape Town: SALDRU, University of Cape Town

Brophy, J., (2006). Grade Repetition, Education Policy Series, No. 6, UNESCO.

Burda, Michael, Daniel Hamermesh, and Philippe Weil. 2008. "The Distribution of Total Work in the U.S. and E.U.," in Working Hours and Job Sharing in the EU and USA: Are Europeans Lazy? or Americans Crazy? edited by T. Boeri, Michael Burda, and Francis Kramarz. Oxford: Oxford University Press.

Cameron, S. V., & Heckman, J. J., (1993). The non-equivalence of high school equivalents. Journal of labor economics, 11(1, Part 1), 1-47.

Carlini-Marlatt, B., (2005). "Grandparents in Custodial Care of their Grandchildren: A Literature Review", Mentor UK Report, pp.1-18.

Case, A., &and Ardington, C., 2006. The impact of parental death on school outcomes: Longitudinal evidence from South Africa. *Demography*, *43*(3), pp.401-420.

Cheng, S. T., & Siankam, B., (2009). The Impacts of the HIV/AIDS Pandemic and Socioeconomic Development on the Living Arrangements of Older Persons in Sub-Saharan Africa: A Country-Level Analysis. *American journal of community psychology*, *44*(1-2), 136-147.

Corbett, M., & Forsey, M., (2017). Rural youth out-migration and education: challenges to aspirations discourse in mobile modernity. *Discourse: Studies in the Cultural Politics of Education*, *38*(3), 429–444. https://doi.org/10.1080/01596306.2017.1308456.

Davids, E. L., & Roman, N. V., (2013). Does family structure matter? Comparing the life goals and aspirations of learners in secondary schools. *South African Journal of Education*, *33*(3), 00-00.

De Witte, K., Cabus, S., Thyssen, G., Groot, W., & van Den Brink, H. M., (2013). A critical review of the literature on school dropout. Educational Research Review, 10, 13-28.

Defo, B. K., & Dimbuene, Z. S. (2012). Influences of family structure dynamics on sexual debut in Africa: Implications for research, practice, and policies in reproductive health and social development. African journal of reproductive health, 16(2), 147-172.

Delprato, M., Akyeampong, K., Sabates, R., & Hernandez-Fernandez, J. (2015). On the impact of early marriage on schooling outcomes in Sub-Saharan Africa and southwest Asia. *International Journal of Educational Development*, *44*(Supplement C), 42–55. https://doi.org/10.1016/j.ijedudev.2015.06.001.

Department of Basic Education - Annual Reports. (2016/17). Retrieved October 12, 2017, from https://nationalgovernment.co.za/department_annual/173/2017-department:-basic-education-%28dbe%29-annual-report.pdf.

Department of Social Development - Annual Reports. (n.d.). Retrieved October 12, 2017, from http://www.sassa.gov.za/index.php/knowledge-centre/annual-reports.

Dintwa, K.F., (2010). Changing family structure in Botswana. Journal of Comparative Family Studies (41): 281-297.

Echevarria, C, and Merlo, A. (1999). Gender differences in Education in a Bargaining Model. International Economic Review, Vol. 40, No. 2. Pp 265-286.

Edwards, O. W., & Daire, A. P., (2006). "Children (Education), Children (Psychological aspects) Grandparent and child (Analysis)", Journal of Instructional Psychology, Vol 33 (2), pp. 1-9.

Entwisle, D.R., 2018. *Children, schools, and inequality*. Routledge.

Fafchamps, M. and Wahba, J., (2006). Child labor, urban proximity, and household composition. *Journal of Development Economics*, *79*(2), pp.374-397.

Farah, N., & Upadhyay, M. P., (2017). How are school dropouts related to household characteristics? Analysis of survey data from Bangladesh. Cogent Economics & Finance, 5(1), 1268746. https://doi.org/10.1080/23322039.2016.1268746.

Farah, N., and Upadhyay, M.P., 2017. How are school dropouts related to household characteristics? Analysis of survey data from Bangladesh. *Cogent Economics & Finance*, *5*(1), p.1268746.

Ford, K., and Hosegood, V., 2005. AIDS mortality and the mobility of children in KwaZulu Natal, South Africa. *Demography*, *42*(4), pp.757-768.

Freudenberg, N., &Ruglis, J., 2007. Reframing school dropout as a public health issue. Preventing Chronic Disease, 4(4): A107. Available at http://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1163&context=hc_pubs.

Fuller B., Singer J. D., Keiley M., (1995). Why do daughters leave school in Southern Africa? Social Forces, 74, 657-680.

George, V., and Page, R (2004). Global Social Problems (eds). Cambridge: Polity.

Gjertsen, F., Bruzzone, S., & Griffiths, C. E., (2018). Burden of suicide presented as one of the leading causes of death: uncover facts or misrepresent statistics? Journal of global health, 9(1), 010401.

Goldberg, R. E., (2013a). Family Instability and Pathways to Adulthood in Urban South Africa. *Population and Development Review*, *39*(2), 231. https://doi.org/10.1111/j.1728-4457.2013.00590.x

Goldberg, R. E., (2013b). Family Instability and Pathways to Adulthood in Urban South Africa. *Population and Development Review*, *39*(2), 231. https://doi.org/10.1111/j.1728-4457.2013.00590.x

Grossen, S., Grobler, A. A., Lacante, M., (2017). Repeated retention or dropout? Disputing Hobson's choice in South African township schools. South African Journal of Education, Volume 37, Number 2, May20171Art. # 1367, 11pages, *DOI: 10.15700/saje.v37n2a1367.*

Gustafsson, M., (2011) The When and How of Leaving School: The Policy Implications of New Evidence on Secondary School in South Africa. Stellenbosch Economic Working Papers 09/11. Stellenbosch: Stellenbosch University.

Gustafsson, M., (2011) The When and How of Leaving School: The Policy Implications of New Evidence on Secondary School in South Africa. Stellenbosch Economic Working Papers 09/11. Stellenbosch: Stellenbosch University.

Hammond, C., Linton, D., Smink, J., and Drew, S., 2007. Dropout Risk Factors and Exemplary Programs: A Technical Report. *National Dropout Prevention Center/Network (NDPC/N)*.

Hillman, A. L., & Jenkner, E., (2004). Educating children in poor countries (No. 33). International Monetary Fund.

Hislop, A., Horner, B., Downie, J., & Hay, D., (2004). The perceived experiences of children and adolescents living with their grandparents: Why living with my grand parents is so...good. Curtin University of Technology, USA.

Holborn, C., & Eddy, G., 2011. First steps to healing the South African family. Johannesburg, https://www.oecd.org/southafrica/Closing%20the%20Gender%20Gap%20%20South%20Africa%20EN.pdf).

Hosegood, V., Floyd, S., Marston, M., Hill, C., McGrath, N., Isingo, R., (2007). Growing up in rural Africa: Orphanhood and living arrangements of children in high HIV prevalence populations in Malawi, Tanzania, and South Africa. *Population Studies*, in press.

Howard, P. A., (2015). "He is the one who is providing you with everything so whatever he says is what you do": A Qualitative Study on Factors Affecting Secondary Schoolgirls' Dropout in Rural Western Kenya. PLOS ONE, 10(12), e0144321. https://doi.org/10.1371/journal.pone.0144321

Huebler, F., (2008). Child Labour and School Attendance: Evidence from MICS and DHS Surveys, UNICEF.

Huisman J., &Smits J., (2009). Effects of household and district-level factors on primary school enrollment in 30 developing countries. World Development, 37, 179-193.

Ibisomi, G., & De Wet, N., (2014). Household and Family Structure in Africa: Trends and Patterns; in Continuity and Change in Sub-Saharan African demography / edited by Clifford, O., Odimegwu, and John, Kekovole., — 1st Edition. pages cm. — (Routledge African studies; 17).

Inoue, K., Gropello, E. di., Taylor, Y. S., & Gresham, J., (2015b). Out-of-School Youth in Sub-Saharan Africa: A Policy Perspective. World Bank Publications. Madhavan, S. (2004). Fosterage patterns in the age of AIDS: continuity and change. *Social science & medicine*, *58*(7), 1443-1454.

Jamba, Tapiwa, and Kerotse Mmatli. "Household and Family Dynamics in South Africa." Social Demography of South Africa (2016): 169-190.

Kabudula, C.W., Houle, B., Collinson, M.A., et al. Soc Indic Res (2017) 133: 1047. https://doi.org/10.1007/s11205-016-1397-z.

Karakurt, G., & Silver, K. E., (2013). Emotional abuse in intimate relationships: The role of gender and age. Violence and Victims, 28(5), 804–821.

Karim, Q. A., & Baxter, C., (2016). The dual burden of gender-based violence and HIV in adolescent girls and young women in South Africa. *South African Medical Journal*, *106*(12), 1151–1153. https://doi.org/10.7196/SAMJ.2017.v106i12.12126.

Kishore, A. N., & Shaji, K. S., (2012). School dropouts: examining the space of reasons. *Indian journal of psychological medicine*, *34*(4), 318-23.

Kishore, A. N., & Shaji, K. S., (2012). School dropouts: examining the space of reasons. *Indian journal of psychological medicine*, *34*(4), 318-23.

Kuépié, M., Shapiro, D., & Tenikue, M., (2015b). Access to Schooling and Staying in School in Selected Sub-Saharan African Countries. *African Development Review*, *27*(4), 403–414. https://doi.org/10.1111/1467-8268.12156.

Lam, D., & Seekings, J., (2005) Transitions to Adulthood in Urban South Africa: Evidence from a Panel Survey. Prepared for the International Union for the Scientific Study of Population (IUSSP) general conference, 18 – 23 July 2005, Tours, France;

Lam, D, Ardington, A., & Leibbrandt, M., (2011) Schooling as a lottery: Racial differences in school advancement in urban South Africa. Journal of Development Economics, 95: 121-136.

Lamb, S., & Markussen, E., 2011. School dropout and completion: An international perspective. In S Lamb, E., Markussen, R., Teese, N., Sandberg, & J, Polesel., (eds). School dropout and completion: International comparative studies in theory and policy. New York, NY: Springer Science + Business Media.

Latu, L.V.L., 2018. Family structure and academic performance of students in secondary schools in the Kingdom of Tonga.

Lloyd C. B., Blanc A. K., (1996). Children's schooling in sub-Saharan Africa: The role of fathers, mothers, and others. Population and Development Review, 22, 265-298.

Magnuson, K., & Berger, L, M., 2009. Family structure states and transitions: Associations with children's well-being during middle childhood. Journal of Marriage and Family, 71:575-591. DOI: 10.1111/j.1741-3737.2009. 00620.x

Majgaard, K., & Mingat, A. (2012). Education in Sub-Saharan Africa: A Comparative Analysis. World Bank Publications.

Malmberg, L, E., Ehrman, J., & Lithén, T., (2005). Adolescents' and parents' future beliefs. Journal of Adolescence, 28:709-723.

Manona, W., 2015. An Empirical Assessment of Dropout Rate of Learners at Selected High Schools in King William's Town, South Africa. *Africa's Public Service Delivery & Performance Review*, *3*(4), pp.164-188.

Mason, L., Laserson, K., Oruko, K., Nyothach, E., Alexander, K., Odhiambo, F., & Mohammed, A., (2015). Adolescent schoolgirls' experiences of menstrual cups and pads in rural western Kenya: a qualitative study. *Waterlines*, *34*(1), 15-30.

McHale, S. M., Updegraff, K. A., & Whiteman, S. D., (2012). Sibling Relationships and Influences in Childhood and Adolescence. Journal of Marriage and the Family, 74(5), 913–930.

Meng, X., & Yamauchi, C. (2015). Children of migrants: The impact of parental migration on their children's education and health outcomes.

Mkwananzi, S., & De Wet, N., (2014). School Dropout among African Adolescents in South Africa: Is there any gender differential? *Gender & Behaviour*, *12*(4).

Modisaotsile, B. M., (2012). The failing standard of basic education in South Africa. *Policy brief*, *72*, 1-7.

Monserud, M. A., & Elder, G. H., (2011). Household Structure and Children's Educational Attainment: A Perspective on Coresidence with Grandparents. Journal of Marriage and the Family, 73(5). https://doi.org/10.1111/j.1741-3737.2011.00858.x.

Mueller, D, P., & Cooper, P, W., 1986. Children of single-parent families: How they fare as young adults. Family Relations, 35:169-176.

National Planning Commission. (2011). National Development Plan 2030- Our Future-Make it Works. Executive Summary. Pretoria: Government Printer.

Ntozi, J.P., and Zirimenya, S., 1999. Changes in household composition and family structure during the AIDS epidemic in Uganda. *The continuing African HIV/AIDS epidemic*, p.193Á209.

Odimegwu, C. O., & Kekovole, J., (Eds.). (2015). *Social Demography of South Africa: Advances and Emerging Issues*. Routledge.

OECD (2017). Retrieved from http://www.oecd.org/derec/unitedkingdom/40700982.pdf. Accessed on 2017-07-19.

Oruko, K., Nyothach, E., Zielinski-Gutierrez, E., Mason, L., Alexander, K., Vulule, J., Laserson, K.F., and Phillips-Howard, P.A., 2015. 'He is the one who is providing you with everything so whatever he says is what you do': A Qualitative Study on Factors Affecting Secondary Schoolgirls' Dropout in Rural Western Kenya. *PLoS One*, *10*(12), p.e0144321. Reaching the Marginalized. (2010). UNESCO.

Peixoto, F., Monteiro, V., Mata, L., Sanches, C., Pipa, J., & Almeida, L. S. (2016). "To be or not to be Retained... That's the Question!" Retention, Self-esteem, Self-concept, Achievement Goals, and Grades. frontiers in Psychology. DOI:10.3389/fpsyg.2016.01550.

Pillay, J., 2018. Early Education of orphans and vulnerable children: A crucial aspect of social justice and African development. *Koers-Bulletin for Christian Scholarship*, *83*(1).

Richards, L, N., & Schmiege, C, J., 1993. Problems and strengths of single-parent families: Implications for practice and policy. Family Relations, 42:277-285.

Richardson, R.S., (2009). African American grandparenting. Richardson Consulting, Inc, USA.

Richter, L.M., and Norman, A., 2010. AIDS orphan tourism: A threat to young children in residential care. *Vulnerable Children and Youth Studies*, *5*(3), pp.217-229.

Romero, R.H., Hall, J., Cluver, L., and Steinert, J., 2018. Socioeconomically disadvantaged adolescents and educational delay in two provinces in South Africa: Impacts of personal, family and school characteristics. *Education as Change*, *22*(1), pp.1-33.

Rumberger, R. W., (2001). Why students drop out of school and what can be done.

Rumberger, R. W. (1983). Dropping out of high school: The influence of race, sex, and family background. American educational research journal, 20(2), 199-220.

Sabri, B., Stockman, J. K., Campbell, J. C., O'Brien, S., Campbell, D., Callwood, G. B., … Hart-Hyndman, G. (2014). Factors Associated with Increased Risk for Lethal Violence in Intimate Partner Relationships among Ethnically Diverse Black Women. Violence and Victims, 29(5), 719–741. https://doi.org/10.1891/0886-6708.VV-D-13-00018

Scarcella, C.A., Ehrle, J., & Geen, R., (2003). Identifying and addressing the needs of children in grandparent care. New Federalism, National Survey of America's Families, Series B, No, B-55. Washington, D.C. The Urban Institute.

Schaefer, R., Gregson, S., Eaton, J. W., Mugurungi, O., Rhead, R., Takaruza, A., Nyamukapa, C. (2017). Age-disparate relationships and HIV incidence in adolescent girls and young women: evidence from Zimbabwe. *AIDS (London, England)*, *31*(10), 1461–1470. https://doi.org/10.1097/QAD.0000000000001506.

Sebola, M. P., & Tsheola, J. (2015). African societies, nation-states, governance, human migration, xenophobia, and cultural contestations: editorial framing : editorial comment and introduction. TD: The Journal for Transdisciplinary Research in Southern Africa, 11(4), III–X.

Shahidul, S.M., and Karim, Z., 2015. Factors contributing to school dropout among the girls: A review of the literature. *European Journal of research and reflection in educational sciences*, *3*(2).

Sibanda, Amson., (2004). Who Drops Out of School in South Africa? The Influence of Individual and Household Characteristics. African Population Studies (ISSN: 0850-5780) Vol 19 Num 1. 19.

South African National AIDS Council Trust, (2016). ANNUAL REPORT 2015/16. Retrieved at http://sanac.org.za/wp-content/uploads/2017/01/SANAC-2015-16-ANNUAL-REPORT-low-res.pdf. Access 17 September 2017.

Spaull NA (2015). Education quality in South Africa and Sub-Saharan Africa: An economic approach. Ph.D., 2015. 270 pp.

Spaull NA (2015). Schooling in South Africa: How low-quality education becomes a poverty trap. In: De Lannoy, A., Swartz, S., Lake, L., Smith, C., (eds.) South African Child Gauge 2015, Children's Institute, University of Cape Town, Cape Town, South Africa, 2015: 34-41.

Spaull NA. (2013) South Africa's Education Crisis: The quality of education in South Africa 1994-2011.Report Commissioned by CDE October 2013.

Statistics South Africa (2003-2014). General Household Survey 2002-2013 Metadata. Cape Town, Pretoria: Statistics South Africa.

Statistics South Africa (2017) Mortality and Causes of Death in South Africa 2015: Findings from death notification PO309 3 Pretoria.

Stats SA. (2014). Poverty Trends in South Africa: An examination of absolute poverty between 2006 and 2011, pp.1-84.

Stats SA. (2015). Survey of Activities of Young People. Statistics in South Africa.

Stoner, M. C. D., Pettifor, A., Edwards, J. K., Aiello, A. E., Halpern, C. T., Julien, A., … Kahn, K., (2017). The effect of school attendance and school dropout on incident HIV and HSV-2 among young women in rural South Africa enrolled in HPTN 068. *AIDS*, *31*(15), 2127. https://doi.org/10.1097/QAD.0000000000001584.

Sudhinaraset, M., Wigglesworth, C., & Takeuchi, D. T., (2016). Social and cultural contexts of alcohol use: Influences in a social-ecological framework. *Alcohol research: current reviews*, *38*(1), 35.

Townsend, L., Flisher, A, J., & King, G., 2007. A systematic review of the relationship between high school dropout and substance use. Clinical Child and Family Psychology Review, 10(4):295–317. DOI: 10.1007/s10567-007-0023-7.

Umalusi (2012). Council for quality assurance in general and further education and training. The certificates that Umalusi issues: A guide for verification and placement.

United Nations Educational, Scientific and Cultural Organization (UNESCO, 2016) Institute for Statistics 2009. Education indicators: Technical guidelines. Available at http://www.uis.unesco.org/Library/Documents/eiguide09-en.pdf. Accessed 3 August 3, 2017.

UNICEF. (2017). 25 million Children Out of School in Conflict Zones. Retrieved from https://www.unicef.org/media/media_95861.html.

UNESCO Institute for Statistics (UIS). (2018). One in Five Children, Adolescents and Youth is Out of School. Retrieved from http://uis.unesco.org/sites/default/files/documents/fs48-one-five-childrenadolescents-youth-out-school-2018-en.pdf.

Van der Berg, S., (2010). Current poverty and income distribution in the context of South African history. Stellenbosch Economic Working Papers.22/10.

Weybright, E, H., Caldwell, L, L., Xie, J,H., Wegner, L.,…… Smith, E,A., (2017). Predicting secondary school dropout among South African adolescents: A survival analysis approach. South African Journal of Education, Volume 37, Number 2, May 2017.

Willekens, F., 2010. Family and household demography. *Encyclopedia of Life Support Systems, Demography*, *2*, pp.86-112.

World Population Ageing 2017. The Department of Economic and Social Affairs. United Nations, New York.

Xie, H, J., Caldwell, L, L., Graham, J, W., Weybright, E, H., Wegner, L., & Smith, E, A., 2016. Perceived parental control, restructuring ability, and leisure motivation: A cross-cultural comparison. Leisure Sciences. Advance online publication. DOI: 10.1080/01490400.2016.1194790.

Zhang, D., Li, X., & Xue, J. (2015). Education inequality between rural and urban areas of the People's Republic of China, migrants' children education, and some implications. Asian Development Review, 32(1), 196-224.