

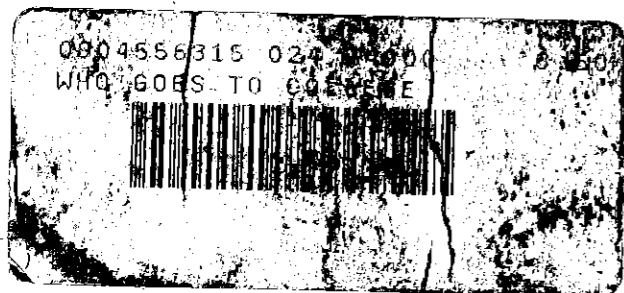
An t-Údarás um Ard - Oideachas
The Higher Education Authority

WHO GOES TO COLLEGE?

A SECOND NATIONAL SURVEY
OF PARTICIPATION
IN
HIGHER EDUCATION

by

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NATIONAL AND COUNTY RATES OF ADMISSION TO HIGHER EDUCATION

One of the major features of the report on the 1980 survey was the attempt to formulate precise estimates of participation rates both at national and county level. It was argued that trends in participation rates are best measured by 'admission rates' rather than by 'enrolment rates'. Enrolment rates are calculated by relating total enrolment to the population of the age group to which 70 - 80% of students belong. It was suggested that these rates are a crude index of participation since the actual rate is as much influenced by the duration of courses and the age distribution of the student population as it is by the actual number of students enrolled. In contrast, admission rates provide a less ambiguous indicator since they are calculated solely on the basis of the flow of new entrants: the rates are calculated on "the basis of the average of the populations of the single years of age from which more than 75% of the new entrants come" (11).

In the present study the permanent home address of each student was recorded. A total of 238 new entrants were foreign students while a further 104 students came from Northern Ireland. These students were excluded for the purpose of calculating participation rates, leaving a total of 16,817 students from the Republic of Ireland.

The age of these students at the time of the 1981 Census of Population was calculated. Eighty five per cent of these students were aged 12 or 13 at this time; a half of the number of persons in this two year cohort represented the base on which rates of admission to higher education were calculated. Table 21 presents, for each county and for the country as a whole, the number of new entrants to higher education together with the size of the relevant age cohort on which admission rates were calculated. It also shows the resultant admission rate for 1986 and, for comparative purposes, the 1980 admission rate.

It is observed from Table 21 that for the country as a whole, the rate of admission to higher education was 25% (12). Rates of admission varied significantly by county. Two counties, Sligo and Kerry, share the highest rate of admission, 35%, while Leitrim had a rate of admission of 34%. Six other counties had rates of admission of 30% or more. These were Galway 33%, Carlow 32%, Mayo and Westmeath both 31% while Clare and Longford had admission rates of 30%. The county with the lowest rate of admission was Donegal (19%) followed by Dublin and Offaly both with rates of 20%. Other counties with noticeably low rates were Wexford 22%, Wicklow and Laois both 23%. These differential county rates of admission are illustrated on a map (Figure 1). It is noticeable that six of the nine counties with the lowest rates of admission are from Leinster while the three counties of Ulster make up the remaining three in this category.

When compared with the findings of the 1980 survey a noticeable increase in admission rates is revealed. The National rate of admission to higher education was 20% in 1980; it had risen to 25% by 1986. All counties show an increase in admission rates, with the exception of Donegal where the 1986 rate of 19% was 2 percentage points lower than the 1980 rate. The greatest increase in admission rates were recorded for Leitrim which showed an increase of 15 percentage points followed by Westmeath (+11), Sligo, Kerry and Clare each of which showed an increase of ten percentage points.

The relative changes in admission rates for each county are summarised in Figure 2 which presents a crosstabulation between the county admission rates in both studies. For the purpose of this crosstabulation, both variables have been trichotomised with the nine counties with highest rates classified as 'high', the next eight counties classified as 'medium' and the nine counties with the lowest rates classified as 'low'. If there was no change in the relative ranking of the counties between the two studies, all counties would be located in the cells on the diagonal. This is almost the situation in respect of those counties with lowest rates. Eight of the nine counties with the lowest rates of admission to higher education in 1986 were also in the lowest category in 1980. Donegal and Meath are the exceptions. Donegal was one of the nine counties with the highest rate of admission in 1980, while in this study it

TABLE 21

RATES OF ADMISSION TO HIGHER EDUCATION BY COUNTY OF PERMANENT RESIDENCE, IN 1986 AND 1980				
County	1986 New Entrants	Size of Age Cohort	Admission Rate 1986	Admission Rate 1980
Carlow	240	753	.32	.29
Dublin	3,863	19,443	.20	.17
Kildare	494	2,070	.24	.16
Kilkenny	372	1,384	.27	.20
Laois	245	1,044	.23	.15
Longford	176	592	.30	.21
Louth	456	1,828	.25	.23
Meath	483	1,956	.25	.16
Offaly	244	1,214	.20	.15
Westmeath	395	1,297	.31	.20
Wexford	433	2,011	.22	.18
Wicklow	386	1,657	.23	.18
Clare	493	1,629	.30	.20
Cork	2,147	7,803	.28	.22
Kerry	789	2,275	.35	.25
Limerick	841	3,159	.27	.20
Tipperary	712	2,687	.27	.19
Waterford	504	1,826	.28	.23
Galway	1,097	3,311	.33	.28
Leitrim	157	457	.34	.19
Mayo	669	2,147	.31	.23
Roscommon	289	1,026	.28	.20
Sligo	368	1,057	.35	.25
Cavan	236	999	.24	.16
Donegal	490	2,525	.19	.21
Monaghan	238	995	.24	.16
TOTAL	16,817	67,140	.25	.20

Figure 1.
Admission Rates to Higher Education by County

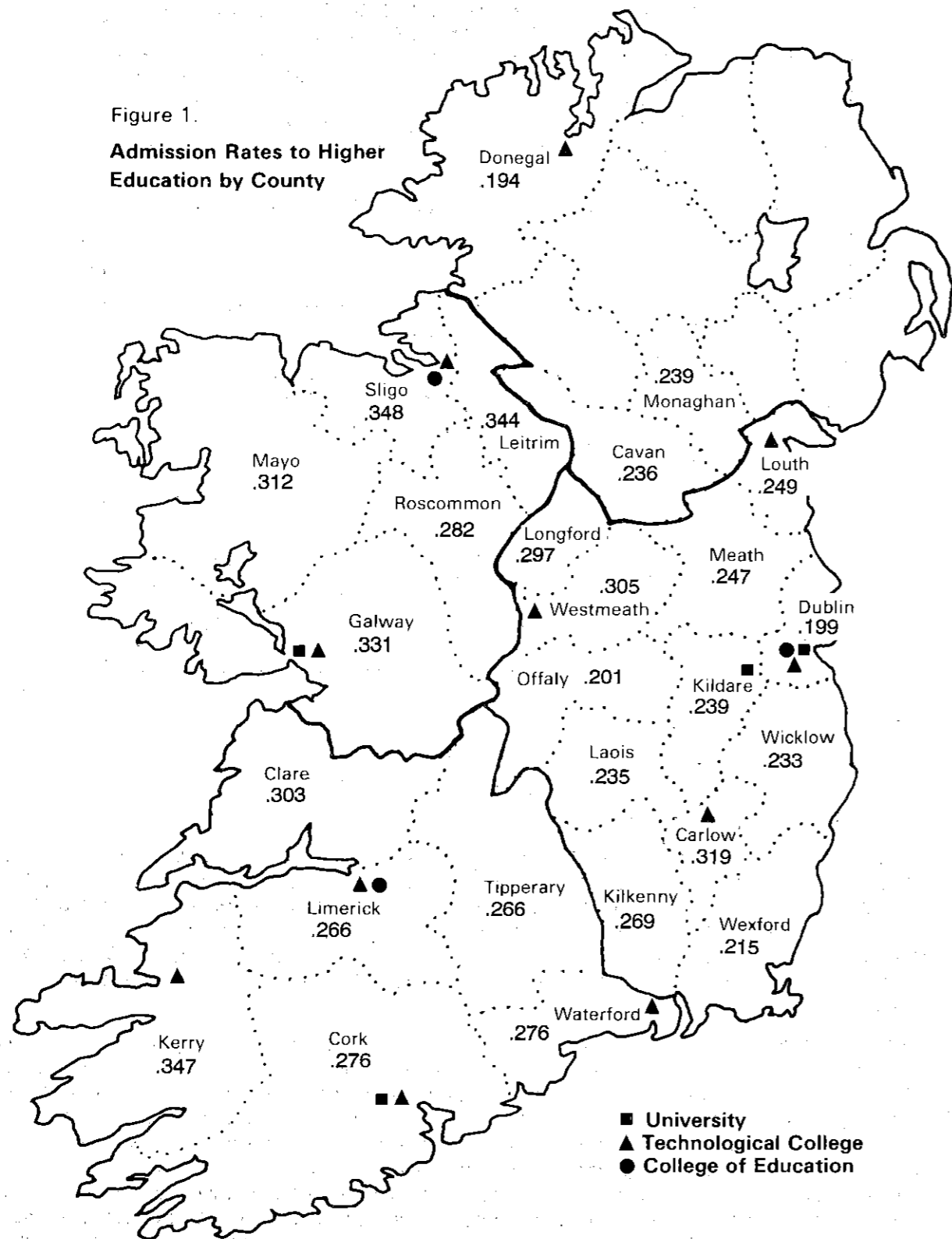


FIGURE 2

RELATIVE COUNTY RATES OF ADMISSION TO HIGHER EDUCATION IN 1980 BY RATES OF ADMISSION IN 1986				
Admission Rates to Higher Education		1986		
		High	Medium	Low
1980	High	Kerry Sligo Galway Carlow Mayo	Cork Waterford Louth	Donegal
	Medium	Leitrim Westmeath Longford Clare	Roscommon Kilkenny Limerick Tipperary	
	Low		Meath	Dublin Offaly Monaghan Kildare Cavan Wicklow Laois Wexford

belongs to the lowest category.

In contrast, Meath was amongst the nine counties with the lowest rate in 1980, while in 1986 it was one of the counties with a 'medium' admission rate. The other counties which are not located in the cells on the diagonal also reveal contrasting trends. The relative ranking of Leitrim, Westmeath, Longford and Clare has improved between 1980 and 1986. In the earlier survey these counties had medium rates of admission, while in this study they were found to have high rates. In contrast, Cork and Waterford and Louth were amongst those counties with highest rates in 1980 while in this study they were classified as having medium rates of admission.

In the foregoing description of rates of admission to higher education by county the data presented relate only to students who were admitted to colleges in the Republic of Ireland. The 1980 survey was also limited to these colleges. However, just as some foreign students attend Irish colleges a small number of Irish students go outside the state for their third-level education. All of the indications are that this will be a significant factor in the future now that Irish students can avail of higher education fee exemptions or substantially lower fees in other European Community countries. However, the present survey relates to 1986 before the European Court ruling which defined the terms under which students could avail of higher education in other member countries of the community. In the present study information was collected on students from the Republic who were new entrants to higher education in colleges in Northern Ireland.

Information was sought from the two universities, two colleges of education and 26 Colleges of Further Education. Details of this part of the survey are given in Appendix C.

The majority, 84%, of an estimated total of 151 new entrants from the Republic to full-time higher education in Northern Ireland enrolled at the University of Ulster. Smaller numbers of students enrolled at Queen's University (17), St. Mary's College of Education (3), Stranmillis College of Education (1), North West College of Technology (1) and College of Technology, Belfast (1). These numbers exclude an estimated 57 new entrants to these colleges who had some previous third-level education; the largest element of this group was represented by 30 former RTC or DIT students who were new entrants to Engineering at Queen's University. The county of origin of each of the new entrants was identified to assess what impact this would have on the overall county admission rates. The main effect was to raise the Donegal rate of admission to 22%, a rise of 3 percentage points. Thus, when the new entrants to the Northern Ireland Colleges are included Donegal no longer has the lowest rate of admission. Dublin and Offaly now share this distinction; correct to one decimal place Dublin, at 19.9%, has the lowest rate of admission with Offaly at 20.1%. The inclusion of the new entrants to the Northern Ireland colleges also raised significantly the admission rate for Monaghan to 26%, a rise of 2 percentage points, while the rates for Louth, Leitrim and Roscommon rose by one percentage point in each case.

In view of their relative proximity to the northern colleges it is not surprising that the admission rates in the border counties of Donegal and Monaghan are most affected by their inclusion in this analysis. It is likely that future studies of admission to higher education will have to pay much greater attention to students who move outside the state for their education. This minor exploration of students from the Republic of Ireland who entered Northern Ireland colleges can provide a benchmark for future studies. However, for the remainder of this report the analysis is confined to those students who were new entrants to higher education in colleges within the state.

The rates of admission by county varied significantly between the different college types. This variability is illustrated in Table 22 which displays the relative ranking of counties in the admission rates to the different forms of higher education. Because of the small number of students in the 'other colleges' category and because of the heterogeneity of these colleges the rates of admission to this category are not shown separately in Table 22, although they are included in the column which shows the rates for 'all colleges'. The range of variation by county for each college type is larger than the rate for higher education as a whole. The rate of admission to the universities is highest in Cork (12.9%), Kerry (12.0%) and Galway (12.0%). These rates are more than twice the rates found in the six lowest counties. Predictably, the three counties with large university centres, Cork, Galway and Dublin all have relatively high rates of admission to university education. However, the rate for Dublin (10.3%) is only marginally above the rate for the country as a whole (9.6%).

The rates of admission to the NIHEs are highest in Limerick (5.7%), Clare (4.6%), Kerry (3%) and Tipperary (2.6%), reflecting the regional impact of NIHE, Limerick. In contrast, the rate of admission to the NIHEs for Dublin is a mere 1.1% and is the fifth lowest county rate. This suggests that recruitment to the NIHE, Dublin is predominately national rather than regional. Its relatively low impact on Dublin admission rates is somewhat surprising. In contrast, the rate of admission to the Dublin Institute of Technology does reveal a strong geographical factor. The rate was highest in Dublin (6.1%) followed by the three adjacent counties Wicklow (5.6%), Kildare (4.8%) and Meath (4.1%).

Rates of admission, by county, to the RTCs also reveal the importance of geographical factors. All of the counties with high rates of admission to their colleges have an RTC located within the county, or as in the case of Leitrim and Kilkenny, in an adjacent county. In contrast with the situation for the Regional Colleges, rates of admission to the Colleges of Education are not sensitive to where these colleges are located. It is observed, for example, that Dublin has the lowest rate of admission to the Colleges of Education although the majority of these colleges are located in Dublin.

More comprehensive information on the pattern of recruitment to all colleges is provided in the Appendix. Table A26 shows the distribution of students by county of permanent residence for each of the

thirty-six colleges. These data make possible a more detailed exploration of the relationship between county of origin and rate of admission to higher education. The next section presents the results of a multi-variate analysis of these data.

TABLE 22

RELATIVE RANKING OF COUNTIES ON RATES OF ADMISSION TO HIGHER EDUCATION BY TYPE OF COLLEGE											
All Colleges		Universities		NIHEs		DIT		RTCs		Colleges of Ed.	
Sligo	.348	Cork	.129	Limerick	.057	Dublin	.061	Sligo	.194	Longford	.032
Kerry	.347	Kerry	.120	Clare	.046	Wicklow	.056	Leitrim	.171	Clare	.029
Leitrim	.344	Galway	.120	Kerry	.030	Kildare	.048	Waterford	.169	Sligo	.028
Galway	.331	Dublin	.103	Tipperary	.026	Meath	.041	Carlow	.166	Kerry	.027
Carlow	.319	Mayo	.103	Longford	.022	Leitrim	.039	Kilkenny	.158	Mayo	.025
Mayo	.312	Westmeath	.098	Leitrim	.022	Longford	.037	Galway	.157	Galway	.022
Westmeath	.305	Leitrim	.094	Laois	.020	Monaghan	.033	Roscomn.	.149	Monaghan	.020
Clare	.303	Carlow	.093	Carlow	.019	Cavan	.031	Westmeath	.149	Roscomn.	.019
Longford	.297	Wicklow	.091	Galway	.018	Louth	.030	Longford	.147	Laois	.017
Roscomn.	.282	Sligo	.082	Mayo	.017	Mayo	.029	Clare	.145	Westmeath	.017
Waterford	.276	Kildare	.078	Sligo	.017	Carlow	.027	Kerry	.142	Tipperary	.017
Cork	.275	Roscomn.	.078	Roscomn.	.017	Westmeath	.026	Mayo	.136	Cork	.016
Kilkenny	.269	Tipperary	.078	Cavan	.015	Kerry	.025	Louth	.129	Donegal	.016
Limerick	.266	Laois	.076	Waterford	.014	Sligo	.025	Limerick	.123	Cavan	.016
Tipperary	.265	Meath	.071	Offaly	.014	Wexford	.023	Monaghan	.122	Leitrim	.015
Louth	.249	Kilkenny	.067	Louth	.014	Donegal	.022	Tipperary	.121	Waterford	.014
Meath	.247	Louth	.066	Monaghan	.013	Offaly	.021	Cavan	.115	Wexford	.014
Monaghan	.239	Clare	.066	Kildare	.013	Tipperary	.020	Wexford	.109	Kilkenny	.014
Kildare	.239	Waterford	.065	Cork	.013	Kilkenny	.017	Cork	.108	Limerick	.012
Cavan	.236	Limerick	.065	Wexford	.012	Roscomn.	.017	Meath	.108	Kildare	.012
Laois	.235	Longford	.059	Westmeath	.012	Laois	.015	Laois	.103	Offaly	.012
Wicklow	.233	Cavan	.059	Dublin	.011	Galway	.013	Offaly	.099	Meath	.010
Wexford	.215	Donegal	.054	Meath	.011	Clare	.012	Donegal	.095	Louth	.008
Offaly	.201	Wexford	.054	Wicklow	.009	Waterford	.010	Kildare	.080	Carlow	.008
Dublin	.199	Offaly	.054	Kilkenny	.009	Limerick	.006	Wicklow	.062	Wicklow	.007
Donegal	.194	Monaghan	.050	Donegal	.006	Cork	.004	Dublin	.009	Dublin	.006
Country	.250	Country	.096	Country	.017	Country	.033	Country	.091	Country	.014

FACTORS RELATED TO COUNTY ADMISSION RATES

TABLE 23

Introduction

An important finding of this study is the documentation of marked regional disparities in third-level participation rates. This finding prompts a number of questions which require further analysis. Two of these questions will be pursued in the remainder of this report. First an attempt is made to find an explanation for the differential rates of admission by county. In addition, some of the implications of these differential rates are explored.

The main focus of this chapter is a multivariate analysis of factors related to the varying county admission rates to higher education. The international research literature on the delineation and explanation of geographical disparities in educational participation is surprisingly limited. In the present analysis three groups of variables are examined as possible predictors of county admission rates. These groups of variables are distance from the nearest college, pattern of educational participation at second level, and some socio-economic variables. In all fourteen variables are identified as possible predictors of admission rates. Initially these variables are individually correlated with county admission rates. Following this, multiple regression analysis is carried out to ascertain which variables, considered separately and collectively, best account for differences in county admission rates.

In addition to the fourteen predictor variables included in the regression analysis three other correlates of county admission rates are also examined in this chapter. These variables are, level of socio-economic group inequality, proportion of students in receipt of financial aid and level of prior academic attainment. These variables cannot be considered as predictors and may more appropriately be viewed as possible consequences of the pattern of admission to higher education. Before proceeding with the multivariate and other correlation analysis the county admission rates are disaggregated by gender and differences in the data and on the basis of this classification are briefly discussed.

County Admission Rates by Gender

In seeking to examine possible correlates of differential county rates of admission to higher education it is necessary to take account of the implications of the findings already presented. It has been demonstrated that, in addition to the variability between counties in the overall rates of admission, the pattern of variability differs markedly between the various higher education sectors(13). The pattern becomes further differentiated when gender is introduced as a variable. The correlation between overall male and female participation rates by county was .67; thus, in any attempt to explain differential county admission rates it is desirable to carry out separate analyses by gender and by sector. For the purpose of this analysis the university and NIHE county participation rates were combined to form a single rate for the university/NIHE sector. Similarly, the DIT and RTC county participation rates were combined to form the vocational/technological sector participation rate. The colleges of education constitute the third sector. The rates of admission to higher education of males and females within these three sectors are reproduced in Table 23. These data form the basis for the analysis which follows. It will be observed that the participation rates in the heterogeneous "other colleges" sector are not part of this analysis although they are included in the totals in the final two columns of Table 23.

The differentiation by gender in Table 23 reveals a number of interesting findings. The highest overall female participation rate is an impressive 39% in Kerry, the male participation rate here being 30%. In contrast, Leitrim has the highest overall male participation rate of 38%, the comparable female rate being 30%. Within the university/NIHE sector the female participation rate exceeds the male rate in 16 of the 26 counties. In addition to Kerry, Mayo and Galway also have a large differential in favour of females within this sector. Within the vocational/technological sector the male participation rate exceeds the female rate

**RATES OF ADMISSION TO HIGHER EDUCATION BY COUNTY,
GENDER & HIGHER EDUCATION SECTOR**

County	University/ NIHE Sector		Vocational/ Tech. Sector		Colleges of Education		All Higher Education	
	Male	Female	Male	Female	Male	Female	Male	Female
Carlow	.105	.118	.188	.197	.005	.011	.301	.337
Dublin	.113	.114	.082	.057	.003	.009	.207	.190
Kildare	.095	.088	.149	.104	.004	.021	.255	.220
Kilkenny	.068	.083	.179	.173	.007	.020	.258	.280
Laois	.097	.095	.132	.103	.012	.023	.243	.225
Longford	.078	.084	.183	.185	.003	.060	.264	.329
Louth	.087	.073	.166	.150	.003	.014	.257	.241
Meath	.075	.090	.155	.141	.006	.014	.239	.255
Offaly	.063	.072	.116	.125	.009	.014	.190	.213
Westmeath	.114	.105	.213	.136	.008	.027	.337	.271
Wexford	.069	.061	.146	.118	.007	.022	.226	.204
Wicklow	.095	.104	.123	.112	.002	.012	.232	.233
Clare	.108	.115	.184	.129	.013	.045	.309	.295
Cork	.139	.144	.143	.079	.010	.022	.295	.253
Kerry	.128	.171	.155	.178	.017	.036	.304	.390
Limerick	.134	.109	.157	.100	.007	.018	.299	.231
Tipperary	.095	.113	.157	.123	.012	.022	.268	.261
Waterford	.088	.070	.187	.170	.004	.028	.282	.269
Galway	.127	.149	.174	.167	.009	.036	.310	.355
Leitrim	.136	.093	.235	.181	.004	.028	.380	.302
Mayo	.100	.140	.165	.166	.016	.034	.282	.341
Roscommon	.080	.111	.173	.158	.004	.037	.258	.307
Sligo	.090	.110	.221	.215	.022	.036	.336	.361
Cavan	.075	.073	.149	.143	.014	.018	.237	.235
Donegal	.056	.066	.120	.114	.008	.025	.183	.205
Monaghan	.065	.062	.152	.157	.012	.029	.229	.250
All Counties	.105	.111	.137	.110	.007	.020	.254	.247

in 22 counties, the exceptions being Kerry, Carlow, Offaly and Longford. The difference between the male and female rate is greatest in Westmeath where the male rate is 21% compared to less than 14% for females. Turning to the colleges of education it is observed that the female rate greatly exceeds the male rate in all counties. The highest overall rate of 6% was found for females in Longford. In contrast, the male participation rate for Longford (.3%) was one of the lowest, exceeded only by Wicklow.

Predictors of Variation in Admission Rates

Measures of the distance of individual counties from the nearest college within each sector comprise the first group of variables examined as possible predictors of variation in admission rates. In operationalising distance it was necessary to establish for each county distance from the nearest university/NIHE, technological college and college of education. These distances were calculated on the basis of the average road distance from the three largest urban centres in each county to the nearest town or city which had a university or NIHE, technological college or college of education. In the case of towns which have a third-level college, rather than using zero, a distance of seven miles was assigned (14).

Three variables were selected to describe the pattern of participation at second level in each county. These were the retention rate to Leaving Certificate Level, the proportion of post-primary enrolments in secondary schools and the proportion of post-primary enrolments in vocational schools. The relevance of examining retention rates at second-level as possible determinants of higher education participation rates appears self-evident. Completion of the post-primary stage is a prerequisite for third-level admission. In the absence of precise data on differential county retention rates at post-primary level it was necessary to derive estimates of this variable. The procedures followed in deriving these estimates are described in detail in Appendix D.

The other two variables used to describe the pattern of participation in post-primary education by county were both indicators of the structure of second-level education. It has already been established that secondary schools had higher retention rates through the post-primary cycle and higher transfer rates from the Leaving Certificate year to higher education. In addition, vocational schools had lower retention rates and lower transfer rates. Thus, it was felt that the proportion of the post-primary enrolment in each county in each of these school types might help to explain the differential rates of admission to higher education.

Three of the socio-economic variables used in this analysis are based on the Census of Population socio-economic group classifications which have already been used in this report. It has already been established that, excluding the farmers' group, five socio-economic groups were over-represented in higher education and five socio-economic groups were under-represented. These 10 socio-economic groups were combined to form two categories, classified respectively as "Higher Socio-Economic Groups" and "Lower Socio-Economic Groups". The classification Higher Socio-Economic Groups combined the census categories Higher Professional, Lower Professional, Employers and Managers, Salaried Employees and Intermediate Non-Manual, while the classification Lower Socio-Economic Groups combined the categories Other Agricultural Occupations, other Non-Manual, Skilled, Semi-Skilled and Unskilled Manual groups. The final one of the Census of Population socio-economic groups, that of Farmers, constitutes the third socio-economic variable used in this analysis. The proportion of the population under 15 years in each of these three categories was calculated for each county.

Five additional indicators of the socio-economic characteristics of each county were also utilised. The first of these was income per capita by county derived from Ross's study (15). These data reflect the situation in 1973, but regrettably no more recent data are available at the county level. The next indicator used was the proportion of the population living in urban areas in each county. Both of these variables have been found to be related to higher education participation rates in other countries (16).

The next socio-economic variable included in the analysis was the level of youth unemployment by county. It has sometimes been argued that depressed labour market conditions encourage young people to stay longer in the educational system. The number of young persons under 25 years on the live register in each county on July 25, 1986 was established and was expressed as a proportion of the 15 - 24 age group in each county. The final two socio-economic indicators used were chosen to reflect the educational attainment level of the adult population in each county. The proportion of the population, whose full-time education had ceased, who attended university or other third-level institution and the proportion who had left school under the age of 15 were calculated for each county.

Multivariate Analysis

Each of the fourteen predictor variables was then correlated with the male and female participation rates for each of the three sectors. These zero-order correlations are presented in Table 24. It is observed that with the exception of the youth unemployment variables, each of the other predictor variables is statistically significantly related to at least one of the six participation rate variables. On the other hand, none of the predictor variables is significantly related to all six criterion variables. However, the correlations presented in Table 24 allow us only to examine the relationship between pairs of variables. Since many of the predictor variables were themselves highly intercorrelated (see appendix, Table A27) some form of multivariate analysis is necessary. Alternatively we run the risk of positing a causal link between variables where the relationship may be merely a statistical artifact. Multiple regression analysis was carried out to assess the collective and separate contributions of the predictor variables to variation in higher education admission rates.

TABLE 24

CORRELATIONS BETWEEN PREDICTOR VARIABLES & RATES OF ADMISSION TO HIGHER EDUCATION						
Predictor Variables	University/ NIHE Sector		Vocational/ Tech. Sector		Colleges of Education	
	Male	Female	Male	Female	Male	Female
Distance from University or NIHE	-.52 *	-.40 *	.42 *	.64 *	.23	.26
Distance from technological college	-.38 *	-.29	.02	.03	.19	-.04
Distance from college of education	-.29	-.11	.47 *	.63 *	.35 *	.33
Retention rate to Leaving Certificate level	.41 *	.54 *	.56 *	.41 *	.25	.16
Proportion of post-Primary enrolment in secondary schs.	.25	.35 *	.24	.09	.16	.38 *
Proportion of post-primary enrolment in vocational schs.	-.38 *	-.39 *	-.00	.16	-.10	-.33
Proportion of population in farming	-.03	.18	.43 *	.52 *	.47 *	.15
Proportion of population in higher socio-economic groups	.34 *	.19	-.10	-.38 *	-.28	-.19
Proportion of population in lower socio-economic groups	-.21	-.36 *	-.49 *	-.41 *	-.41 *	-.06
Income per capita	.22	.06	-.43 *	-.54 *	-.36 *	-.03
Proportion of population in urban areas	.26	.08	-.40 *	-.52 *	-.36 *	-.06
Youth unemployment rate	-.07	-.21	-.13	.04	-.18	.06
Proportion of population who left school under 15 yrs.	-.41 *	-.31	.02	.27	.17	-.05
Proportion of population with third-level education	.39 *	.39 *	-.23	-.34 *	-.20	-.14

* Significant at the .05 level.

TABLE 25

REGRESSION ANALYSIS RESULTS OF DISTANCE FROM COLLEGE, POST-PRIMARY PARTICIPATION AND SOCIO-ECONOMIC VARIABLES ON MALE & FEMALE UNIVERSITY/NIHE & VOCATIONAL/TECHNOLOGICAL PARTICIPATION RATES				
Predictor Variables	University/NIHE Participation Rate		Vocational/Technological Participation Rate	
	Male	Female	Male	Female
	Beta*	Beta*	Beta*	Beta*
Distance from University/NIHE	-.52 (-2.659)	-.54 (-3.175)	.58 (2.391)	.68 (3.395)
Distance from technological college	-.42 (-2.054)	-.50 (-2.634)	-.33 (-1.813)	-.55 (-3.055)
Retention rate to Leaving Certificate level	.54 (3.589)	.43 (2.691)	.52 (2.503)	.44 (2.982)
Proportion of post-primary enrolment in Vocational schs.	.00 (.012)	.00 (.008)	—	—
Proportion of population in farming	—	.53 (2.437)	—	—
Proportion of population in higher socio-economic groups	-.18 (-.856)	—	—	—
Proportion of population in lower socio-economic groups	—	—	-.24 (-1.064)	—
Income per capita	—	—	.17 (.560)	.45 (1.275)
Proportion of population in urban areas	—	—	—	-.66 (-1.718)
R Square (adjusted)	.49	.61	.46	.63
F	5.793 (P < .01)	8.757 (P < .001)	5.214 (P < .01)	9.472 (P < .001)

* Significant at .05 level where T values (shown in parentheses) greater than 1.96.

The choice of variables to be entered into the regression equations was determined by a number of factors. Firstly, on substantive grounds it was considered desirable that each of the three groups of variables should be represented. Thus, it was decided that each regression model would ideally have at least one distance from college variable, one post-primary participation variable and one socio-economic variable. Secondly, the choice of predictor variable from within each group was initially influenced by the zero order correlations reported in Table 24 above. Thirdly, account had to be taken of the highly correlated independent variables which can cause problems of multicollinearity. This problem is particularly acute in the case of some of the socio-economic variables which were highly intercorrelated. Guided by these considerations a number of regression models were calculated for each criterion variable. Table 25 summarises the four regression models chosen to best fit the data. These models seek to explain the variance in the male and female university/NIHE and vocational/technological participation rates.

The first of the regression equations summarised in Table 25 seeks to explain the inter-county variation in male admission rates to the university/NIHE sector. In this regression model five predictor variables accounted for 49% of the variance in county admission rates. The BETA co-efficients of these predictor variables are shown in the first column of Table 25. In addition, to allow an assessment of the statistical significance of these coefficients, their associated T values are also shown. One of the post-primary school variables, retention rate to Leaving Certificate level, proved to have the largest independent effect. In addition, two of the distance variables, distance from university/NIHE and distance from technological college, contributed significantly to the explained variance. Neither of the other two predictor variables, the proportion of population in higher socio-economic groups and the proportion of post-primary enrolment in vocational schools, continued to have a significant independent effect on participation rates when controlling for the effect of the other independent variables.

The multivariate analysis of female university/NIHE admission rates accounted for 61% of the inter-county variance. As was the case for males, the two distance from college variables and the retention to Leaving Certificate level all contributed significantly to the explained variance. In addition, one of the socio-economic variables, proportion of the population in farming, was found to have a significant independent effect on admission rates.

Turning to the analysis of male vocational/technological participation rates we observe that 46% of the inter-county variance is accounted for by five predictor variables. In this regression model, only two variables - retention rate to Leaving Certificate Level and distance from university/NIHE - have a statistically significant independent effect on participation rates. However, each of the other predictor variables in this model, distance from technological college, proportion of population in lower socio-economic groups and income per capita is shown to have a small independent effect on participation rates.

In respect of female vocational/technological participation rates the regression model accounts for 63% of the inter-county variance. Both the distance from college variable and the retention to Leaving Certificate variable make a significant contribution to the explained variance. Two of the socio-economic variables, proportion of the population in urban areas and income per capita, are shown to have some independent effects, although their contribution to total explained variance is not significant at the .05 level.

One of the noticeable features of the regression analysis reported in Table 26 is the fact that it has proved possible to account for a greater proportion of the variance in female participation rates in both sectors. The multivariate analysis was most successful in accounting for the female participation rates in the vocational/technological sector while it was least successful in explaining the male participation rate within this sector.

The results of the regression analyses on rates of admission to colleges of education are not presented in tabular form since none of the regression models meets the minimal goodness of fit criteria. This failure to account for inter-county variation in rates of admission in this sector is consistent with the findings of the earlier survey. While in the present analysis a number of zero-order correlations were statistically significant; with one exception, these correlations ceased to be significant after the introduction of other

control variables. The one exception to this general finding was in respect of the female admission rate where the statistically significant zero-order correlation with proportion of post-primary enrolment in secondary schools remained significant after controlling for the other key predictor variables.

It is clear from this analysis that the pattern of participation in the colleges of education is unrelated to the factors which determine participation in the other sectors. One of the factors which has differentiated the colleges of education from the rest of the third-level sector has been the long tradition of recruitment (especially into primary teaching) from western counties. This tradition continues though the pattern is less pronounced now than it was in the early 1960s (see Appendix, Table A28). In 1986, 30% of new entrants into the five colleges of education which educate national teachers came from Connaught and Ulster (3 counties); in 1963, more than 41% of lay new entrants to these colleges came from these provinces. There has been a corresponding increase, from 19% to 33%, in the percentage of new entrants to these colleges coming from Leinster. The percentage of new entrants coming from Dublin has been particularly significant, rising from less than 3% in 1963 to 10% in 1986.

Distance from College

One of the main results of the multivariate analysis is to confirm the finding of the earlier survey about the importance of distance from college as a determinant of variation in University/NIHE admission rates. Counties which were distant from a university or NIHE had substantially lower rates of admission to this sector. The analysis also suggests that distance from a technological college has a negative influence on admission rates to the university/NIHE sector. It may be that one of the consequences of having a local technological college is that it fosters higher levels of educational aspiration for all types of third-level study.

The present analysis also serves to substantiate the finding of the earlier study that distance from a technological college is negatively associated with the rate of admission to the vocational/technological sector. This relationship is strongest in respect of the female admission rate to this sector. In respect of the male admission rate the independent effect of distance from a technological college falls short of being statistically significant at the .05 level.

The third major finding in respect of the impact of distance from college also confirms the result from the earlier study. It was found that while distance from a university/NIHE was negatively associated with the admission rate to this sector, it was positively associated with the rate of admission to the vocational/technological sector. Counties which were furthest from a university or NIHE had substantially higher rates of admission to the vocational/technological sector. This finding suggests that the high rate of admission to vocational/technological education in many counties is as much influenced by the distance from a university/NIHE centre as it is by the proximity to a technological college. Different types of higher education may be viewed as substitutable for one another depending on the opportunity cost of take-up.

This differential take-up of different forms of higher education, by county, is clearly demonstrated in Table 26 which shows, for each county, the proportionate distribution of new higher education entrants by sector. It is observed that the two counties which had the highest proportion of their new entrants in the university/NIHE sector are Dublin (57.3%), and Cork (51.6%). Correspondingly, these counties had the lowest percentage of their new entrants in the vocational/technological sector. Since both counties had colleges of each type locally it is clear that in such a situation, at least in these counties, the university/NIHE sector attracted a disproportionate share of the new entrants. However, this is by no means a universal trend as the evidence for Galway testifies; here the vocational/technological sector attracted a higher proportion of new entrants from the county than the university/NIHE sector.

The five counties with the highest proportion of new entrants in the vocational/technological sector were Kilkenny (65.3%), Waterford (64.9%), Monaghan (64.7%), Louth (63.6%) and Sligo (62.8%). Each of these counties had a correspondingly low proportion of new entrants in the university/NIHE sector. With the partial exception of Monaghan, these counties demonstrate the way in which the two distance variables influence rate of admission to higher education in the vocational/technological sector; they have a local vocational/technological college and they are distant from a university/NIHE centre.

This analysis of the data in Table 26, which links accessibility to the differential take-up of different forms of higher education, points to the way in which the structure of opportunity varies for different parts of the country. However, the issue is not merely one of geographical proximity. Different funding arrangements also help to define the structure of opportunity. In addition, different higher education sectors require varying levels of prior educational attainment in order to secure a place. Thus, the pattern of participation is affected by the supply of potential students with the required level of academic ability. Furthermore, as was suggested in respect of admission rates to the colleges of education, local culture and tradition can foster particular career choices which are not influenced by geographical accessibility.

Post-primary school variables

Three of the predictor variables included in the multivariate analysis were chosen to represent the pattern of participation at second level in each county. Neither of the two variables, which were indicators

TABLE 26

PROPORTIONATE DISTRIBUTION OF NEW ENTRANTS TO HIGHER EDUCATION BY SECTOR AND BY COUNTY						
County	University/ NIHE Sector %	Vocational/ Tech. %	Colleges of Education %	Other Colleges %	TOTAL	
					%	N
Carlow	35.0	60.4	2.5	2.1	100	240
Dublin	57.3	35.3	3.0	4.5	100	3,863
Kildare	38.3	53.6	4.9	3.2	100	494
Kilkenny	28.0	65.3	5.1	1.6	100	372
Laois	40.8	50.6	7.3	1.2	100	245
Longford	27.3	61.9	10.8	—	100	176
Louth	32.0	63.6	3.3	1.1	100	456
Meath	33.1	60.2	3.9	2.7	100	483
Offaly	33.6	59.8	5.7	0.8	100	244
Westmeath	35.9	57.5	5.6	1.0	100	395
Wexford	30.5	61.7	6.5	1.4	100	433
Wicklow	42.7	50.5	3.1	3.6	100	386
Clare	36.9	51.9	9.5	1.6	100	493
Cork	51.6	40.7	5.9	1.8	100	2,147
Kerry	43.2	48.0	7.7	1.0	100	789
Limerick	45.9	48.6	4.5	1.0	100	841
Tipperary	39.0	53.2	6.3	1.4	100	712
Waterford	28.7	64.9	5.2	1.2	100	504
Galway	41.7	51.3	6.7	0.3	100	1,097
Leitrim	33.8	61.1	4.5	0.6	100	157
Mayo	38.4	53.1	8.1	0.4	100	669
Roscommon	33.6	58.8	6.9	0.7	100	289
Sligo	28.5	62.8	8.2	0.5	100	368
Cavan	31.4	61.9	6.8	—	100	236
Donegal	31.2	60.0	8.4	0.4	100	490
Monaghan	26.5	64.7	8.4	0.4	100	238
All Counties	43.2	49.3	5.4	2.0	100	16,817

FIGURE 3

RATE OF ADMISSION TO HIGHER EDUCATION BY RETENTION RATE TO LEAVING CERTIFICATE LEVEL				
		Admission Rate to Higher Education		
		High	Medium	Low
Estimated retention rate to Leaving Cert. level	High	Clare Galway Leitrim Longford Mayo Sligo	Roscommon Cork	Wicklow
	Medium	Carlow Kerry Westmeath	Meath Tipperary	Kildare Laois Offaly
	Low		Kilkenny Limerick Louth Waterford	Cavan Donegal Dublin Monaghan Wexford

of the structure of post-primary education (proportion of post-primary enrolment in secondary schools and in vocational schools), contributed significantly to the explained variance. The statistically significant correlations found at the zero-order level were not sustained when other control variables were introduced. In contrast, a major finding of the multivariate analysis was the importance of retention rate to Leaving Certificate level as a predictor of the rate of admission to higher education. This variable contributed significantly to the explained variance in male and female admission rates in both the university/NIHE and the vocational/technological sectors. In the case of the regression models on male admission rates, in both sectors, it proved to be the most significant predictor. This finding on the importance of retention rate to Leaving Certificate level contrasts with that of the earlier study where the independent effect of this variable was limited to the case of male university admission rates. The present findings are more emphatic: counties which had a high retention rate to Leaving Certificate level tended to have significantly higher male and female rates of admission to both the university/NIHEs and the vocational/technological sectors.

It is of interest to explore further the relationship between retention rates at Leaving Certificate level and admission rates, by county, to higher education. Figure 3 presents a crosstabulation between admission rates to higher education and estimated retention rates to Leaving Certificate level. For the purpose of this crosstabulation, both variables have been trichotomised with the nine counties with highest rates classified as high, the next eight counties classified as medium, and the nine counties with the lowest rates classified as low. If there was a perfect relationship between the two variables, all counties would be located in the cells on the diagonal. Thirteen of the counties were thus located. (In a comparable analysis in the earlier

study only eight of the counties were located in the cells on the diagonal.)

It is observed from Figure 3 that six of the nine counties which had high retention rates to Leaving Certificate level also had high rates of admission to higher education. Similarly, five of the nine counties which had low retention rates to Leaving Certificate level also had low rates of admission to higher education. The most interesting feature of Figure 3 is the identification of any county which deviates markedly from the diagonal. Only one county, Wicklow, occupies this position in Figure 3 (17). It was found that Wicklow had a high estimated retention rate to Leaving Certificate level, yet it was one of the counties with a low rate of admission to higher education. Apart from Wicklow, each of the other counties which is located off the diagonal exhibits a less marked discrepancy between the Leaving Certificate retention rate and the admission rate to higher education. For five of these counties, their relative ranking on admission rates is lower than their relative ranking on the retention rates. In contrast, for the seven counties left of the diagonal, their relative admission rates to higher education are greater than their relative retention rates to the Leaving Certificate level. It is of interest to note that each of this latter group of counties has a locational advantage, having at least one local third-level college, while the counties right of the diagonal, with the exception of Cork (and perhaps Roscommon), are relatively disadvantaged vis-a-vis accessibility to a local third-level college. This analysis demonstrates how the interaction of separate independent variables may help to account for differential county admission rates. A relatively high retention rate to Leaving Certificate level would appear to be a necessary precondition for achieving high third-level admission rates. However, if a county is locationally disadvantaged this potential may not be realised; although, as the high admission rate for Mayo suggests, this disadvantage may be neutralised by the operation of other factors.

Socio-economic variables

In contrast to the importance of the distance from college and retention to Leaving Certificate level, the socio-economic variables included in the multi-variate analysis proved to be poor predictors of differential county admission rates to higher education. Only one of these variables contributed significantly, at the .05 level, to the explained variance. It was found that the higher the proportion of a county's population engaged in farming the higher was the female rate of admission to higher education in the university/NIHE sector. In addition, female admission rates to the vocational/technological sector were influenced, somewhat, by the proportion of a county's population living in urban areas (negative relationship) and by a county's income per capita (positive relationship).

While noting the poor predictive power of socio-economic variables in this analysis, it is necessary to avoid drawing false conclusions. What has been demonstrated is that, at the county level, aggregate measures of the socio-economic variables included in this analysis do not account for much of the inter-county variability in rates of admission to higher education. We cannot conclude from this analysis that these socio-economic variables do not account for variability in rates of admission to higher education. It is necessary to distinguish between inter-county variability and intra-county variability. Socio-economic variables may well account for most of the intra-county variability in admission rates. Indeed; the different rates of admission from the different social groups, already reported in this study, point strongly in this direction. However, the present multivariate analysis has not been concerned with this level of analysis; its objective has been to attempt to explain inter-county variability in admission rates.

One of the variables which was not included in the multivariate analysis, although it is closely related to the socio-economic characteristics of the different counties, was the proportion of students who are in receipt of financial aid (18). This variable is also strongly influenced by the differential availability of different types of higher education. Table 27 shows the distribution of students by type of financial aid and by county. The pattern revealed is one of considerable variability. Louth and Monaghan had the highest percentage (58%) of new entrants in receipt of E.S.F. funding, while the percentage of new entrants in this category was in excess of 50% in a further nine counties. Dublin had by far the lowest percentage (22%) of new entrants with E.S.F. funding, the next lowest being Cork with 36% in this category. Kerry had the

TABLE 27

DISTRIBUTION OF NEW ENTRANTS TO HIGHER EDUCATION BY COUNTY & BY TYPE OF FINANCIAL AID					
County	Type of Financial Aid				TOTAL
	None	Grant	ESF	Other	
Carlow	26.7	17.1	55.4	0.8	100
Dublin	62.2	13.7	21.7	2.4	100
Kildare	40.9	15.4	40.9	2.8	100
Kilkenny	26.6	19.6	53.0	0.8	100
Laois	27.3	27.0	44.9	0.8	100
Longford	24.4	21.0	54.0	0.6	100
Louth	24.3	17.3	56.8	1.5	100
Meath	30.8	15.3	53.6	0.2	100
Offaly	26.2	20.5	52.9	0.4	100
Westmeath	28.4	23.0	47.3	1.3	100
Wexford	32.3	20.1	46.9	0.7	100
Wicklow	45.3	14.0	38.6	2.1	100
Clare	27.2	27.2	44.6	1.0	100
Cork	37.2	25.1	36.2	1.5	100
Kerry	24.5	34.2	40.2	1.1	100
Limerick	34.7	24.1	39.8	1.3	100
Tipperary	30.1	26.0	43.4	0.6	100
Waterford	33.1	21.8	44.2	1.0	100
Leitrim	21.0	26.1	51.0	1.9	100
Galway	24.4	30.1	43.5	2.0	100
Mayo	24.7	32.3	42.2	0.9	100
Roscommon	20.1	28.7	51.2	—	100
Sligo	25.0	20.7	53.3	1.1	100
Cavan	20.3	30.1	49.2	0.4	100
Donegal	23.3	22.7	52.4	1.6	100
Monaghan	25.2	18.1	56.7	—	100
All Counties	37.3	21.8	39.4	1.5	100

highest percentage (34%) of new entrants in receipt of local authority grants. The percentage of new entrants in receipt of local authority grants exceeded 30% in three other counties; Mayo, Cavan and Galway. Again Dublin had the lowest percentage (13.7%) in receipt of local authority grants, while Wicklow, Kildare and Meath also had very low percentages in this category.

The cumulative effect of these differentials in the percentages in receipt of both E.S.F. and local authority grants is reflected in the first column of Table 27 which shows the percentage of new entrants with no financial aid. Predictably, Dublin represents the most significant departure from the general pattern. More than 62% of new entrants from Dublin were without any financial aid. Wicklow (45%) and Kildare (41%) also had high percentages of new entrants without any financial aid. The counties with the lowest percentages of new entrants without financial aid were Roscommon and Cavan, both with 20%, Leitrim (21%) and Donegal (23%).

The great variability in the percentages of new entrants with different types of financial aid reflects a complex interaction of factors. Variability on the supply side is obviously a major factor. Dublin is atypical in having a very small number of short-cycle courses which qualify for ESF funding. In contrast, the supply of ESF-funded courses is relatively high in those counties which are adjacent to an RTC. On the student demand side, variability in the occupational structure and in family incomes determine the proportion of the relevant age cohort who qualify on a means tested basis for a local authority grant. Differential levels of academic attainment by county may also be relevant in accounting for some of the variability in the percentages of new entrants who are in receipt of financial aid. Whatever the relevant strength of these, and other explanatory factors, it is probable that the differential availability and take-up of different forms of financial aid in a county is related to the pattern of social group inequality to which we now turn.

An exploration of inter-county differences in social group inequalities reveals a shift away from a concern with predictors towards a concern with possible consequences of differential participation. It has long been a central assumption of liberal educationalists and policy makers that the expansion of schooling can increase equality of opportunity. This concern with equality has been one of the factors used to justify increased educational provision. This view of educational expansion suggests that as higher levels of education are made available to a larger proportion of the population, inequality will be reduced. The present analysis addresses this issue, examining the relationship between the degree of social group inequality and rates of admission to higher education by county.

It will be recalled that in our examination of the socio-economic status of new entrants to higher education a participation ratio was calculated for each socio-economic group which served as a measure of the degree to which each social group was "over-represented" or "under-represented" among the new entrants. In subsequent analysis a more truncated threefold classification was used differentiating between higher socio-economic groups, lower socio-economic groups and farmers. This threefold classification was then used to assess whether the pattern of social group inequality varied by county. In each county the percentage of new entrants from each of these categories was expressed as a proportion of the percentage of children under the age of 15 years. This provided, for each county, a participation ratio from the higher socio-economic groups, the lower socio-economic groups and the farmers social group.

The results of this analysis are presented in Table 28. This table also includes a socio-economic inequality index calculated for the non-farm population in each county. This index was derived by dividing the participation ratio of the higher socio-economic groups by the participation ratio of the lower socio-economic groups. The index is a measure of the differential probability of being admitted to higher education of a member of the higher socio-economic group as opposed to a member of the lower socio-economic group. For example, if we look at the situation in respect of Co. Carlow we note that the participation ratio of the higher socio-economic group was 1.96, signifying that these groups were over-represented by a factor of two. The participation ratio of the lower socio-economic groups was .47 indicating that these groups were under-represented by a factor of more than two. Thus, the differential probability is in excess of four, indicated by a score of 4.17 on the socio-economic inequality index (19).

Before examining some of the detailed distributions by county in Table 28, we report the result of an

TABLE 28

PARTICIPATION RATIO OF HIGHER SOCIO-ECONOMIC GROUPS' LOWER SOCIO-ECONOMIC GROUPS, FARMERS' SOCIO-ECONOMIC GROUP & LEVEL OF NON FARM SOCIO-ECONOMIC GROUP INEQUALITY, BY COUNTY				
County	Group Participation Ratios		Non-Farm Socio-Economic group Inequality	Farmers' Socio-Economic group Par. Ratio
	Higher Socio-Economic	Lower Socio-Economic		
Carlow	1.96	0.47	4.17	1.59
Dublin	2.01	0.33	6.16	1.67
Kildare	1.58	0.49	3.23	2.09
Kilkenny	1.71	0.49	3.45	1.39
Laois	1.93	0.43	4.46	1.53
Longford	1.75	0.38	4.65	1.43
Louth	1.94	0.52	3.77	1.92
Meath	1.68	0.53	3.14	1.44
Offaly	2.19	0.44	5.01	1.60
Westmeath	1.50	0.49	3.05	1.31
Wexford	1.72	0.56	3.07	1.51
Wicklow	1.84	0.45	4.09	1.35
Clare	1.68	0.50	3.37	1.26
Cork	1.80	0.45	3.96	1.39
Kerry	1.65	0.49	3.37	1.37
Limerick	1.81	0.47	3.84	1.45
Tipperary	1.86	0.40	4.71	1.57
Waterford	2.35	0.40	5.91	1.40
Galway	1.63	0.55	2.94	1.06
Leitrim	1.81	0.37	4.87	1.24
Mayo	1.88	0.50	3.76	1.05
Roscommon	1.54	0.42	2.68	1.26
Sligo	1.73	0.56	3.12	0.92
Cavan	1.76	0.48	3.69	1.17
Donegal	2.12	0.49	4.29	1.21
Monaghan	1.57	0.57	2.78	1.29
All Counties	1.82	0.43	4.23	1.45

overall test of the relationship between the degree of non-farm socio-economic group inequality by county and the rate of admission to higher education. The rate of socio-economic group inequality was negatively correlated ($r = -.26$) with the county rate of admission to higher education. While this correlation is not statistically significant we note that the direction of the relationship is as predicted; there is a tendency for counties with high rates of admission to higher education to have lower levels of socio-economic group inequality among the non-farm population.

This partial support for the proposition is well illustrated if we examine the detailed data in Table 28. The most striking finding in this table is the high level of socio-economic group inequality evident in Dublin. Here the participation ratio of the lower socio-economic groups is a mere .33 while the participation ratio of the higher socio-economic groups is 2.01, yielding a score of 6.16 on the index of non-farm socio-economic group inequality. This highest inequality score is matched by Dublin's lowest rate of admission to higher education. Similarly, Offaly, Laois and Donegal, all of which have a low participation rate, manifest a high level of inequality. However, there are also many exceptions to this general trend; Waterford, Leitrim, Tipperary and Longford have high levels of non-farm socio-economic group inequality, although they have either high or medium rates of admission to higher education. Lowest levels of non-farm socio-economic group inequality were found in Monaghan, Galway and Westmeath. Here again the evidence is inconclusive; Galway and Westmeath are amongst the counties with highest admission rates while Monaghan had a low admission rate.

The failure to find a more emphatic relationship between county rates of admission to higher education and the level of non-farm socio-economic group inequality should not deter us from considering the serious implication of the findings reported in Table 28. The level of socio-economic group inequality in Dublin requires particular attention when we consider that 29% of the country's relevant age cohort are found in Dublin. Thus, while this finding applies to only one county, simultaneously, it applies to more than a quarter of the total age cohort in the country. An attempt to redress this marked inequality in the Dublin region will require policy initiatives on a broad front. One obvious initiative would be to create additional places, especially on short cycle courses. The speedy development of the new RTCs in the Dublin area must be a policy imperative. However, initiatives will also be required at first and second level where social group inequalities first manifest themselves. It is relevant here to note that, on the basis of the estimates derived for this study, Dublin shares with Donegal the distinction of having the lowest retention rate to Leaving Certificate level.

In examining the relationship between socio-economic group disparities and the rate of admission to higher education, it was not considered appropriate to correlate the participation ratio of the farming socio-economic group with the county rates of admission. The inappropriateness of such a test is due to the fact that the socio-economic group 'farmer' does not have the same connotations in each county. The social class position of the average farmer in Co. Meath or Co. Kildare cannot be compared to that of the average farmer in Co. Leitrim or Co. Mayo. The social differences within the farming sector mirror the social class differences which are evident between the other social groups. Indications of this intra-farmer group variance are provided by the present data. The participation ratio of the farmer social group correlated strongly ($r = .60$) with the income per capita of the agricultural workforce by county. This relationship is clearly demonstrated in Table 30 where the lowest participation ratios of the farmer socio-economic group were found in western counties and the highest ratios were found in eastern counties.

Prior academic attainment of new entrants

The final correlate of differential county admission rates to higher education which was examined in this study was the level of prior academic attainment of new entrants. It is necessary to take this variable into account in attempting any estimate of the potential for future expansion in higher education enrolment. Specifically the question posed is whether the level of prior academic attainment of new entrants decreases as the rate of admission rises. Some commentators have argued that as larger proportions of the age cohort are enrolled in higher education this inevitably involves reaching down into the lower ability bands to fill the quota of places. An adequate test of this proposition is not possible with the present data.

TABLE 29

LEVEL OF PRIOR ACADEMIC ATTAINMENT OF NEW HIGHER EDUCATION ENTRANTS BY COUNTY									
County	No. of Subjects with Grade C or Higher on Higher Level Papers								
	0	1	2	3	4	5	6	7	8+
	%	%	%	%	%	%	%	%	%
Carlow	14.1	15.0	16.7	12.8	9.8	8.5	11.5	10.3	1.3
Dublin	3.9	7.0	9.3	13.0	15.5	17.0	17.3	13.6	3.5
Kildare	9.9	13.0	11.5	15.5	15.7	13.0	11.9	8.6	0.8
Kilkenny	10.5	15.9	14.9	13.8	11.6	12.2	10.0	10.0	1.1
Laois	9.2	13.0	10.9	13.9	10.9	14.7	15.1	9.7	2.5
Louth	7.5	12.7	15.0	17.9	15.0	11.0	12.7	6.4	1.7
Louth	12.1	14.5	13.9	16.8	11.0	5.8	14.3	9.4	2.2
Meath	8.0	14.8	17.9	13.1	16.2	11.4	8.4	8.2	1.9
Offaly	7.7	12.3	13.2	16.6	14.9	10.6	12.8	9.8	2.1
Westmeath	7.0	13.2	16.8	14.5	12.1	10.1	10.9	12.1	3.4
Wexford	9.3	13.8	17.0	12.8	12.6	10.5	9.6	12.8	1.6
Wicklow	7.5	10.4	15.7	15.7	14.9	13.3	12.5	8.5	1.3
Clare	8.8	9.6	13.7	16.6	12.5	14.1	13.1	10.9	0.6
Cork	4.4	8.7	11.5	12.8	13.7	14.6	15.9	15.9	2.5
Kerry	5.7	10.2	13.0	13.1	15.7	12.9	14.8	13.2	1.4
Limerick	9.5	13.0	12.0	12.5	12.1	12.7	16.1	11.1	1.0
Tipperary	9.8	10.9	14.1	15.1	10.9	13.6	12.4	11.9	1.3
Waterford	8.5	11.1	14.3	15.5	16.5	12.9	11.5	8.1	1.6
Galway	4.5	8.7	15.5	15.8	15.9	12.4	12.7	9.6	4.9
Leitrim	4.5	12.2	15.4	14.7	19.2	10.9	9.6	11.5	1.9
Mayo	6.3	9.5	12.9	15.3	16.8	13.4	11.3	11.0	3.5
Roscommon	7.0	9.2	16.9	18.0	13.4	11.6	12.0	8.1	3.9
Sligo	3.6	11.8	16.5	19.6	14.9	11.3	8.0	8.8	5.5
Cavan	9.9	12.5	13.4	15.1	19.0	8.2	11.6	8.6	1.7
Donegal	9.5	14.8	16.1	19.6	15.5	10.9	7.2	5.2	1.2
Monaghan	6.8	17.9	17.9	14.9	11.5	11.5	9.4	8.9	1.3
All Counties	6.6	10.4	13.0	14.4	14.4	13.4	13.7	11.6	2.5

For such a test we would need to know the distribution of ability and attainment level in each county in addition to the information which we have on the level of prior academic attainment of higher education entrants.

The absence of relevant data on this issue is not confined to the county level. The inadequacy of national data on the overall level of attainment of those who sit the Leaving Certificate each year was commented upon in the report on the 1980 survey. The absence of this information reveals a major gap in the available statistics published on the results of the Leaving Certificate Examination. While we know the number of students taking each subject and the levels of attainment in each subject, it is not possible to establish for all candidates the overall level of attainment. For example, it would be of significance to know the number of students who achieve a minimum of five D's on Ordinary Level papers or those who achieve two or more C's on Higher Level papers.

In the absence of adequate data at a national or regional level, the present analysis is limited to an examination of the distribution of new entrants by level of prior academic attainment and by county (Table 29). In addition, to provide a summary measure of the relationship between academic attainment of new entrants and admission rates, the proportion of new entrants in each county with less than two subjects at Grade C or higher on higher level Leaving Certificate papers was correlated with higher education admission rates. The resulting negative correlation ($r = -.30$) does not support the proposition that the higher the admission rate in a county, the higher the proportion of new entrants with less than two Grade Cs or higher at entry. The balance of evidence points in the opposite direction. This correlation is considerably stronger ($p = -.43$) when controlling for the percentage of a county's new entrants who enrolled in the vocational/technological sector. This latter negative correlation stands in contrast to the findings of the previous survey where a similar analysis yielded a positive correlation of ($r = .54$). Thus, contrary to the indications from the 1980 survey, there is much less evidence from the present survey that the potential for future increases in enrolment from existing high admission rate counties is limited by the number of students who would have at least the minimum entry requirements.

It is probable that, given the existing output from the second level system, this near saturation point may be close to being reached in Co. Carlow which had the highest proportion of new entrants with less than two Grade Cs or higher. However, as a close inspection of Table 29 reveals, the majority of the counties with a high proportion of new entrants with less than two Grade Cs or higher presently have relatively low levels of admission to higher education. The majority of these counties were also found to have low retention rates to Leaving Certificate level, suggesting that the output of the second level system may be a limiting factor in providing more potential higher education entrants. Again, Dublin stands as the main exception to the general pattern. While having the lowest admission rate to higher education, it also had the lowest percentage of new entrants with less than two Grade C's or higher. This suggests that, if we assume that the distribution of students by level of attainment in the Leaving Certificate is broadly similar for all counties, Dublin has the highest proportion of students with high levels of attainment who were not admitted to higher education in 1986. This finding contributes to the volume of evidence documenting Dublin's uniquely disadvantaged position in Irish higher education.

CONCLUSION

The objective of this report has been to describe the pattern of participation in higher education in Ireland. This final section summarises the main findings of the research. The report does not seek to make any comprehensive recommendations for the future development of third-level education. The aim has been to add significantly to the information base which informs decision-making. The contribution of research to policy making is more diffuse and indirect than is frequently recognised. Weiss's description of the enlightenment function of research for policy-making is apposite (20). Policy implications do not arise directly from the findings of empirical research; value judgements will always influence the choice of policy. Hence, while some of the implications which appear to emerge most clearly from the findings are discussed, the reflections which are included in this concluding section are intended, merely, to facilitate the formulation of a decision agenda rather than to prejudge any possible future options.

Summary

In Autumn 1986 there was a total of 17,159 new entrants to full-time higher education in the Republic of Ireland. These students were distributed between 36 colleges where the number of new entrants ranged from 28 to 2,661. Thirty-seven per cent of the new entrants were admitted to the university sector, 36% to the Regional Technical Colleges, 13% to the Dublin Institute of Technology, 7% to the National Institutes of Higher Education, 5% to the Colleges of Education with the remaining 2% divided between a group of five other colleges.

The number of new entrants in 1986 shows a growth of 28% on the 1980 enrolment. With the exception of the Colleges of Education, which show a decrease of 22%, all other major sectors have contributed to the increase in enrolment. However, the pattern of growth is not uniform. Between 1980 and 1986 the percentage increase in new entrants was 56% for the NIHEs, 52% for the RTCs, 40% for the DIT and 11% for the universities. This differential pattern of growth is leading to a significant restructuring of the higher education system with the universities enrolling a declining proportion of the total higher education cohort.

Technology was the field of study with the largest percentage (25%) of new entrants. When enrolments in Science and Agriculture were added to this, it emerged that 41% of new entrants were enrolled in the combined fields of Science and Technology. Following Technology, Commerce was the field of study which enrolled the next largest percentage (22%) of new entrants with a further 16% of new entrants enrolled in the Humanities. When the distribution of new entrants by field of study in 1986 was compared with that for 1980, it was found that there had been little change in the disciplinary balance in the period.

Males constituted a majority (52%) of new entrants. This gender differential in participation is anomalous in view of the higher participation rates by females in the senior cycles of the post-primary sector. However, female participation rates in higher education are increasing at a faster rate than those of males. In 1980, 46% of new entrants were female compared to 48% in the present study. Gender differentials by field of study were considerably more marked than was the case for overall participation rates. Forty per cent of male new entrants were enrolled in the field of technology compared to less than 8% of females, making this the most sex-typed field of study. In contrast, females were disproportionately represented in Hotel, Catering and Tourism, Social Science, Education and Art and Design.

Forty-six per cent of new entrants were aged 18 at the time of entry; a further 34% were aged 17 while 13.5% were aged 19. These findings on the age of new entrants are significantly different from those of the 1980 study where the modal age of entry was 17, as opposed to 18 in this study. However, there was a reduction in the percentage of students aged 20 or over; only 5.1% of the 1986 entry cohort were in this age category compared to 7.8% of the 1980 entry cohort.

The analysis of the socio-economic status of new entrants revealed the continued existence of marked social inequalities. More than 55% of new entrants came from five social groups (Higher Professional, Lower Professional, Employers and Managers, Salaried Employees and Intermediate Non-Manual)

although these groups constituted only 30% of the relevant target population. In contrast, five other groups (Other Non-Manual, Skilled, Semi-Skilled and Unskilled Manual and Other Agricultural) were seriously under-represented: 24% of new entrants came from these five socio-economic groups, although these groups constituted more than 55% of the relevant age cohort. The final socio-economic group, Farmers, was significantly over-represented among new entrants to higher education. Almost 21% of new entrants came from this socio-economic group although this group constitutes only 14% of the appropriate age cohort.

These findings on the socio-economic group inequalities in participation in higher education are consistent with all previous research on this topic. The pattern of social group disparities is broadly similar to that found in respect of the 1980 new entry cohort. In particular, the consistency of the findings in respect of the under-representation of the five lower socio-economic groups points to the stubborn persistence of marked social inequalities. The participation ratio of these socio-economic groups was .43 in the present study compared to .40 in the 1980 study. However, a comparison between the findings of the two studies does reveal some changes. The representation of the Farmers socio-economic group has increased significantly at the expenses of the five higher socio-economic groups. In 1980 the representation of the Farmers group corresponded approximately to the proportionate size of this group in the relevant age cohort; by 1986, the Farmers group was over-represented amongst new entrants to higher education with a participation ratio of 1.45. The improvement in the participation ratio of the Farmers group has resulted in a reduction in the participation ratio of the higher socio-economic groups. While these groups continue to be over-represented amongst new higher education entrants their participation ratio has been reduced from 2.22 in 1980 to 1.82 in 1986.

The social selectivity which was reflected in overall levels of participation in higher education was also evident when we differentiated between sectors and fields of study. In general, the more prestigious the sector and field of study, the greater the social inequality in participation levels. Inequality between social groups was greatest within the university sector; students from the Higher Professional group, in particular, were most highly represented here while students from working class backgrounds had their lowest representation in this sector. The disparities between social groups, in admission to university, were most pronounced within the professional faculties. There were also large disparities between the social groups in the patterns of enrolment in technological colleges and colleges of education. However, the degree of inequality was considerably less in these two sectors. Although still under-represented, students from working class backgrounds constituted a significantly larger proportion of entrants to these colleges.

One of the innovative features of this study was that information was collected on all new entrants to establish if they were in receipt of financial aid. It emerged that 39% of new entrants were in receipt of ESF funding, 22% were in receipt of a Higher Education Grant or Vocational Education Committee Scholarship, while a further 1.5% were in receipt of "other funding". Thirty-seven per cent of new entrants were not in receipt of any funding. The pattern of funding varied significantly by type of higher education college. The great majority (88%) of new entrants to the Regional Technical Colleges were in receipt of ESF funding, while half of the new entrants to the Dublin Institute of Technology were also in receipt of this funding. The percentage of new entrants in receipt of local authority grants was 52.5% in the NIHEs, 40% in the Colleges of Education and 34% in the universities. Sixteen per cent of new entrants to the DIT were in receipt of grants as were 4% of new entrants to the RTCs.

An examination of the pattern of transition from post-primary to higher education revealed differences in retention rates and transfer rates which were related to the type of post-primary school attended. An analysis of aggregate post-primary enrolment data for the years 1981/82 to 1985/86 suggested that 72% of the first year post-primary enrolment in 1981/82 were still enrolled four years later. The retention rate over the four-year period was almost 85% for secondary schools and 43% for Vocational schools. It was suggested that when account is taken of the increased incidence of repeat Leaving Certificate students that these retention rates needed to be adjusted downwards. It was estimated that the true overall retention rate was approximately 66%. Looking at the transfer rate from the Leaving Certificate year to higher education, it emerged that the 1986 higher education entrants constituted approximately one-third

of the 1985/86 Leaving Certificate enrolment. This transfer rate varied by type of post-primary school; secondary schools had the higher transfer rates (35%), the rate of fee-paying secondary schools being 45%.

An analysis of the level of prior educational attainment of new entrants revealed a wide range of attainment levels. Less than 8% of new entrants had no subject with a Grade C or higher on a Higher level paper, while 2.5% had eight or more subjects with this level of attainment. The largest percentage (14%) of new entrants had four subjects with Grade C or higher on a Higher level paper, while almost as many students had three, five and six subjects with this level of attainment. Significant differences were evident in the level of attainment of entrants to the different types of third-level college. New entrants to the NIHEs, the universities and the Colleges of Education had the highest levels of attainment with the largest percentage of their entrants having six or seven subjects with Grade C or higher on Higher level papers. Significant differentials in attainment by field of study were also evident, especially in the universities, where the highest levels of attainment were found in the professional faculties.

A comparison between the levels of prior academic attainment of the 1986 new entrants with those of the 1980 cohort revealed a significant increase in the level of attainment. There was a reduction of 9% in the percentage of new entrants with less than four subjects with Grade C or higher on a Higher level paper and an increase of 9% in the percentage of students with six or more subjects with this level of attainment. The increase in the level of prior academic attainment was especially notable in the case of new entrants to the NIHEs and to the RTCs.

One of the trends evident in recent years has been the increased incidence of students repeating the Leaving Certificate in order to improve their competitive position. In the present study information was sought on the number of years in which students sat the Leaving Certificate and/or Matriculation Examination. It was found that, in all, 24% of new entrants had sat the Leaving Certificate and/or Matriculation Examination in more than one year. The percentage of new entrants with examination results for more than one year was highest in the DIT, the universities and the NIHEs. Within the university sector Trinity College Dublin had the highest percentage (41%) of new entrants with examination results for more than one year.

An important feature of this study is the comprehensive analysis of national and county participation rates. Following the pattern established in the report on the 1980 study, the present report argues that the most appropriate and most sensitive index of the participation rate in higher education is the rate of admission, which is calculated on the basis of the flow of new entrants. It was found that the rate of admission to higher education in the Republic of Ireland in 1986 was 25%. This represents a significant increase when compared with the findings of the 1980 survey where the national rate of admission to higher education was 20%.

Rates of admission varied significantly by county. Sligo and Kerry shared the highest rates of admission (35%), while Leitrim had a rate of admission of 34%. The county with the lowest rate of admission was Donegal (19%), followed by Dublin and Offaly, both with rates of 20%. Six of the nine counties with the lowest rates of admission were from Leinster, while the counties of Ulster make up the remaining three in this category. In contrast, with the exception of Donegal, all western counties have high rates of admission to higher education.

The foregoing summary of variability in rates of admission to higher education, by county, refers only to students who enrolled in colleges in the Republic of Ireland. Information was collected on students from the Republic who were new entrants to full-time higher education in Northern Ireland. The majority (84%) of an estimated total of 151 new entrants from the Republic to colleges in Northern Ireland enrolled at the University of Ulster. The largest percentage (39%) of these new entrants came from Donegal. When these students were combined with students attending colleges in the Republic the overall rate of admission for Donegal was 22%. Thus, Donegal no longer had the lowest rate of admission. Dublin and Offaly shared this distinction; correct to one decimal place Dublin, at 19.9%, had the lowest rate with Offaly at 20.1%.

Having provided evidence of major disparities between counties in rates of admission to higher

education, an attempt was made to explain some of these inter-county differences. Three groups of variables were introduced as possible predictors of differential admission rates; these variables were distance from the nearest college, pattern of educational participation at second-level and some socio-economic variables. One of the main results of the multivariate analysis was to confirm the finding of the 1980 Survey about the importance of distance from college as a determinant of variation in admission rates. Distance from a university or NIHE and distance from a vocational/technological college was negatively associated with the rate of admission to each of these sectors. This finding is illustrated by the fact that all of the counties which had high rates of admission to the RTCs had a local college situated either within the county or within a short commuting distance. Similarly, three of the four counties with highest rates of admission to the university sector had a university located within the county. It was found that in addition to influencing the overall admission rate, the accessibility of different forms of higher education influenced the number of students enrolling in each sector. The evidence suggested that the high rate of admission to technological education in many counties may be influenced as much by the distance from a university centre as by the proximity of a technological college.

A second major finding of the multivariate analysis was to establish the importance of retention rate to Leaving Certificate level as a predictor of the rate of admission to higher education. This variable contributed significantly to the explained variance in male and female admission rates to both the university/NIHE and the vocational/technological sectors. In the case of male admission rates, in both sectors, it proved to be the most important predictor. This finding on the importance of retention rate to Leaving Certificate level contrasts with that of the earlier study where the independent effect of this variable was limited to the case of male university admission rates.

In contrast to the importance of distance from college and retention to Leaving Certificate level, the socio-economic variables included in the multivariate analysis proved to be poor predictors of differential county admission rates to higher education. Only one of these variables contributed significantly to the explained variance. It was found that the higher the proportion of a county's population engaged in farming the higher was the female rate of admission to higher education in the university/NIHE sector. It was pointed out that the poor predictive power of the socio-economic variables included in this analysis represents only a failure to predict inter-county variability in admission rates; no conclusions are warranted concerning the possible predictive power of these variables in explaining overall national rates or intra-county variability in admission rates.

In addition to the variables included in the multivariate analysis three additional correlates of differential county admission rates were also examined. A socio-economic inequality index was calculated for the non-farm population in each county and this was correlated with the rate of admission to higher education. Although not statistically significant, there was a tendency for counties with high rates of admission to higher education to have lower levels of socio-economic group inequality among the non-farm population. In respect of inter-county variability in the level of prior academic attainment of new entrants, it was found that counties which had higher levels of admission tended to have a lower proportion of new entrants with a low level of prior academic attainment. This finding stands in contrast to that from the 1980 survey where a similar analysis yielded a positive correlation. Finally, the wide range of inter-county variability in the percentage of new entrants with different types of financial aid was examined.

Some Implications

In considering some of the implications of the findings of the survey the first question which arises concerns the extent of participation in higher education in Ireland. The study documents the increasing rate of admission to higher education. The fact that by 1986 one in four of the appropriate age cohort went on to some form of higher education, may be viewed as a considerable achievement. Although we lack any systematic research on the strength of the social demand for higher education, the indications are that demand considerably exceeds the supply of places. The high, and constantly growing, retention rate to the Leaving Certificate level will provide an increased pool of potential higher education entrants. While we lack the appropriate data on the overall level of attainment of Leaving Certificate candidates, the present

to be that of increasing the post-primary cycle to six years in all schools.

In addition to the low modal age of new entrants, the pattern of admission to Irish higher education is also marked by a very small percentage of students aged 20 years or over. It has already been suggested that one of the reasons for this situation is the absence of any financial aid to cater for older students. Under existing arrangements the sequential relationship between the completion of second level and the commencement of third level education is unduly rigid. Greatly increased access to higher education for older students should be facilitated. Those who were not in a position to avail of higher education immediately after leaving school should be given a second chance at a later stage. Quite apart from egalitarian considerations, the widening of access to older age groups can be justified by economic imperatives in an era of rapid technological and social change. Access to higher education should not be a once in a lifetime opportunity. Instead, the availability of programmes of study in higher education should be seen as a community resource which can be utilised at different and recurrent intervals throughout the life cycle.

It is likely that a large percentage of older students would wish to avail of higher education on a part-time basis. In this context it is appropriate to stress the limited scope of this report which is confined to new entrants to full-time higher education. Some data on part-time students have been collected but they are not reported here. However, it is clear that the part-time higher education sector is underdeveloped and, indeed, undervalued in Ireland. This reflects a serious structural imbalance in the higher education system. Perhaps what is required is the dropping of the rigid distinction between part-time and full-time higher education and a disaggregation of academic programmes of study giving students greater flexibility in their study plans, allowing them to accumulate credits at a rate suited to their own circumstances and consonant with their evolving career plans.

The final issue to be raised in this brief consideration of some of the implications of the study concerns the desired balance between short and long cycle higher education. In examining the distribution of new entrants between the different higher education sectors, attention has been drawn to the significant restructuring of the higher education system. By 1986 almost half (49%) of the new entrants were admitted to the vocational/technological sector where the majority of students took sub-degree level short cycle courses. Furthermore, it is envisaged that the new Dublin colleges, when developed, will also offer mainly short-cycle courses. There is little doubt but that these proposals correctly meet the needs of the Dublin region. However, the question arises as to whether any additional places should also be in the short-cycle sector. In this context, it is of interest to note that while other European countries have also seen a shift towards short-cycle courses, the extent of restructuring appears to have gone further in Ireland than in most other countries. With the exception of the Netherlands, Ireland now has the largest proportion of higher education students taking sub-degree level courses (26). While the need for more short-cycle courses in the Dublin area must be catered for, a renewed emphasis on the provision of more advanced level courses for the country as a whole may be the next imperative. The expansion of the higher education sector over recent decades has responded to the social and economic transformation of Irish society. However, in the future the speed and complexity of technological change, with the consequential social and cultural problems, will demand a higher-education system which will develop to an advanced level the capacities and the sensibilities of our people.

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2. Investment in Education, Report of the Survey Team Appointed by the Minister for Education, Dublin, Stationery office, 1966.
3. C. Kerr, "A Critical Age in the University World Accumulated Heritage Versus Modern Imperatives", European Journal of Education, Vol. 22, No. 2, pp. 183-193, 1987.
4. Council for Research and Development, Vocations in Ireland 1986, Report No. 28, St. Patrick's College, Maynooth.
5. In this report the three colleges of education at Sion Hill, Dublin are combined to form a single category. There were 35 new entrants to St. Catherine's College of Education for Home Economics, 27 to the Froebel College of Education and 34 to the Montessori College of Education.
6. E. Rudd, "Student and Social Class", Studies in Higher Education, Vol. 12, No. 1, 1987, pp. 99 - 106.
7. D. Hannan, R. Breen, B. Murray, D. Watson and N. Hardiman, Schooling and Sex Roles, Dublin, E.S.R.I., 1983.
8. Where students wish to pursue a course in science and engineering two Grade Cs or higher in certain designated subjects are acceptable. Double credits are given for a Grade C or higher on higher level papers in Mathematics and Irish.
9. The single term 'local authority grants' will be used in the remainder of this report to refer to both Higher Education Grants and Vocational Education Committee Scholarships.
10. Retention rate is used in preference to "drop out rate". The former is more appropriately a characteristic of schools while the latter is more descriptive of students.
11. OECD, Development of Higher Education 1950 - 1967: Analytic Report, Paris, 1972.
12. If the 1986 census results were used to calculate the participation rate the national rate of admission would be 26%.
13. The correlations between the county participation rates in the three main sectors were:
University/NIHE with Vocational/technological .08;
University/NIHE with Colleges of Education .21;
Vocational/technological with College of Education .47.
14. The urban centres chosen for measurement purposes served as an approximation for the total population hinterland. Since the ratio of largest to smallest values were substantial a logarithmic transformation of distance was carried out before proceeding with the multivariate analysis.
15. M. Ross, Personal Incomes by County in 1973, Dublin, NES, No. 30.
16. R. M. Pike, Who Doesn't Get to University and Why: A Study of Accessibility to Higher Education in Canada, Ottawa, 1970.
17. In contrast, in the analysis of the 1980 survey six counties were found to exhibit a marked discrepancy between the retention rate to Leaving Certificate level and the rate of admission to higher education.
18. The multivariate analysis was confined to possible predictors of differential admission rates. The proportion of new entrants in receipt of financial aid may be partly a consequence of the pattern of

participation in higher education. If information was available on the percentage of those with the necessary academic qualifications who were eligible for local authority grants, this could appropriately be considered a predictor of differential county admission rates.

19. In seeking to avoid the minor distortions introduced by successive rounding to two decimal places some of the county scores on the non-farm socioeconomic group inequality index shown in column 3 of Table 30 differ slightly from that which would be obtained if the rounded values in column 1 were divided by the rounded values in column 2.

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25. Hannan et al, op. cit.

26. P. Clancy, "The Evolution of Policy in Third Level Education", In *Irish Education Policy: Process and Substance*, (Eds.) D. Mulcahy and D. O'Sullivan, Dublin, Institute of Public Administration, (forthcoming).

APPENDIX A Additional Tables

TABLE A1

DISTRIBUTION OF FULL-TIME STUDENTS, IN THE FIRST YEAR OF A THIRD-LEVEL PROGRAMME IN 1986, WITH SOME PREVIOUS THIRD-LEVEL EDUCATION : PREVIOUS THIRD-LEVEL COLLEGE TYPE BY PRESENT COLLEGE TYPE							
Previous College Type	Present College Type						
	UNIVER.	NIHE	DIT	RTC	COLLS. OF ED.	OTHER COLLEGE	TOTAL
	%	%	%	%	%	%	%
Same as present college	61.9	50.0	45.6	50.0	23.8	26.7	56.4
University	20.2	33.0	20.8	17.2	23.8	10.0	20.3
NIHE	8.4	2.3	3.4	6.6	4.8	3.3	7.1
DIT	3.0	3.4	8.7	7.3	0.0	10.0	4.4
RTC	3.2	5.7	7.4	13.1	28.6	20.0	6.1
Coll. of Ed.	0.5	3.4	0.7	0.7	9.5	10.0	1.0
Other Irish College	0.4	1.1	11.4	1.1	4.8	13.3	1.9
College Outside the State	2.3	1.1	1.3	2.9	4.8	6.7	2.4
Previous College Unknown	0.0	0.0	0.7	1.1	0.0	0.0	0.3
%	100	100	100	100	100	100	100
TOTAL N	983	88	149	274	21	30	1,545

TABLE A2

College	DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY TO HEA-DESIGNATED COLLEGES										TOTALS								
	Arts	Education	Art and Design	Social Science	Economic & Social Studies	European Studies	Communications and Information Studies	Commerce	Law	Science	Engineering	Architecture	Medicine	Dentistry	Veterinary Medicine	Agricultural Science & Forestry	Dairy Science	%	N
UCD	39.3	-	-	3.5	-	-	0.3	12.5	4.0	14.3	10.5	1.9	6.6	-	2.5	4.7	-	100	2,317
UCC	42.7	-	-	2.6	-	-	12.5	4.4	21.7	6.9	-	-	4.6	2.1	-	-	2.4	100	1,359
UCG	39.3	-	-	-	-	-	15.4	-	23.9	11.1	-	-	5.7	-	-	4.6	-	100	962
TCD	31.4	-	-	-	13.7	-	-	5.2	19.1	14.9	-	-	11.7	3.9	-	-	-	100	1,239
St. Patrick's College Maynooth	68.3	-	-	-	-	-	-	-	31.7	-	-	-	-	-	-	-	-	100	432
NIHE, Limerick	-	-	-	-	-	21.1	-	33.2	-	45.7	-	-	-	-	-	-	-	100	641
NIHE, Dublin	-	-	-	-	-	-	27.4	41.9	-	19.4	11.3	-	-	-	-	-	-	100	506
Thomond College of Education	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100	166
RCSI	-	-	100	-	-	-	-	-	-	-	-	-	100	-	-	-	-	100	121
NCAD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100	108
All Colleges	32.5	2.1	1.4	1.5	2.2	1.7	1.8	13.1	2.8	16.9	12.5	0.6	6.8	1.0	0.7	1.9	0.4	100	7,851

TABLE A3

College	DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY TO NON HEA-DESIGNATED COLLEGES										TOTAL	
	Construction Studies	General Engineering	Science	Art & Design	Computer Studies	Business, Administrative & Secretarial Studies	Hotel, Catering & Tourism	Education	General Studies	N	%	
	%	%	%	%	%	%	%	%	%			
St. Patrick's College of Education	-	-	-	-	-	-	-	100	-	268	100	
Mary Immaculate College of Education	-	-	-	-	-	-	-	100	-	248	100	
Church of Ireland College of Education, Rathmines	-	-	-	-	-	-	-	100	-	29	100	
Sion Hill Colleges	-	-	-	-	-	-	-	100	-	96	100	
Mater Dei Institute	-	-	-	-	-	-	-	100	-	50	100	
St. Mary's College of Education, Marino	-	-	-	-	-	-	-	100	-	31	100	
St. Angela's College of Education	-	-	-	-	-	-	-	100	-	28	100	
College of Technology, Bolton Street	49.8	50.2	-	-	-	-	-	-	-	474	100	
College of Technology, Kevin Street	-	47.8	35.9	-	7.1	6.7	2.5	-	-	479	100	
College of Commerce, Rathmines	-	-	-	-	9.7	77.4	-	-	13.0	424	100	
Dublin College of Catering Cathal Brugha Street	-	-	17.0	-	-	-	53.4	-	29.6	446	100	
College of Marketing & Design, Parnell Square	-	-	-	25.8	-	74.2	-	-	-	376	100	
Athlone RTC	5.2	26.6	10.6	2.9	-	49.3	5.5	-	-	617	100	
Carlow RTC	5.0	31.9	21.4	2.3	10.2	29.2	-	-	-	775	100	
Cork RTC	6.0	36.3	17.1	-	6.0	29.4	3.1	-	2.0	812	100	
Dundalk RTC	8.3	32.6	12.2	-	7.9	39.0	-	-	-	543	100	
Galway RTC	5.8	17.7	15.2	10.1	3.5	30.0	14.1	-	3.4	745	100	
Letterkenny RTC	4.2	21.9	22.2	10.5	5.9	29.4	-	-	5.9	306	100	
Limerick CoACT	15.1	23.7	9.3	16.5	9.4	25.9	-	-	-	636	100	
Sligo RTC	6.5	20.4	18.4	7.6	5.8	41.3	-	-	-	446	100	
Tralee RTC	7.4	19.4	26.2	-	10.4	36.6	-	-	-	309	100	
Waterford RTC	5.7	16.8	14.5	5.6	15.4	35.0	-	-	7.0	929	100	
Crawford College of Art and Design, Cork	-	-	-	100	-	-	-	-	-	67	100	
Dun Laoghaire School of Art & Design	-	-	-	100	-	-	-	-	-	77	100	
College of Industrial Relations	-	-	-	-	-	100	-	-	-	62	100	
Shannon College of Hotel Management	-	-	-	-	-	-	100	-	-	35	100	
All Colleges	7.1	21.6	13.1	6.2	5.9	29.9	4.8	8.1	3.3	9,308	100	

TABLE A4

DISTRIBUTION OF NEW ENTRANTS BY AGE AND SEX			
AGE	MALE %	FEMALE %	TOTAL %
Under 17	0.9	1.1	1.0
17	31.4	36.9	34.0
18	46.7	45.9	46.3
19	14.9	12.0	13.5
20	3.0	1.7	2.3
21	1.0	0.6	0.8
22 - 25	1.5	0.9	1.2
26 - 30	0.5	0.4	0.4
31 - 40	0.2	0.3	0.3
Over 40	0.0	0.2	0.1
%	100	100	100
TOTAL N	8,960	8,192	17,152

TABLE A5

College	DISTRIBUTION OF NEW ENTRANTS BY AGE AND COLLEGE											TOTAL		
	<17 %	17 %	18 %	19 %	20 %	21 %	22-25 %	26-30 %	31-40 %	>40 %	N	%	N	
Universities														
U.C.D.	1.2	36.6	48.1	9.7	1.6	0.3	0.8	0.9	0.5	0.2	100	2,317		
U.C.C.	0.7	36.5	49.4	10.7	0.6	0.3	0.9	0.3	0.4	0.1	100	1,359		
U.C.G.	1.7	36.5	47.2	12.1	2.1	0.4	0.1	-	-	-	100	962		
T.C.D.	0.9	24.9	49.9	17.6	2.7	0.6	1.1	1.3	0.6	0.3	100	1,239		
Maynooth	0.7	32.9	42.1	17.1	1.9	0.2	1.4	1.2	1.9	0.7	100	432		
R.C.S.I.	-	8.3	24.8	31.4	21.5	6.6	7.4	-	-	-	100	121		
N.I.H.E.s														
Limerick	1.1	38.4	50.4	8.9	1.1	0.2	-	-	-	-	100	641		
Dublin	1.4	41.1	44.9	8.1	1.8	0.4	1.4	0.6	0.4	-	100	506		
R.T.C.S.														
Athlone	0.2	28.1	50.0	18.7	2.1	0.3	0.6	-	-	-	100	616		
Carlow	1.4	38.3	43.6	11.7	2.5	1.3	0.9	0.3	-	-	100	775		
CoACT	0.3	31.8	47.6	14.7	3.2	1.9	0.5	0.2	-	-	100	633		
Cork	1.1	36.2	44.1	13.3	2.7	1.0	1.1	0.4	0.1	-	100	812		
Dundalk	1.5	45.9	41.3	8.5	1.7	0.6	0.7	-	-	-	100	543		
Galway	0.9	30.7	43.9	18.1	3.9	1.1	1.2	-	0.1	-	100	745		
Letterkenny	0.3	32.2	47.7	15.5	2.3	0.3	1.6	-	-	-	100	304		
Sligo	1.1	30.9	48.4	17.0	1.1	0.4	0.9	-	-	-	100	446		
Tralee	0.3	28.5	49.8	16.5	4.2	-	0.6	-	-	-	100	309		
Waterford	1.8	36.8	45.3	12.4	2.0	0.9	0.8	-	-	-	100	929		

TABLE A5 Cont'd

DISTRIBUTION OF NEW ENTRANTS BY AGE AND COLLEGE												
College	<17 %	17 %	18 %	19 %	20 %	21 %	22-25 %	26-30 %	31-40 %	>40 %	TOTAL	
											%	N
D.I.T.												
Bolton Street	0.6	32.5	42.6	16.9	3.2	1.7	1.7	0.6	0.2	-	100	474
Kevin Street	0.6	36.7	42.8	14.4	2.7	1.0	1.5	0.2	-	-	100	479
Rathmines	1.7	36.6	46.0	12.3	2.4	0.7	0.2	0.2	-	-	100	424
Cathal Brugha Street	0.7	24.9	47.5	16.6	4.7	1.3	2.5	1.3	0.2	0.2	100	446
Mountjoy Square	-	27.7	46.3	19.7	3.7	1.6	1.1	-	-	-	100	376
Colleges of Education												
St. Patrick's	1.1	36.9	44.4	12.7	0.7	0.4	2.6	-	1.1	-	100	268
M.I.C.E.	1.6	42.7	43.1	8.9	0.4	0.8	1.6	0.8	-	-	100	248
Thomond	1.2	30.7	38.0	12.7	0.6	3.0	11.4	1.8	0.6	-	100	166
Sion Hill	-	21.9	49.0	19.8	3.1	3.1	3.1	-	-	-	100	96
Mater Dei	-	12.0	48.0	18.0	8.0	4.0	8.0	2.0	-	-	100	50
St. Mary's	-	22.6	38.7	29.0	9.7	-	-	-	-	-	100	31
C.I.C.E.	-	27.6	55.2	13.8	-	3.4	-	-	-	-	100	29
St. Angela's	-	42.9	42.9	10.7	3.6	-	-	-	-	-	100	28
Other Colleges												
N.C.A.D.	0.9	27.8	41.7	15.7	3.7	6.5	1.9	0.9	-	0.9	100	108
Crawford	1.5	35.8	34.3	14.9	6.0	3.0	3.0	1.5	-	-	100	67
D.L.S.A.D.	1.3	20.8	41.6	19.5	3.9	2.6	7.8	1.3	1.3	-	100	77
C.I.R.	-	50.8	41.0	6.7	-	-	1.6	-	-	-	100	61
Shannon	-	17.1	62.9	14.3	2.9	2.9	-	-	-	-	100	35

TABLE A6

AGE AT OCTOBER 1, 1986, OF NEW ENTRANTS BY FIELD OF STUDY TO HEA-DESIGNATED COLLEGES												
Field of Study	Age											
	Under 17 years %	17 years %	18 years %	19 years %	20 years %	21 years %	22-25 years %	26-30 years %	31-40 years %	Over 40 years %	TOTAL	
											%	N
Arts	1.1	30.0	49.3	13.7	2.3	0.4	1.4	0.7	0.6	0.4	100	2,553
Education	1.2	30.7	38.0	12.7	0.6	3.0	11.4	1.8	0.6	-	100	166
Art & Design	0.9	27.8	41.7	15.7	3.7	6.5	1.9	0.9	-	0.9	100	108
Social Science	-	35.7	39.1	14.8	2.6	-	1.7	2.6	3.5	-	100	115
Economic and Social Studies	1.2	17.6	50.6	19.4	2.4	0.6	-	5.3	2.9	-	100	170
European Studies	2.2	32.6	51.1	14.1	-	-	-	-	-	-	100	135
Communications & Information Studies	0.7	41.4	44.1	4.8	0.7	0.7	2.1	4.1	1.4	-	100	145
Commerce	1.2	39.8	48.4	8.1	1.6	0.4	0.6	-	-	-	100	1,032
Law	0.5	33.6	53.4	8.3	0.9	0.5	1.8	-	0.5	0.5	100	217
Science	0.8	40.4	47.1	10.5	0.8	0.2	0.2	0.2	-	-	100	1,328
Engineering	1.7	39.8	46.1	10.3	1.4	0.4	0.1	0.1	-	-	100	980
Architecture	-	25.0	59.1	13.6	-	-	2.3	-	-	-	100	44
Medicine	0.9	27.0	42.1	15.8	6.7	1.9	2.4	1.3	1.5	0.4	100	537
Dentistry	-	32.5	45.5	19.5	1.3	-	-	1.3	-	-	100	77
Veterinary Medicine	-	29.3	53.4	13.8	3.4	-	-	-	-	-	100	158
Agriculture Science & Forestry	2.0	35.3	44.4	17.0	-	-	0.7	0.7	-	-	100	153
Dairy Science	-	27.3	57.6	15.2	-	-	-	-	-	-	100	33

TABLE A7

AGE AT OCTOBER 1, 1986 OF NEW ENTRANTS BY FIELD OF STUDY IN NON HEA-DESIGNATED COLLEGES												
Age	Field of Study	Construction Studies	General Engineering	Science	Art & Design	Computer Studies	Business Administrative & Secretarial Studies	Hotel, Catering & Tourism	Education	General Studies	TOTAL	
		%	%	%	%	%	%	%	%	%	N	%
Under 17 years		1.2	0.7	1.1	0.5	1.5	0.8	0.9	0.9	1.9	87	0.9
17 years		33.0	35.4	34.5	30.3	39.4	35.3	27.6	34.5	13.5	3,145	33.8
18 years		43.9	45.3	45.0	41.8	41.2	46.6	49.4	44.9	47.6	4,219	45.4
19 years		14.7	13.5	15.8	17.9	12.7	14.7	15.6	13.3	15.8	1,360	14.6
20 years		4.1	2.6	2.5	3.5	3.3	1.6	5.6	1.9	6.8	251	2.7
21 years		0.8	1.1	0.4	2.4	1.3	0.6	0.7	1.2	3.9	96	1.0
22-25 years		1.7	1.2	0.7	2.8	0.5	0.4	0.2	2.4	6.4	112	1.2
26-30 years		0.5	0.0	0.1	0.5	0.2	-	-	0.4	3.2	22	0.2
31-40 years		0.2	0.0	-	0.2	-	-	-	0.4	0.6	8	0.1
Over 40 years		-	-	-	-	-	-	-	-	0.3	1	0.0
	%	100	100	100	100	100	100	100	100	100	-	100
TOTAL	N	658	2,005	1,222	574	551	2,781	449	750	311	9,301	-

TABLE A8

DISTRIBUTION OF NEW ENTRANTS TO HIGHER EDUCATION BY AVAILABILITY OF SOCIO-ECONOMIC STATUS DATA AND BY TYPE OF POST-PRIMARY SCHOOL ATTENDED		
Post-Primary School Type	Socio-Economic Status: Data Available	Socio-Economic Status: Data Not Available
Fee Paying Secondary	9.8	5.2
Non-Fee Paying Secondary	68.5	68.7
Vocational	11.7	15.2
Comprehensive	2.4	2.3
Community	5.1	7.0
Other Non-Recognised	2.6	1.6
	%	100
TOTAL	N	14,226
		2,342

TABLE A9

DISTRIBUTION OF NEW HIGHER EDUCATION ENTRANTS TO UNIVERSITIES, NIHEs AND COLLEGES OF EDUCATION BY AVAILABILITY OF DATA ON SOCIO-ECONOMIC STATUS & BY FUNDING				
Funding	Socio-Economic Status: Data Available		Socio-Economic Status: Data Not Available	
	N	%	N	%
Grant	2,518	33.9	516	63.3
Other	231	3.1	38	4.7
None	4,671	63.0	261	32.0
TOTAL	7,420	100	851	100

TABLE A10

Socio-Economic Group \ College		Farmers	Other Agricultural Occupations	Higher Professional	Lower Professional	Employers and Managers	Salaried Employees	Intermediate Non-Manual Workers	Other Non-Manual Workers	Skilled Manual Workers	Semi-Skilled Manual Workers	Unskilled Manual Workers	TOTAL N
Universities													
U.C.D.		12.0	0.8	22.6	10.5	20.8	8.3	13.2	3.2	7.1	1.3	0.1	2,074
U.C.C.		21.4	1.2	13.7	9.5	16.2	8.9	12.9	3.8	9.3	2.6	0.5	1,173
U.C.G.		25.6	1.4	12.2	12.7	12.2	6.7	13.7	3.5	8.9	2.7	0.2	851
T.C.D.		9.0	0.6	25.6	13.3	20.9	8.7	11.4	2.5	5.7	2.2	0.3	1,017
Maynooth		23.3	0.3	8.4	8.9	12.4	6.3	14.4	8.4	14.4	2.9	0.3	347
R.C.S.I.		-	-	67.5	10.0	12.5	-	5.0	2.5	2.5	-	-	40
N.I.H.E.'s Limerick		29.8	0.9	8.0	8.5	13.3	8.3	12.7	4.5	9.7	4.0	0.3	577
Dublin		15.7	3.0	10.5	12.3	16.6	9.8	12.3	4.8	11.6	2.7	0.7	439
R.T.C.S. Athlone		35.5	1.8	3.5	7.6	17.1	3.9	6.1	6.5	15.1	1.4	1.4	490
Carlow		25.1	2.1	4.9	4.7	17.7	4.7	6.4	10.7	19.8	2.3	1.7	557
CoACT		22.0	0.7	9.6	5.2	17.7	3.9	5.9	7.4	24.0	2.4	1.1	541
Cork		21.4	2.0	7.8	4.7	17.2	5.2	6.9	10.0	19.4	2.8	2.6	612
Dundalk		20.7	1.1	4.5	5.5	18.3	3.4	4.7	10.2	24.9	4.3	2.3	469
Galway		32.4	2.8	5.8	5.9	16.5	3.7	5.3	7.7	16.1	2.2	1.6	678
L'kenny		28.7	1.5	6.9	10.9	13.9	3.5	10.4	6.9	14.4	1.5	1.5	202
Sligo		34.9	0.8	4.3	8.9	14.5	4.6	6.7	5.6	15.6	2.7	1.3	372
Tralee		44.1	2.4	3.1	4.3	14.2	2.4	5.1	4.3	16.1	2.0	2.0	254
Waterford		25.1	3.0	5.0	9.1	10.5	2.8	11.6	4.4	12.5	6.4	9.6	705

TABLE A10 (Cont'd)

Socio-Economic Group \ College		Farmers	Other Agricultural Occupations	Higher Professional	Lower Professional	Employers and Managers	Salaried Employees	Intermediate Non-Manual Workers	Other Non-Manual Workers	Skilled Manual Workers	Semi-Skilled Manual Workers	Unskilled Manual Workers	TOTAL N
D.I.T.		10.0	0.2	14.4	7.0	21.9	6.7	7.7	8.5	19.2	3.0	1.5	402
Bolton Street		12.8	2.5	11.3	9.1	22.9	3.5	8.3	8.8	17.6	2.0	1.0	397
Kevin Street		10.4	1.4	10.4	4.6	29.7	4.6	8.1	10.7	17.0	1.4	1.7	347
Rathmines		16.1	2.0	11.0	6.6	27.7	5.8	5.5	8.1	15.0	1.7	0.6	347
Cathal Brugha Street		6.8	0.6	11.0	10.0	31.6	10.0	9.6	6.1	11.6	1.3	1.9	310
Mountjoy Square													
Colleges of Education		28.5	0.4	6.8	16.5	17.3	3.6	10.4	5.2	9.2	0.8	1.2	249
St. Patrick's		39.3	1.2	2.1	12.8	14.9	3.7	8.7	4.1	9.9	2.5	0.8	242
M.I.C.E.		31.8	3.4	1.4	12.8	10.1	4.1	8.1	4.7	18.2	5.4	-	148
Thomond		23.3	1.1	3.3	11.1	30.0	6.7	5.6	3.3	13.3	2.2	-	90
Sion Hill		19.0	-	4.8	16.7	21.4	2.4	11.9	11.9	2.4	2.4	7.1	42
Mater Dei		26.7	-	10.0	26.7	13.3	-	3.3	6.7	13.3	-	-	30
St. Mary's		60.7	-	7.1	3.6	10.7	3.6	3.6	3.6	7.1	-	-	28
C.I.C.E.		29.6	-	3.7	14.8	33.3	3.7	7.4	-	7.4	-	-	27
St. Angela's													
Other Colleges		5.4	-	14.1	21.7	30.4	4.3	4.3	3.3	14.1	2.2	-	92
N.C.A.D.		14.0	5.3	12.3	7.0	17.5	3.5	5.3	12.3	19.3	3.5	-	57
Crawford		4.6	-	24.6	13.8	23.1	12.3	7.7	3.1	6.2	4.6	-	65
D.L.S.A.D.		5.3	-	24.6	7.0	28.1	8.8	7.0	8.8	10.5	-	-	57
C.I.R.		13.3	-	16.7	13.3	33.3	10.0	-	3.3	10.0	-	-	30
Shannon													

TABLE A11

SOCIO-ECONOMIC STATUS OF NEW ENTRANTS BY FIELD OF STUDY IN HEA-DESIGNATED COLLEGES																		
Field of Study	Field of Study																	
	Arts	Education	Art & Design	Social Science	Economic & Social Studies	European Studies	Communications and Information Studies	Commerce	Law	Science	Engineering	Architecture	Medicine	Dentistry	Veterinary Medicine	Agricultural Science & Forestry	Dairy Science	TOTAL
Farmers	14.7	31.8	5.4	16.0	8.1	28.8	18.6	17.7	14.5	17.0	18.0	4.9	14.3	23.3	37.5	50.7	54.8	17.5
Other Agricultural Occ.	0.7	3.4	-	-	0.7	0.8	1.7	1.2	0.6	1.2	1.7	-	0.8	-	4.2	1.4	-	1.1
Higher Professional	16.1	1.4	14.1	17.0	27.0	9.3	8.5	13.2	29.1	17.2	18.6	31.7	29.9	27.4	20.8	9.2	-	17.1
Lower Professional	11.6	12.8	21.7	10.0	8.8	4.2	13.6	9.3	11.2	11.2	10.7	7.3	13.3	15.1	16.7	7.7	-	11.1
Employers and Managers	19.1	10.1	30.4	22.0	30.4	11.9	21.2	17.8	21.2	15.4	15.2	17.1	16.3	15.1	8.3	9.9	9.7	17.4
Salariated Employees	7.9	4.1	4.3	5.0	8.1	10.2	10.2	10.0	6.7	8.5	7.7	9.8	8.3	4.1	4.2	7.0	6.5	8.1
Intermediate Non-Manual Workers	14.3	8.1	4.3	14.0	10.1	13.6	15.3	14.7	7.8	13.3	12.0	17.1	8.5	5.5	6.3	7.7	16.1	12.7
Other Non-Manual Workers	4.5	4.7	3.3	4.0	1.4	7.6	2.5	3.7	2.2	3.2	3.8	2.4	2.3	1.4	-	2.8	3.2	3.7
Skilled Manual Workers	8.6	18.2	14.1	8.0	2.0	9.3	5.1	9.1	3.9	10.2	9.7	9.8	5.3	6.8	-	3.5	9.7	8.7
Semi-Skilled Manual Workers	2.3	5.4	2.2	3.0	2.7	4.2	2.5	3.1	1.7	2.2	2.4	-	1.0	1.4	2.1	-	-	2.4
Unskilled Manual Workers	0.2	-	-	1.0	0.7	-	0.8	0.2	1.1	0.5	0.2	-	-	-	-	-	-	0.3
%	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	2,145	148	92	100	148	118	117	916	179	1,209	887	41	398	73	48	142	31	6,793

TABLE A12

SOCIO-ECONOMIC STATUS OF NEW ENTRANTS BY FIELD OF STUDY IN NON HEA-DESIGNATED COLLEGES													
Field of Study	Field of Study												
	Construction Studies	General Engineering	Science	Art & Design	Computer Studies	Business, Administrative & Secretarial Studies	Hotel, Catering & Tourism	Education	General Studies	TOTAL			
Farmers	19.8	22.1	31.3	12.8	21.3	24.1	19.3	32.2	17.8	23.8			
Other Agricultural Occ.	0.6	2.0	2.3	2.3	1.2	1.3	3.1	0.7	2.5	1.7			
Higher Professional	7.6	7.0	6.4	16.2	7.3	6.8	8.4	4.7	8.7	7.4			
Lower Professional	6.7	6.3	5.9	10.7	6.6	6.6	8.4	14.4	7.1	7.5			
Employers and Managers	16.1	16.9	16.3	19.4	14.8	21.1	29.2	18.5	17.8	18.8			
Salariated Employees	4.4	4.9	3.9	6.0	2.6	4.9	4.2	3.8	4.1	4.5			
Intermediate Non-Manual Workers	7.8	7.1	6.5	7.7	8.4	7.4	3.7	8.6	7.5	7.2			
Other Non-Manual Workers	7.8	7.9	7.0	7.5	8.9	8.2	5.5	4.8	9.1	7.5			
Skilled Manual Workers	23.5	20.1	16.0	13.6	20.1	14.8	15.9	9.6	18.3	16.6			
Unskilled Manual Workers	2.6	2.4	2.6	1.7	4.0	2.3	0.8	1.1	3.3	2.3			
Semi-Skilled Manual Workers	3.1	3.4	1.7	2.1	4.9	2.4	1.6	1.6	3.7	2.6			
%	100	100	100	100	100	100	100	100	100	100			
N	540	1,604	999	469	427	2,249	383	708	241	7,620			

TABLE A13

DISTRIBUTION OF NEW ENTRANTS, BY TYPE OF FINANCIAL AID & BY COLLEGE						
College	Grant	ESF	Other	None	TOTAL	
Universities	%	%	%	%	N	
UCD	26.8	-	0.8	72.4	100	2,257
UCC	39.2	-	1.3	59.5	100	1,349
UCG	60.1	-	3.4	36.5	100	946
TCD	24.7	-	2.8	72.5	100	1,122
Maynooth	23.5	-	0.9	75.6	100	422
R.C.S.I.	7.3	-	7.3	85.4	100	41
N.I.H.E.'s Limerick	53.5	-	0.3	46.2	100	636
Dublin	51.3	-	0.6	48.1	100	489
R.T.C.'s Athlone	3.7	90.6	0.2	5.5	100	615
Carlow	-	98.3	-	1.7	100	775
Cork	4.2	87.8	1.0	7.0	100	810
Dundalk	-	99.6	0.2	0.2	100	542
Galway	5.8	81.3	0.1	12.8	100	744
Letterkenny	-	98.4	-	1.6	100	306
COACT	6.6	87.7	0.2	5.5	100	635
Sligo	2.0	93.3	-	4.7	100	446
Tralee	-	98.7	-	1.3	100	309
Waterford	12.3	69.2	0.1	18.4	100	926

TABLE A13 Cont'd.

DISTRIBUTION OF NEW ENTRANTS, BY TYPE OF FINANCIAL AID & BY COLLEGE						
College	Grant	ESF	Other	None	TOTAL	
	%	%	%	%	%	N
D.I.T.						
Bolton Street	13.6	58.3	0.2	28.0	100	472
Kevin Street	26.3	18.5	0.8	54.3	100	475
Rathmines	18.0	57.9	0.2	23.9	100	423
Cathal Brugha Street	11.7	56.6	2.5	29.2	100	445
Mountjoy Square	11.0	65.1	-	23.9	100	373
Colleges of Education						
St. Patrick's	38.1	-	1.5	59.7	100	268
M.I.C.E.	48.0	-	1.2	50.8	100	248
Thomond	48.8	-	17.5	33.7	100	166
Sion Hill	22.9	-	-	77.1	100	96
Mater Dei	-	-	74.0	26.0	100	50
Marino	38.7	-	-	61.3	100	31
C.I.C.E.	41.4	-	-	58.6	100	29
St. Angelas	46.4	-	-	53.6	100	28
Other Colleges						
N.C.A.D.	2.8	-	-	97.2	100	107
Crawford	-	98.5	-	1.5	100	65
Dun Laoghaire S.A.D.	-	94.6	-	5.4	100	74
College of Industrial Relations	8.1	-	59.7	32.3	100	62
Shannon College of Hotel Management	-	-	-	100.0	100	34

TABLE A14

DISTRIBUTION OF NEW ENTRANTS TO HEA-DESIGNATED COLLEGES BY FIELD OF STUDY AND TYPE OF FINANCIAL AID						
Field of Study	Grant	E.S.F.	Other	None	TOTAL	
	%	%	%	%	%	N
Arts	30.7	-	1.4	67.9	100	2,472
Education	48.8	-	17.5	33.7	100	166
Art & Design	2.8	-	-	97.2	100	107
Economic and Social Studies	10.6	-	3.1	86.3	100	160
European Studies	58.5	-	-	41.5	100	135
Social Science	44.2	-	-	55.8	100	113
Communications & Information Studies	42.3	-	5.1	52.6	100	137
Commerce	44.6	-	0.8	54.6	100	1,018
Law	28.7	-	0.5	70.8	100	195
Science	41.5	-	1.7	56.8	100	1,315
Engineering	44.0	-	1.5	54.5	100	950
Architecture	31.7	-	-	68.3	100	41
Medicine	26.7	-	4.3	69.0	100	420
Dentistry	25.0	-	2.6	72.4	100	76
Veterinary Medicine	32.7	-	-	67.3	100	49
Agricultural Science and Forestry	42.6	-	-	57.4	100	148
Dairy Science	42.4	-	-	57.6	100	33
TOTAL	-	-	-	-	-	7,535

TABLE A15

DISTRIBUTION OF NEW ENTRANTS TO NON-HEA DESIGNATED COLLEGES BY FIELD OF STUDY AND TYPE OF FINANCIAL AID						
Field of Study	Grant	E.S.F.	Other	None	TOTAL	
	%	%	%	%	%	N
Construction Studies	9.0	75.3	-	15.7	100	656
General Engineering	5.0	83.5	0.3	11.2	100	2,000
Science	8.0	79.4	0.1	12.6	100	1,218
Art & Design	1.6	93.0	-	5.4	100	570
Computer Studies	8.7	80.3	0.2	10.7	100	549
Business, Administrative & Secretarial Studies	7.3	79.7	1.4	11.7	100	2,780
Hotel, Catering & Tourism	18.3	33.6	0.4	47.7	100	447
Education	37.6	-	5.9	56.5	100	750
General Studies	10.0	53.1	5.8	31.2	100	311
TOTAL	-	-	-	-	-	9,281

TABLE A16

DISTRIBUTION OF NEW ENTRANTS BY TYPE OF FINANCIAL AID AND BY SEX				
Type of Financial Aid	Male	Female	TOTAL	
	%	%	%	
State Grant	20.5	23.2	21.8	
E.S.F.	42.4	36.2	39.4	
Other Financial Aid	1.5	1.5	1.5	
No Financial Aid	35.5	39.1	37.3	
%	100	100	100	
TOTAL	N	8,752	8,064	16,816

TABLE A17

DISTRIBUTION OF NEW ENTRANTS BY LAST POST-PRIMARY SCHOOL TYPE ATTENDED AND BY TYPE OF HIGHER EDUCATION COLLEGE ENTERED												
Type of Higher Education	Secondary		Vocational		Comprehensive		Community		Other School		TOTAL	
	%	N	%	N	%	N	%	N	%	N	%	N
University	81.9	6,134	7.4	583	1.8	141	3.7	292	5.3	417	100	6,134
N.I.H.E.	76.9	1,132	10.8	1,132	4.7	1,132	6.4	1,132	1.3	1,132	100	1,132
D.I.T.	71.0	2,065	16.5	2,065	2.2	2,065	8.1	2,065	2.1	2,065	100	2,065
R.T.C.	75.3	5,995	16.3	5,995	2.4	5,995	5.9	5,995	0.2	5,995	100	5,995
Coll. of Ed.	80.2	901	11.1	901	3.0	901	4.9	901	0.8	901	100	901
Other Colleges	76.9	338	9.8	338	3.0	338	7.7	338	2.7	338	100	338
TOTAL %	77.6	16,565	12.3	16,565	2.3	16,565	5.4	16,565	2.5	16,565	100	16,565

TABLE A18

EDUCATIONAL ATTAINMENT, BY SUBJECT, OF LEAVING CERTIFICATE CANDIDATES 1984																
SUBJECT	HIGHER LEVEL				LOWER LEVEL				TOTAL*							
	A %	B %	C %	D %	Other %	A %	B %	C %	D %	Other %	%	N				
LANGUAGES																
English	0.8	4.6	19.2	18.4	2.4	0.0	2.0	20.1	27.9	4.5	43,967	96.1				
Irish	0.5	2.6	12.2	9.2	0.6	0.1	6.8	24.1	26.3	17.6	40,092	87.6				
French	0.5	5.8	18.4	16.0	2.3	0.3	5.8	18.7	24.9	7.3	27,841	60.8				
German	2.9	16.8	29.7	17.1	2.0	0.4	7.8	11.2	8.6	3.6	1,594	3.5				
Latin	2.3	15.1	31.9	25.8	11.3	-	0.8	3.9	4.8	4.1	968	2.1				
Spanish	2.5	11.7	19.7	10.5	1.5	0.4	5.7	16.4	16.1	15.3	998	2.2				
Italian	9.1	10.4	15.6	16.9	14.3	2.6	5.2	5.2	9.1	11.7	77	0.2				
Greek	13.3	26.7	26.7	20.0	-	-	6.7	-	6.7	-	15	0.0				
Hebrew	-	50.0	-	-	-	-	50.0	-	-	-	2	0.0				
MATHEMATICS & SCIENCES																
Mathematics	0.7	2.8	4.6	3.5	1.2	2.4	14.6	22.7	25.7	21.7	43,392	94.8				
Biology	0.9	7.9	20.1	19.3	5.0	0.2	4.7	14.1	16.6	11.3	23,307	50.9				
Chemistry	4.1	14.8	22.8	20.1	8.4	1.3	6.7	9.5	7.3	5.0	9,084	19.8				
Physics	4.0	13.8	19.0	15.0	7.0	2.9	10.8	12.0	9.6	5.9	8,790	19.2				
Physics & Chemistry	4.4	17.1	22.5	16.4	6.0	1.4	5.3	8.5	8.9	9.4	1,442	3.2				
Applied Mathematics	10.2	13.5	14.5	13.5	8.7	5.0	10.9	9.0	9.3	5.5	1,100	2.4				
Agricultural Science	0.4	10.1	28.5	16.5	2.1	0.3	4.8	15.8	16.1	5.3	1,568	3.4				
Mechanics	-	10.0	-	35.0	5.0	-	-	5.0	20.0	25.0	20	0.0				

TABLE A18 (Cont'd)

EDUCATIONAL ATTAINMENT, BY SUBJECT, OF LEAVING CERTIFICATE CANDIDATES 1984													
	HIGHER LEVEL					LOWER LEVEL					TOTAL*		
	A %	B %	C %	D %	Other %	A %	B %	C %	D %	Other %	N	%	
BUSINESS STUDIES													
Accounting	1.2	9.4	19.2	16.1	7.0	1.7	8.6	14.7	13.7	8.4	11,399	24.9	
Business Organisation	0.8	5.3	15.3	18.1	3.9	1.1	6.8	16.5	20.9	11.3	13,763	30.1	
Economics	0.6	5.6	16.1	20.2	8.5	0.7	5.2	12.8	19.7	10.6	8,496	18.6	
Economic History	0.3	5.4	21.3	23.5	10.5	-	0.8	7.5	14.0	16.7	371	0.8	
Agricultural Economics	4.1	10.8	17.1	18.9	7.7	0.5	8.1	12.6	14.4	5.9	222	0.5	
TECHNICAL													
Technical Drawing	1.6	5.1	9.2	10.4	5.2	1.4	9.0	17.3	23.2	17.6	5,308	11.6	
Building Construction	0.8	14.5	41.7	38.2	4.8	-	0.0	0.0	-	-	2,754	6.0	
Engineering Workshop	0.3	4.5	18.9	6.7	0.3	0.1	8.2	34.8	23.5	2.7	2,540	5.5	
SOCIAL STUDIES & OTHER SUBJECTS													
Home Economics (Social & Scientific)	0.2	5.3	25.6	29.6	6.2	0.0	1.9	11.3	15.7	4.1	14,135	30.9	
Home Economics (Gen.)	0.1	2.5	15.0	18.0	3.3	0.4	5.3	24.2	24.9	6.3	3,079	6.7	
Geography	0.8	6.2	23.3	21.3	4.3	0.3	5.0	15.3	17.8	5.8	17,771	38.8	
History	1.2	6.6	19.2	20.2	6.1	1.7	7.1	12.4	14.4	11.2	14,614	31.9	
Art	1.1	6.8	21.6	21.1	4.8	0.7	4.0	14.5	20.5	4.8	7,787	17.0	
Music & Musicianship A	0.2	2.7	27.8	39.4	3.5	-	-	5.3	18.0	2.9	510	1.1	
Music & Musicianship B	2.6	17.3	46.5	28.0	1.5	-	0.4	2.6	0.9	0.2	533	1.2	

*This percentage refers to the number of students who took each subject as a percentage of the 45,773 Leaving Certificate Candidates (Department of Education, *Tuarascail Staitistiúil, 1983/84* p. 101).

TABLE A19

DISTRIBUTION OF NEW ENTRANTS BY LEVEL OF PRIOR ACADEMIC ATTAINMENT AND BY COLLEGE												
College	Number of Honours										TOTAL N	
	0 %	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	9 %		10 %
University Sector												
U.C.D.	0.2	0.2	3.3	8.9	14.4	17.5	23.2	26.4	5.2	0.7	0.0	2,246
U.C.C.	0.3	0.4	5.8	10.4	15.1	16.3	21.7	25.7	3.6	0.7	-	1,342
U.C.G.	-	0.1	0.5	8.1	20.8	21.6	22.1	19.5	6.4	0.6	0.2	952
T.C.D.	1.1	1.2	0.2	5.2	11.3	22.9	27.5	23.8	6.3	0.5	-	1,153
St. Patrick's Col. Maynooth	0.3	0.5	21.7	30.2	25.3	12.5	5.1	3.3	0.8	0.3	-	391
Royal College of Surgeons in Irl.	-	-	-	20.3	11.4	16.5	15.2	27.8	7.6	1.3	-	79
TOTAL	-	-	-	-	-	-	-	-	-	-	-	6,163
National Institutes for Higher Educ.												
Limerick	-	-	3.0	8.6	21.4	28.3	21.1	16.0	1.3	0.3	-	639
Dublin	-	-	-	1.0	5.8	14.8	40.3	33.0	4.6	0.4	-	479
TOTAL	-	-	-	-	-	-	-	-	-	-	-	1,118
Dublin Institute of Technology												
College of Tech. Bolton St.	13.6	20.1	18.3	14.1	13.9	9.4	7.4	2.9	0.2	-	-	447
College of Tech. Kevin St.	3.0	5.3	9.5	21.6	26.9	16.1	10.6	6.1	0.6	0.2	-	472
College of Comm. Rathmines	3.3	5.2	7.1	17.5	28.4	27.0	9.5	1.9	-	0.2	-	423
Cathal Brugha St.	15.7	23.4	18.3	20.4	11.7	6.8	2.3	1.2	0.2	-	-	427
College of Marketing & Design	11.6	16.3	18.9	17.4	16.9	12.8	4.9	1.2	-	-	-	344
TOTAL	-	-	-	-	-	-	-	-	-	-	-	2,113

TABLE A19 (Cont'd)

DISTRIBUTION OF NEW ENTRANTS BY LEVEL OF PRIOR ACADEMIC ATTAINMENT AND BY COLLEGE												
College	Number of Honours											TOTAL N
	0 %	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	9 %	10 %	
Regional Tech Colleges												
Athlone	15.9	27.0	30.6	14.2	7.8	3.6	0.8	-	-	-	-	604
Carlow	30.5	28.7	21.6	12.1	5.4	1.2	0.4	0.1	-	-	-	763
Cork	16.0	16.9	19.1	17.9	11.3	9.8	6.1	2.6	0.7	-	-	806
Dundalk	20.6	25.8	24.2	20.1	7.1	1.3	0.7	0.2	-	-	-	538
Galway	7.2	12.8	23.6	27.5	16.5	6.3	3.8	1.6	0.7	-	-	734
Letterkenny	27.9	34.8	19.3	10.2	6.2	1.6	-	-	-	-	-	305
CoACT Limerick	22.6	26.3	20.9	16.7	6.7	4.9	1.1	0.6	-	-	-	627
Sligo	8.8	22.9	23.4	20.7	14.4	5.2	3.1	1.3	0.2	-	-	445
Tralee	13.2	23.4	28.3	17.8	11.8	3.3	2.3	-	-	-	-	304
Waterford	14.8	20.2	24.0	20.3	12.5	4.7	2.5	1.0	-	-	-	906
TOTAL												6,032
Colleges of Educ.												
St. Patrick's Drumcondra	-	-	0.7	2.6	11.2	31.1	34.5	16.9	2.2	0.7	-	267
M.I.C.E.	-	-	-	3.2	13.3	31.5	40.3	10.5	1.2	-	-	248
Thomond College	2.6	5.2	4.6	22.2	21.6	19.6	13.7	8.5	2.0	-	-	153
3 Sion Hill Colls.	4.2	8.4	2.1	16.8	20.0	18.9	21.1	7.4	1.1	-	-	95
Mater Dei Institute	2.0	2.0	16.0	24.0	22.0	22.0	10.0	2.0	-	-	-	50
St. Mary Marino	-	-	-	16.1	16.1	16.1	45.2	3.2	3.2	-	-	31
C.I.C.E.	-	-	-	13.8	24.1	27.6	27.6	6.9	-	-	-	29
St Angela's Sligo	-	3.6	17.9	17.9	35.7	17.9	3.6	3.6	-	-	-	28
TOTAL												901
Other Colleges												
National College of Art & Design	2.0	25.5	20.6	20.6	17.6	3.9	8.8	1.0	-	-	-	102
Crawford College of Art & Design Cork	14.1	31.3	25.0	10.9	10.9	7.8	-	-	-	-	-	64
Dun Laoghaire School of Art & Design	16.4	31.3	22.4	11.9	7.5	4.5	6.0	-	-	-	-	67
College of Industrial Relations	-	-	-	-	21.3	23.0	27.9	26.2	1.6	-	-	61
Shannon College of Hotel Management	-	8.8	29.4	26.5	8.8	23.5	2.9	-	-	-	-	34
TOTAL												328

TABLE A20

FIELD OF STUDY OF NEW ENTRANTS TO HEA-DESIGNATED COLLEGES, BY LEVEL OF PRIOR ACADEMIC ATTAINMENT												
Field of Study	Number of Honours*											TOTAL N
	0 %	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	9 %	10 %	
Arts	0.1	0.5	9.2	20.1	28.8	22.1	12.9	5.2	1.0	0.2	-	2,400
Education	3.2	5.2	4.5	22.1	21.4	19.5	13.6	8.4	1.9	-	-	154
Art & Design	2.0	24.5	20.6	20.6	17.6	4.9	8.8	1.0	-	-	-	102
Social Science	2.6	0.9	1.8	-	8.8	33.3	41.2	8.8	2.6	-	-	114
Economic & Social Studies	-	-	-	-	4.6	29.1	39.1	21.9	5.3	-	-	151
European Studies	-	-	4.4	10.4	31.3	34.1	14.1	5.2	0.7	-	-	135
Communications & Infor. Studies	-	-	-	-	-	10.2	41.4	40.6	7.8	-	-	128
Commerce	-	-	0.1	1.3	6.7	17.0	36.3	34.0	4.0	0.6	-	1,016
Law	0.5	-	-	-	-	1.6	31.6	54.9	10.4	1.0	-	193
Science	0.0	0.1	1.0	3.9	10.8	22.3	29.0	26.8	5.5	0.7	-	1,316
Engineering	-	0.1	1.6	5.5	9.0	17.5	26.9	32.1	6.4	0.7	0.2	971
Architecture	-	-	-	-	-	7.3	34.1	41.5	17.1	-	-	41
Medicine	0.9	0.6	-	5.1	2.8	6.2	16.1	50.5	15.4	2.1	0.2	467
Dentistry	-	-	-	9.1	5.2	2.6	22.1	51.9	7.8	1.3	-	77
Veterinary Med.	-	-	-	-	-	-	6.1	65.3	22.4	6.1	-	49
Agricultural Science & Forestry	-	-	-	4.7	27.7	30.4	20.3	15.5	0.7	0.7	-	148
Dairy Science	-	-	12.1	21.2	48.5	12.1	3.0	3.0	-	-	-	33
TOTAL												7,495

*Honours = Grade C or higher attained on a higher level paper.

TABLE A 21

FIELD OF STUDY OF NEW ENTRANTS TO NON-HEA DESIGNATED COLLEGES BY LEVEL OF PRIOR ACADEMIC ATTAINMENT												
Field of Study	Number of Honours*											TOTAL N
	0 %	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	9 %	10 %	
Construct. Studies	23.2	24.9	21.0	11.8	8.9	6.1	2.6	1.2	0.2	-	-	642
General Engineer.	25.3	26.2	20.7	12.2	7.9	4.2	2.4	1.0	0.1	-	-	1,960
Science	11.8	16.5	19.1	21.3	13.2	8.3	5.2	4.1	0.6	0.1	-	1,209
Art and Design	14.1	28.1	23.1	18.0	10.1	4.2	2.0	0.4	-	-	-	545
Computer Studies	11.6	20.0	21.3	19.8	15.2	7.8	3.9	0.4	0.2	-	-	541
Business, Admin- strative & Secre- tarial Studies	8.5	16.1	21.8	21.1	16.5	9.4	4.6	1.7	0.1	0.0	-	2,740
Hotel, Catering & Tourism	11.7	18.5	21.1	23.3	13.0	9.2	2.7	0.2	0.2	-	-	437
Education	0.7	1.3	2.3	7.6	15.4	27.8	32.1	11.1	1.5	0.3	-	748
General Studies	22.2	19.9	14.5	16.5	13.8	8.4	4.4	0.3	-	-	-	297
TOTAL	-	-	-	-	-	-	-	-	-	-	-	9,119

* Honours = Grade C or higher attained on a higher-level paper.

TABLE A22

PERCENTAGE OF STUDENTS WITH LEAVING CERTIFICATE/ MATRICULATION EXAMINATION RESULTS FROM MORE THAN ONE YEAR, BY COLLEGE					
College	%	TOTAL N	College	%	TOTAL N
University Sector			Regional Technical Colleges		
University College Dublin	22.5	2,262	Athlone	19	608
University College Cork	22	1,343	Carlow	12	769
University College Galway	28	958	Cork	16	808
Trinity College Dublin	41	1,201	Dundalk	18	539
St. Patrick's College Maynooth	35	395	Galway	24	737
Royal College of Surgeons in Ireland.	39	117	Letterkenny	24	306
National Institutes for Higher Education			CoACT		
Limerick	27	539	Sligo	22	393
Dublin	27	479	Tralee	11	308
Colleges of Education			Waterford		
St. Patrick's Dromcondra	24	266	Other Colleges		
M.I.C.E.	8	248	National College of Art & Design	22	105
Thomond, Limerick	24.5	155	Crawford College of Art and Design, Cork	6	64
3 Sion Hill Colleges	24	96	Dun Laoghaire School of Art and Design	6	70
Mater Dei Institute	30	50	College of Industrial Relations	8	62
St. Mary's, Marino	39	31	Shannon College of Hotel Management	24	34
C.I.C.E.	17	29			
St. Angela's, Sligo	14	28			
Dublin Institute of Technology					
College of Technology Bolton Street	26	450			
College of Technology Kevin Street	31	474			
College of Commerce Rathmines	27	421			
Dublin College of Catering Cathal Brugha Street	27	429			
College of Marketing and Design, Mountjoy Square	32	347			

TABLE A23

PERCENTAGE OF NEW ENTRANTS WITH LEAVING CERTIFICATE/ MATRICULATION EXAMINATION RESULTS FROM MORE THAN ONE YEAR BY FIELD OF STUDY FOR HEA-DESIGNATED COLLEGES		
Field of Study	%	N
Arts	29	2,433
Education	25	155
Art and Design	22	105
Social Science	25	114
Economic & Social Studies	47	154
European Studies	33	135
Communications & Information Studies	16	128
Commerce	24	1,016
Law	28	210
Science	27	1,318
Engineering	23	973
Architecture	31	42
Medicine	32	511
Dentistry	38	77
Veterinary Medicine	43	58
Agricultural Science & Forestry	29	150
Dairy Science	27	33

TABLE A24

PERCENTAGE OF NEW ENTRANTS WITH LEAVING CERTIFICATE/ MATRICULATION EXAMINATION RESULTS FROM MORE THAN ONE YEAR BY FIELD OF STUDY FOR NON-HEA DESIGNATED COLLEGES		
Field of Study	%	N
Construction Studies	22	645
General Engineering	19	1,976
Science	21	1,214
Art & Design	15	657
Computer Studies	20	545
Business, Administrative & Secretarial Studies	21	2,754
Hotel, Catering & Tourism	23	439
Education	19	740
General Studies	28	298

TABLE A25

DISTRIBUTION OF STUDENTS BY LEVEL OF ATTAINMENT AND BY NUMBER OF YEARS IN WHICH LEAVING CERTIFICATE/ MATRICULATION EXAMINATIONS WERE TAKEN				
LEAVING CERTIFICATE/MATRICULATION EXAMINATIONS				
Number of Honours*	One Year	More than One Year	TOTAL	
	%	%	%	N
0	83.4	16.6	100	1,091
1	81.7	18.3	100	1,720
2	77.2	22.8	100	2,145
3	76.3	23.7	100	2,398
4	73.2	26.8	100	2,397
5	73.6	26.4	100	2,253
6	75.7	24.3	100	2,280
7	79.7	20.3	100	1,919
8	70.4	29.6	100	368
9	40.4	59.6	100	47
10	33.3	66.7	100	3
TOTAL	76.7	23.3	100	16,621

* Honours = Grade C or higher attained
on a higher level paper.

TABLE A26

DISTRIBUTION OF NEW ENTRANTS BY COUNTY OF PERMANENT RESIDENCE AND BY COLLEGE														
County	U.C.D.	U.C.C.	U.C.G.	T.C.D.	St. Patrick's College, Maynooth	R.C.S.I.	St. Patrick's College of Education	Mary Immaculate College of Education	Thomond College of Education	Sion Hill Colleges	Mater Dei Institute	St. Mary's College of Education, Marino	Church of Ireland College of Education, Rathmines	St. Angela's College, Sligo
Carlow	38	5	7	13	7	-	4	1	1	-	-	-	-	-
Dublin	1,252	3	8	614	90	25	33	2	13	30	19	7	5	5
Kildare	65	5	11	31	48	2	6	4	5	6	1	-	2	-
Kilkenny	48	14	6	13	10	1	7	3	4	1	1	-	1	2
Laois	29	5	11	16	17	1	8	2	3	3	1	-	1	-
Longford	12	1	14	3	5	-	12	5	-	2	-	-	-	-
Louth	57	2	9	34	18	1	9	-	2	-	2	1	-	1
Meath	77	3	8	31	19	1	10	1	-	2	3	3	-	-
Offaly	20	1	21	13	10	-	2	3	4	1	-	1	3	-
Westmeath	42	7	35	24	19	-	17	1	1	1	2	-	-	-
Wexford	57	10	6	23	11	1	13	3	4	2	1	1	2	2
Wicklow	80	-	5	50	15	-	2	-	2	3	2	-	1	2
Galway	17	12	331	16	18	2	26	22	13	5	1	7	-	-
Leitrim	16	1	16	5	5	-	1	-	1	1	3	-	-	1
Mayo	40	7	133	18	21	1	30	10	10	1	-	2	-	1
Roscommon	13	2	44	10	11	-	10	2	3	2	-	1	-	2
Sligo	26	1	41	14	5	-	15	-	9	2	1	-	1	2
Clare	15	24	53	8	5	2	4	33	7	2	1	-	-	-
Cork	36	913	16	31	11	-	5	69	30	10	5	1	6	1
Kerry	67	132	34	28	11	1	6	30	10	4	3	5	-	3
Limerick	40	70	51	33	9	2	-	20	12	3	1	-	-	2
Tipperary	88	60	17	33	11	-	8	23	10	1	1	1	1	-
Waterford	24	61	8	21	4	1	3	10	8	4	-	-	-	1
Cavan	27	3	11	12	6	-	6	1	5	2	-	-	1	1
Donegal	51	1	45	16	24	-	24	3	6	5	1	-	1	1
Monaghan	20	1	5	12	12	-	7	-	3	3	1	1	4	1
N. Ireland	22	2	6	64	4	1	-	-	-	-	-	-	-	-
Overseas	38	8	10	53	6	79	-	-	-	-	-	-	-	-
TOTAL	2,317	1,359	962	1,239	432	121	268	248	166	96	50	31	29	28

TABLE A26 Cont'd.

DISTRIBUTION OF NEW ENTRANTS BY COUNTY OF PERMANENT RESIDENCE AND BY COLLEGE																							
County	N.I.H.E., Limerick	N.I.H.E., Dublin	College of Technology, Bolton Street	College of Technology, Kevin Street	College of Commerce Rathmines	Dublin College of Catering, Cathal Brugha St.	College of Marketing & Design, Mountray Sq.	N.C.A.D.	Crawford Municipal School of Art	Dun Laoghaire School of Art & Design	College of Industrial Relations	Shannon College of Hotel Management	Athlone R.T.C.	Carlow R.T.C.	Cork R.T.C.	Dundalk R.T.C.	Galway R.T.C.	Lettakenny R.T.C.	Limerick COACT	Sligo R.T.C.	Trillick R.T.C.	Waterford R.T.C.	
Carlow	6	8	6	6	3	4	1	-	-	3	1	1	-	112	-	-	3	-	3	-	-	-	7
Dublin	12	203	242	264	252	212	223	74	6	48	42	5	9	55	4	35	12	15	9	4	1	25	
Kildare	11	16	22	28	21	16	12	4	1	4	5	2	8	141	-	1	2	1	3	-	1	9	
Kilkenny	6	6	8	3	2	6	5	1	2	-	1	2	-	104	2	-	3	-	4	-	2	104	
Laois	7	14	1	5	4	4	2	1	-	1	1	-	5	87	-	-	4	-	3	-	1	8	
Longford	6	7	5	2	2	6	7	-	-	-	-	-	47	-	1	6	5	1	2	20	2	3	
Louth	3	22	8	7	9	13	17	2	2	1	-	-	6	3	-	216	1	3	2	1	1	3	
Meath	7	14	13	16	25	14	12	2	5	4	1	1	44	9	-	129	4	5	4	6	-	10	
Offaly	10	7	2	5	6	9	4	1	-	-	-	1	67	27	1	1	9	-	8	-	-	7	
Westmeath	4	11	9	6	4	10	5	1	-	1	-	2	158	6	-	8	5	2	-	10	1	3	
Wexford	9	15	8	8	13	12	6	1	2	1	2	-	1	62	6	-	4	2	1	-	-	144	
Wicklow	3	12	22	20	11	19	20	6	1	5	1	1	-	76	-	3	-	-	1	-	1	22	
Galway	46	15	14	9	7	10	2	2	-	-	-	1	98	8	-	-	365	13	13	15	-	9	
Leitrim	3	7	7	5	1	5	-	-	-	1	-	1	5	-	3	4	4	-	62	-	-	-	
Mayo	24	13	11	13	11	14	13	-	-	1	1	1	33	5	2	3	126	18	5	78	2	21	
Roscommon	8	9	4	2	1	7	3	2	-	-	-	-	67	3	-	2	29	2	2	40	-	8	
Sligo	7	11	8	5	2	6	5	-	-	1	-	1	5	1	1	1	12	8	1	173	1	2	
Clare	71	4	4	4	3	8	-	1	-	1	1	5	3	3	6	-	61	1	142	-	12	9	
Cork	81	19	4	6	3	9	6	1	35	-	-	3	5	6	704	-	17	1	22	1	25	65	
Kerry	49	19	13	15	12	10	6	2	5	-	1	-	7	4	30	1	16	1	15	1	229	19	
Limerick	174	7	6	9	1	3	1	1	2	-	1	4	1	1	12	-	16	-	312	-	27	20	
Tipperary	57	12	8	13	11	20	3	3	1	1	2	3	22	49	21	-	15	-	68	1	2	146	
Waterford	16	10	4	4	-	4	7	1	2	1	1	1	-	8	21	-	3	1	3	-	-	272	
Cavan	6	9	8	4	7	6	6	-	-	-	-	-	20	3	-	56	3	11	4	13	-	5	
Donegal	8	8	27	7	5	12	4	1	-	-	1	-	3	-	-	-	20	191	2	19	-	4	
Monaghan	2	11	8	9	7	6	3	-	1	-	-	-	1	2	-	77	5	26	6	2	1	1	
Northern Ireland	-	-	-	-	-	-	-	1	-	3	-	-	-	-	-	1	-	-	-	-	-	-	
Overseas	5	17	2	4	1	1	3	-	2	-	-	1	2	-	1	-	1	-	1	-	-	3	
TOTAL	641	506	474	479	424	446	376	108	67	77	62	35	617	775	812	543	745	306	636	446	309	929	

TABLE A27

Predictor Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Distance from University or N.I.H.E.	1.00	.37	.84	.07	-.24	.38	.55	-.66	-.24	-.73	-.71	.35	.64	-.78
2. Distance from Technological College		1.00	.30	.27	-.29	.59	.57	-.48	-.39	-.57	-.70	-.30	.42	-.56
3. Distance from College of Education			1.00	.31	-.08	.16	.65	-.60	-.41	-.74	-.70	.28	.61	-.64
4. Retention Rate to Leaving Certificate Year				1.00	.15	.01	.55	-.06	-.67	-.44	-.40	-.17	-.01	-.01
5. Proportion of Post-Primary Enrolment in Secondary Schools					1.00	-.61	-.07	.25	-.08	.33	.32	-.37	-.61	.33
6. Proportion of Post-Primary Enrolment in Vocational Schools						1.00	.19	-.33	-.01	-.40	-.49	.11	.34	-.38
7. Proportion of Population engaged in farming							1.00	-.64	-.84	-.79	-.87	.10	-.55	-.66
8. Proportion of population in higher socio-economic groups								1.00	.12	.62	.69	-.27	-.52	.84
9. Proportion of population in lower socio-economic groups									1.00	.58	.64	.32	-.34	.26
10. Income per capita										1.00	.92	-.16	-.72	.70
11. Proportion of population urban											1.00	.03	-.64	.73
12. Youth unemployment rate												1.00	.48	-.34
13. Proportion of population who left school under 15 years													1.00	-.67
14. Proportion of population with some third-level education														1.00

TABLE A28

	National Teacher Training*		All Higher Education
	1963 %	1986 %	1986 %
Leinster	18.8	32.7	46.3
Munster	39.8	37.4	32.6
Connaught	29.8	21.8	15.3
Ulster (3 counties)	11.7	8.1	5.7
TOTAL	100	100	100

* 1986 figure includes new entrants to St. Patrick's, Mary Immaculate, Marino, Church of Ireland College and Froebel College, Sion Hill :
1963 figures, which refer to lay students only, are taken from *Investment in Education* (Vol. 2 (Appendices) p. 8).

APPENDIX B

NOTES ON CLASSIFICATION OF FIELDS OF STUDY

These notes provide information on the classification of fields of study as used in Tables 2, 3 and 4 in the text. Since Table 2, the summary composite table, is based on an amalgamation of the categories used in Tables 3 and 4, the notes on classification for these tables are given in Sections A and B. Section C contains notes on the composite field of study categories.

A. HEA Designated Colleges:

Arts includes Music, Philosophy and Celtic Studies in the universities, Divinity in TCD and Legal Science in UCG.

Economic and Social Studies in TCD includes Business and Administrative Studies, Social Science and Political Science.

European Studies includes Public Administration at NIHE,L.

Communications and Information Studies includes Languages and International Marketing and Applied Languages at NIHE,D and Library and Information Studies at UCD.

Commerce includes Computer Applications at NIHE,D.

Dairy Science includes Meat Science at UCC. First Year Dairy Science degree students at UCC are included with other Science Students in first year.

Dentistry includes Dental Nursing at TCD.

Medicine includes Physiotherapy, Nursing Studies, Occupational Therapy and Remedial Linguistics.

Science in TCD includes Pharmacy and Mathematical Science.

Engineering in TCD includes Computer Science and Management Science and Industrial Systems Studies.

B. Non HEA-Designated Colleges:

General Studies includes courses in Child Care, Social Studies, Pre School Care, Home Management, Communication Studies, Journalism, Public Relations, Legal Studies, Environmental Management and Music. All of these courses are reallocated to the different field of study categories in the composite table (see Section C below for details).

Business Administrative and Secretarial Studies: This category combines two NCEA Board of Studies categories viz. Business Studies and Administrative and Secretarial Studies.

Science includes Dietetics and Nutrition and Ophthalmic Optics at Kevin St. College of Technology.

C. Composite Field of Study Categories:

Humanities includes Arts and European Studies, from the HEA designated Colleges and Journalism and Music which were shown under General Studies for the Non HEA designated colleges.

Agriculture includes Agricultural Science and Forestry, Dairy Science and Veterinary Medicine from the HEA designated colleges and Agricultural Science from Waterford RTC which was shown under Science for the Non HEA designated colleges.

Medical Sciences includes Medicine and Dentistry from the HEA designated colleges and Ophthalmic Optics at Kevin St. College of Technology which was classified under Science from the Non HEA designated colleges.

Social Science includes Social Science, Economic and Social Studies and Communication and

Information Studies from the HEA designated Colleges and Communication Studies, Public Relations, Social Studies, Child Care, Pre School Care and Home Management, all of which were classified under General Studies for the Non HEA designated colleges.

Science includes Environmental Management at Cathal Brugha St. which was classified under General Studies for the Non HEA designated colleges.

Technology includes Engineering, Construction Studies and Architecture in all colleges and Computer Studies in the Non HEA designated colleges and in TCD.

Law includes courses in Legal Studies at Letterkenny and Waterford RTCs which were classified under General Studies for the Non HEA designated colleges.

APPENDIX C

NEW ENTRANTS FROM THE REPUBLIC OF IRELAND TO COLLEGES IN NORTHERN IRELAND

Each of the third-level colleges in Northern Ireland was contacted to identify those new entrants from the Republic of Ireland who were admitted as full-time higher education students in Autumn 1986. A total of 208 students were identified, of whom 31 were known to have had some previous third-level education. The distribution of these students between the different colleges was as follows, with the number who had previous third level education shown in parentheses: Queen's University 48 (31); University of Ulster 147 (NA); St. Mary's College of Education 5 (2); Stranmillis College of Education 1 (0); North West College of Technology 5 (3); College of Technology, Belfast 2 (1). In respect of the 147 students who were admitted to the University of Ulster it was not possible to identify the number who may have had previous third-level education. Taking account of the age distribution of these students and the pattern which was identified in the other colleges, it is estimated that approximately 20 of the new entrants to the University of Ulster had previous third-level education. This leaves an estimated total of 151 students from the Republic of Ireland who were new entrants to higher education in Northern Ireland Colleges.

Before examining the county of origin of these students and the impact on overall county admission rates it is appropriate to take account of additional definitional problems which arise when looking at courses in other higher education systems. This difficulty arose specifically in relation to new entrants to the North West College of Technology where in addition to the five students from the Republic who are included in the overall total there were a further nine students from the Republic who were new entrants on to Ordinary National Diploma level courses. These courses are classified as non-advanced further education courses in Northern Ireland and, thus, are not considered part of the higher education sector. While the minimum academic attainment eligibility requirement for entry to these courses is lower than that demanded by the RTCs in the Republic it would appear that most, if not all, of the 9 students who entered these courses would have had a sufficiently high level of academic attainment to secure a place in an RTC in the Republic. However, these students are excluded from this analysis.

Table C1 shows the distribution of new entrants by county from the Republic of Ireland, into Northern Ireland colleges. It has not been possible to separate out the estimated 20 students who had previous third-level education. It was assumed that these students were proportionately distributed between the counties, thus, in calculating the revised participation rates for each county the number of new entrants shown in Table B1 was adjusted downwards by 12%. It is clear from this table that the largest percentage (39%) of new entrants from the Republic of Ireland into Northern Ireland colleges came from Co. Donegal. A further 12% came from Monaghan with 9% each from Counties Louth and Dublin. Table C1 also includes the revised participation ratio for each county where the new entrants to Northern Ireland colleges were combined with those from the colleges in the Republic. The inclusion of the estimated 151 students from Northern Ireland Colleges does not substantially alter the national rate of admission to higher education which remains at 25%. Similarly, the rate remains unchanged for 21 of the 26 counties. However, the effect of including the new entrants at the Northern Ireland colleges raises the Donegal rate of admission to higher education from 19% to 22%. The rate of admission for Monaghan rises by 2% to 26%. Louth, Roscommon and Leitrim also gain 1% in their rate of admission to higher education.