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Martin Everett

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"The Scottish Comprehensive School:  
Its Function and the Roles of  
Its Teachers, with Special Reference  
to the Opinions of Pupils and  
Student-Teachers."

Volume 2 (of 2)

Martin Everett

Thesis submitted for the degree of  
Doctor of Philosophy, University of  
Durham School of Education,  
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26 JUL 1984

CONTENTS of VOLUME 2.

APPENDIX 1. A Preliminary Discussion Paper On "Role-Conflict and the Beginning Teacher", (given by the researcher to Teachers in the Scottish comprehensive school in which he worked before starting this research).

APPENDIX 2. Examples of Pupils' Essays on the "Characteristics of A Good Teacher" and the "Purpose of School", Showing the Way in which the Essays were Coded.

APPENDIX 3. THE CATEGORY SYSTEMS. Note that some categories do not appear in numerical sequence since they were re-allocated to a different section of the category system after being previously numbered.

APPENDIX 4. The Results of the Content Analysis of Pupils' "Good Teacher" Essays, According to the Variables of: School, Sex, Anonymous/Signed, Year, Stream, I.Q., Social Class.

APPENDIX 5. The Results of the Content Analysis of Pupils' "Purpose of School" Essays, According to the Variables of: School, Sex, Anonymous/Signed, Year, Stream, I.Q., Social Class.

APPENDIX 6. Examples of Student-Teachers' Statements on the "Characteristics of A Good Teacher" and the "Purpose of School".

APPENDIX 7. An Early Pilot Form of the Questionnaire.

APPENDIX 8. The Questionnaire Completed by Pupils and Student-Teachers.

APPENDIX 9. The Notes for College of Education Tutors Who Administered the Questionnaire to Student-Teachers.

APPENDIX 10. The Instructions to Teachers Who Administered the Questionnaire to Pupils.

APPENDIX 11. Pupils' Questionnaire Results According to the Variables of Sex and Year.

APPENDIX 12. Student-Teachers' Questionnaire Results According to the Variables of: College, Sex, Teaching Subject.

LIST of TABLES and PAGE NUMBERS. (VOLUME TWO)

<u>Table No.</u>	<u>Page.</u>	
		(Tables 73-87 inclusive refer to the results of the content-analysis of the pupils' essays).
73	p. 30	Most Frequently-Used "Good Teacher" Categories, by Pupils' School Attended.
74	p. 36	Most Frequently-Used "Good Teacher" Categories by Pupils' Sex.
75	p. 42	Most Frequently-Used "Good Teacher" Categories by Pupils' Anonymous/Signed Essays.
76	p. 43	The Percentage of Pupils in Each Year-Group Who Signed Their Essays.
77	p. 49	Most Frequently-Used "Good Teacher" Categories by Pupils' Year.
78	p. 73	Most Frequently-Used "Good Teacher" Categories by Pupils' Stream.
79	p. 92	Most Frequently-Used "Good Teacher" Categories by Pupils' I.Q.
80	p.103	Most Frequently-Used "Good Teacher" Categories by Pupils' Social Class.
81	p.115	Most Frequently-Used "Purpose of School" Categories by Pupils' School Attended.
82	p.121	Most Frequently-Used "Purpose of School" Categories by Pupils' Sex.
83	p.124	Most Frequently-Used "Purpose of School" Categories by Pupils' Anonymous/Signed Essays.
84	p.129	Most Frequently-Used "Purpose of School" Categories by Pupils' Year.
85	p.143	Most Frequently-Used "Purpose of School" Categories by Pupils' Stream.
86	p.156	Most Frequently-Used "Purpose of School" Categories by Pupils' I.Q.
87	p.163	Most Frequently-Used "Purpose of School" Categories by Pupils' Social Class.

<u>Table No.</u>	<u>Page.</u>	
		(Tables 88-112 inclusive refer to the results of the questionnaire).
88	p.196	"Good Teacher" Statements Most Frequently Ranked First, by Pupils' Sex.
89	p.198	"Good Teacher" Statements Most Frequently Ranked in Top Six, by Pupils' Sex.
90	p.200	"Good Teacher" Statements Most Frequently Ranked First, by Pupils' Year.
91	p.204	"Good Teacher" Statements Most Frequently Ranked in Top Six, by Pupils' Year.
92	p.210	"Purpose of School" Statements Most Frequently Ranked First, by Pupils' Sex.
93	p.213	"Purpose of School" Statements Most Frequently Ranked in Top Four, by Pupils' Sex.
94	p.216	"Purpose of School" Statements Most Frequently Ranked First, by Pupils' Year.
95	p.221	"Purpose of School" Statements Most Frequently Ranked in Top Four, by Pupils' Year.
96	p.230	"Good Teacher" Statements Most Frequently Ranked First, by Students' College.
97	p.232	"Good Teacher" Statements Most Frequently Ranked in Top Six, by Students' College.
98	p.236	"Purpose of School" Statements Most Frequently Ranked First, by Students' College.
99	p.238	"Purpose of School" Statements Most Frequently Ranked in Top Four, by Students' College.
100	p.241	Students' Estimates of Pupils' Four Most Popular "Good Teacher" Choices, by Students' College.
101	p.243	Students' Estimates of Pupils' Four Most Popular "Purpose of School" Choices, by Students' College.

<u>Table No.</u>	<u>Page.</u>	
102	p.245	"Good Teacher" Statements Most Frequently Ranked First, by Students' Sex.
103	p.247	"Good Teacher" Statements Most Frequently Ranked in Top Six, by Students' Sex.
104	p.250	"Purpose of School" Statements Most Frequently Ranked First, by Students' Sex.
105	p.252	"Purpose of School" Statements Most Frequently Ranked in Top Four, by Students' Sex.
106	p.254	Students' Estimates of Pupils' Four Most Popular "Good Teacher" and "Purpose of School" Choices, by Students' Sex.
107	p.257	"Good Teacher" Statements Most Frequently Ranked First by Students' Teaching Subject.
108	p.260	"Good Teacher" Statements Most Frequently Ranked in Top Six, by Students' Teaching Subject.
109	p.265	"Purpose of School" Statements Most Frequently Ranked First by Students' Teaching Subject.
110	p.270	"Purpose of School" Statements Most Frequently Ranked in Top Four, by Students' Teaching Subject.
111	p.275	Students' Estimates of Pupils' Four Most Popular "Good Teacher" Choices, by Students' Teaching Subject.
112	p.278	Students' Estimates of Pupils' Four Most Popular "Purpose of School" Choices, by Students' Teaching Subject.

APPENDIX 1.

A Preliminary Discussion Paper On "Role-Conflict and the Beginning Teacher", (given by the researcher to Teachers in the Scottish comprehensive school in which he worked before starting this research).



APPENDIX. I

ROLE-CONFLICT AS IT AFFECTS THE CLASSROOM PERFORMANCE OF THE  
BEGINNING TEACHER.

Hypotheses.

- 1) Pupils of all ages in the comprehensive school have accepted and internalized the view of the school as a socializing and allocating agency; in other words they consider that they come to school in order to be prepared for their future adult occupational roles. They believe that this allocating function is the main function of the school, and they accept it as being fair and just.
- 2) Pupils therefore view school as a place to which they come in order to be taught; they prefer teachers who are eager to transmit their subject-matter, and who do so effectively.

If this hypothesis is correct, then it seems to be paradoxical that a discipline problem exists in schools generally. However, when the following points are taken into consideration, the apparent anomaly becomes more understandable:

- a) The compulsory element in education must automatically give rise to a problem of control if even one pupil in a class desires to be absent.
- b) The obvious distinction between the one adult who is placed in a position of power and authority in a compulsory situation over 30+ teenagers who are anxious to begin asserting their own "adulthood" and independence, naturally tends to make the teacher a "test" target.
- c) If hypothesis one is correct and even the unacademic pupil views school in the terms mentioned above, then the sense of failure that such a pupil experiences in the school will be even greater than if the allocating function of the school was viewed as unjust. The pupil's sense of failure in what is perceived to be a fair competition breeds resentment and hostility towards the system; however, importantly, the sense of failure is institutionalized far less in comprehensive schools in which children remain

unstreamed for several years, than it is in schools in which streaming takes place from the start. Possibly serious misbehaviour does not occur until the child himself realises that he has failed in the "race"; this realisation occurs later in unstreamed schools. Even when it does occur however, and discipline problems result, it is hypothesised that these pupils still expect to be taught at school; because inexperienced teachers are often assigned to these classes, this need is frequently not met, thus increasing the sense of resentment.

- 3) Whilst the pupils have been socialized into accepting the allocating role of the school, very often the beginning teacher has not been. He/she frequently has an idealized conception of his role, based on training and the limited period of teaching practice; the duties of a student-teacher and also the behaviour expected of a student, are very different from the duties, responsibilities and behaviour of a qualified teacher.

If this hypothesis is correct, the new teacher will not play his role as the pupils expect him to. He may play it as he thinks his pupils will want him to, but his perceptions are inaccurate. He may consider that the children will judge him primarily on the basis of his personality; however, the main concern of the pupils is that the teacher can "teach".

- 4) The preceding hypothesis may be related to personality, since possibly those teachers who most desire friendly relations with their pupils will experience the greatest amount of role-conflict.
- 5) Since, according to hypothesis 3, the teacher is not playing his role as the pupils expect him to, (ie. he may be behaving in too friendly a manner, and in the opinion of the pupils not be teaching them enough), they will not reward him with the friendly responses which he requires, and nor will they exhibit the rewarding responses of attention, interest and enthusiasm. If he is to obtain these "rewards", the new teacher must gradually be socialized by the pupils with whom he comes into contact until his behaviour approximately

conforms to their concept of his role. Until the socialization process is complete, the teacher will experience role-strain, and the pupils will impose sanctions, (rejection, hostility, etc.). The stronger is the teacher's need for friendly relations with his pupils, the more susceptible will he be to socialization; he cannot obtain what he desires until he can maintain control and "teach". Until the teacher is socialized, pupil rejection of his role-performance will threaten his self-esteem and indeed, his whole personality. (A possible alternative to becoming "socialized" is for the teacher to leave the organization altogether, since he cannot cope with the level of role-strain which he is currently experiencing.)

Please make any comments, criticisms etc. on this sheet.

If you have the time, please give your view of how a teacher should behave in the classroom; in other words, the role or roles which you consider a teacher should play, and how he should play them. Thank you.

Should be in control but not overly aggressive or strict in order to achieve this.

I suppose I think a teacher is a stimulus, or provides stimulus for the kids, is something for them to bounce their ideas off and help them to develop them further. The difficulty comes in getting enough control over a class to get on with everything else, as you know already.

(Comment of probationer English teacher).

APPENDIX 2.

Examples of Pupils' Essays on the "Characteristics  
of A Good Teacher" and the "Purpose of School",  
Showing the Way in which the Essays were Coded.

Pr. 98

I think a good teacher should be friendly <sup>(62)</sup> with his pupils because if the pupils do not like their teacher it could put them off their work.

The teacher should have a good sense of humour <sup>(53)</sup> but at the same time be able to control his class. <sup>(1)</sup>

He should give the pupils homework once a week so that the pupil does not get bored with the subject or subjects. <sup>(32)</sup>

He should be able to teach the pupils without making them <sup>feel</sup> nervous. <sup>(13)</sup>

He should punish the pupils if they deserve <sup>(11)</sup> it, but he should also be understanding. <sup>(65)</sup>

If the pupil does not understand any part of their work the teacher <sup>(23)</sup> should explain it fully to them <sup>(68)</sup> without making the pupil feel stupid.

The teacher should not have any favourite pupils. <sup>(42)</sup> He should make the whole class the same.

He should not call out exam marks in front of the whole class because if one boy gets 25% and another boy gets 100% it makes the boy with the lower mark feel silly. Maybe the boy that gets 100% for his English only gets 20% for his Geography etc. <sup>(68)</sup>

GIRL

(14)

3rd Year

First year female, My idea of a good teacher

My idea of a good teacher is one with a sense of humour (5) but at the same time to one who can control her class (1) A teacher who cannot see a joke will be hated (5) by her class so then (5) the class will be so afraid (13) the class will not give its best work. Most teacher should at the same time have discipline (1) should teach the subject (62) pleasantly and not scare the class out of its (13) wits. Some teachers can teach well if given the chance but otherwise their class is just useless. It should be interesting (7) so the class will not (16) lose interest after the first few minutes. It should be (15) made very interesting (15)

Female 5th Year

2)

'MY IDEA OF A GOOD TEACHER'

My idea of a good teacher is one who can communicate and get over to the class what she is trying to teach. A teacher must be a likeable person before all the class will pay attention to her. If they like and respect her or him, they will pay attention and try to understand their ways of teaching.

Teachers must not be too strict with their pupils as teachers who are, are hated throughout the school. If a teacher is very strict, pupils are frightened to go to their classrooms for fear of the teacher.

A teacher should have a sense of humour as she or he can joke with the class on the odd occasion. They should be able to talk to their class and treat them as adults and not as small children.

The main point, in my opinion, of being a good teacher is one who understands and makes the pupils understand the subject that is being taught. The teacher should know the subject well and help the class. If a teacher has a horrible voice nobody finds it interesting or nice and they begin to shut the voice out.

A teacher should have control over a class so as they (the class) won't go too far with talking, playing trunks or anything other than school work.

Pup. 351

Female

6th Year.

"What I Think School is For"

From an early age we all learn that we have to go to school. We are told that is to learn to read and write, but we soon find out that there is much more to it than that.

To read and write is the first step. The learning of different subjects such as languages and mathematics helps to build your character. It gives you more knowledge and will then help you in the "outside world". Such knowledge helps the pupils to mature and become more serious about life.

Attending school keeps vandalism at a low level and also helps the unemployment level lower than it would be if the people were not at school. Going to school keeps you from becoming bored which would then lead to vandalism.

Attending school helps prepare you for a job in that it can teach you the basics of the job you are going to have.

Discipline is another thing that is learnt and is very good training for future life.

Pup. ~~231~~ 23127.11.75 / 1st year ① What I think school is for Female

I think that school is for learning different subjects. It also helps you find a job that you would like you also meet a lot of different people and friends. This helps you to mix with people when you leave school and bring up a family. School is mostly for learning and trying to pass exams. It is important so that if you pass all exams you can get into a well payed job. Some people think that school is rubbish but I think that it is good and you learn about all different things. Also in school you can get guidance from teachers and also you can get ideas about jobs. I think school is also to prepare you to go out into the open world and start a family. I think that I will miss school when I leave.

PUP. 198

## WHAT I THINK SCHOOL IS FOR.

School is for educating <sup>(21)</sup> young people so they can stand a chance of getting a good job <sup>(8)</sup> when they are older. School helps the government by giving jobs to cleaners, cooks and teachers. <sup>(1)</sup> School is there to help people learn about life <sup>(46)</sup> its troubles, hardships and some of the good points in life, it shows people how to be civilized <sup>(32)</sup>. School also keeps down the numbers of the unemployed <sup>(1)</sup> to a certain extent, it helps children to behave <sup>(32)</sup> and stops alot of vandalism <sup>(19)</sup> which would be caused if there was no school. School keeps children off the streets, giving them something to do or learn about. <sup>(19)</sup>

<sup>(21)</sup> School is educating the younger <sup>(46)</sup> generation <sup>(21)</sup> teaching them about life as it is teaching them how to cope <sup>(46)</sup> and about how a country is run because some day that generation <sup>(1)</sup> will be running the country taking action where it is needed, keeping the country on its feet, and school teaches them how to do this.

Without school people would have to take a big step and go in at the deep-end, with <sup>(46)</sup> no knowledge of what to do, when to do it, and why they are doing it, and how to go about it. Without education the country would be at loose-ends and would have no-one to turn to.

(4th yr.)

APPENDIX 3.

THE CATEGORY SYSTEMS.

Note that some categories do not appear in numerical sequence since they were re-allocated to a different section of the category system after being previously numbered.

CATEGORY SYSTEM ONE.

"THE CHARACTERISTICS OF A GOOD TEACHER."

PART A. CONTROL, DISCIPLINE AND PUNISHMENT.

1. **CAN KEEP CONTROL OF THE CLASS.**

Can "keep discipline," (if necessary by using corporal punishment or other forms of punishment).

"Is strict."

Does not allow pupils to play about, disrupt the lesson, be cheeky, etc. (Statements should be included in this category if reference is made to the desirability of the teacher maintaining discipline without any further modifications, such as those listed under 2, being made.).

2. **CAN KEEP CONTROL OF THE CLASS WITHOUT BEING TOO STRICT.**

N.B. Classroom control must be referred to specifically here. (Statements should be included in category 2 only when they also fit category 1 but provide further information about the maintenance of discipline.).

E.g. :

Discipline is maintained in a relaxed and friendly way. Without undue temper on the teacher's part.

Without undue punishment, physical or otherwise.

Without "unpleasantness".

Without making the child frightened.

"By personality".

Without a constant battle for supremacy between teacher and pupils.

The teacher does not need to "bully" his pupils.

Importantly it should be noted that teacher qualities such as even-temper, fairness, etc. have separate categories of their own. Therefore statements should only be included in this category if they refer specifically to classroom discipline. (See categories 13, 11, 4, 54, 60.).

3. **MAKES PUPILS REALISE WHO IS BOSS RIGHT FROM THE START.**

(Must state this or a close paraphrase specifically).

4. **DOESN'T USE THE BELT.**

Gives lines, detention, punishment exercises, extra homework, etc., instead. (The pupil must specify that the desirable teacher quality is the absence of corporal punishment.).

5. **DOESN'T THREATEN PUPILS.**  
I. e. does not threaten pupils with the belt by waving it around, banging it on desks, etc.
6. **DOESN'T HIT PUPILS EXCEPT ON THE HAND WITH A BELT.**  
No hair-pulling, etc.
7. **CAN BELT HARD.**  
"Draw the belt." (As a deterrent, etc.).
8. **PUNISHES PUPILS WHO DO NOT DO THEIR HOMEWORK.**  
(Provided that they are not unable to do it; see No. 12)  
Homework must be specifically mentioned here.
9. **PUNISHES PUPILS WHO FORGET THEIR JOTTERS, PENS, ETC.**  
(If it is done regularly.)
10. **SENDS A LETTER TO PARENTS IF THE PUPIL IS NOT, IN THE TEACHER'S OPINION, WORKING HARD ENOUGH.**
11. **IS FAIR AND CONSISTENT ABOUT PUNISHMENT.**  
"Doesn't jump to conclusions."  
"Listens to what pupil has to say before punishing him."  
"Does not punish for trivial reasons."  
"Does not punish indiscriminately." (E.g. belt the whole class).  
"Makes the punishment fit the crime."  
N.B. The quality of "fairness" in connection with punishment must be specifically mentioned or clearly suggested.  
Also, certain specific aspects of the teacher's fairness in other areas have separate categories:  
I.e.:
- The teacher has no favourites: No. 42.
  - The teacher does not pick constantly on the same pupils: No. 43.
  - The teacher does not categorise pupils on the basis of second-hand information, or on the basis of details not relating specifically to the pupil in question: No. 44.
  - The teacher treats girls and boys in the same way: No. 45.
- When these qualities are mentioned specifically they should be placed in their own category.
12. **DOESN'T PUNISH PUPILS WHO CAN'T DO THE WORK.**  
(Punishment, which could be either physical or verbal here, must be specifically mentioned.).

13. **DOESN'T FRIGHTEN PUPILS.**  
 E.g. make them afraid to answer questions, or afraid so that he pretends to know something when he doesn't.  
 (Fear must be specifically mentioned.)

68. **DOESN'T MAKE A FOOL OF PUPILS IN FRONT OF THE CLASS.**  
 "To make a fool of them."  
 "To humiliate them."  
 "To make them feel stupid."  
 "To belittle them."  
 (E.g. by reading out exam marks to the whole class, by making a shy pupil read to the whole class, by admonishing a pupil publicly, by calling the child by a nickname, etc.)

PART B.      **TEACHING METHODS AND CLASSROOM ORGANISATION.**

14. **MAKES PUPILS WORK HARD.**
15. **GIVES TESTS SOMETIMES.**  
 (To measure his pupils' progress).
16. **GIVES LESSONS THAT ARE INTERESTING.**  
 "Can keep the class's attention."  
 "Is not boring."  
 N.B. Code as No. 16 only where the teacher's method of making a lesson interesting is not specified. (E.g. by giving projects, by allowing pupil participation in the lesson, etc. See Nos. 19, 20, 21, 26, 28, 36, 37, 38, 41, 47, 49, 59.).
17. **CAN EXPLAIN THINGS CLEARLY.**  
 "Can put subject over clearly."  
 "Explain things well."  
 "Explain things fully."  
 N.B. Clarity of actual locution is not implied here: See No. 73. Also, it is important to note that communication of teaching-material is exclusively implied. For personal communication between teacher and pupils, see No. 65.
18. **TEACHES THINGS THAT PUPILS THINK ARE USEFUL.**  
 "Teaches us what we need to know," (in the opinion of pupils).
19. **DOESN'T GIVE A CLASS THE SAME SORT OF WORK EVERY LESSON.**  
 E.g. does not talk, or lecture, or give notes for a succession of periods. (Not amount of work here; see No. 25) N.B. if pupil states that active participation on the part of the teacher in the lesson is the desirable quality, then see No. 35.

20. **LETS PUPILS TAKE AN ACTIVE PART IN THE LESSON.**  
 E.g. by allowing discussion, by questioning and allowing pupils to question him, by giving projects, quizzes, plays, etc.  
 N.B. The pupil must specify that the desirable teacher quality is allowing pupil participation rather than his using modern teaching methods per se. (See No. 59, which occurs next in the list.).
59. **USES "MODERN" METHODS OF TEACHING.**  
 E.g. gives projects, films etc. Uses audio-visual aids.  
 "Is not old-fashioned."  
 N.B. Modern methods of teaching must be specifically mentioned as being the desirable teacher quality. (See No. 20).
21. **TRIES TO INVOLVE THE WHOLE CLASS IN THE LESSON.**  
 N.B. Must specify all children, in order to differentiate from No. 20.
22. **KNOWS THE SUBJECT WELL. "IS CLEVER."**
23. **HELPS PUPILS WHO ARE SLOW AT THEIR WORK.**  
 (Pupils who cannot understand the work in question.).  
 "Shows us where we've gone wrong."  
 "Is willing to answer questions."  
 N.B. This category differentiates from No. 17 in that active teacher help to individual pupils or to small groups with difficulties and errors arising after the initial explanation that has occurred in No. 17 must be mentioned. The statement must refer to slow pupils.
24. **DOESN'T WASTE TIME ON PUPILS WHO ARE DISINTERESTED OR UNWILLING TO WORK.**
25. **KNOWS THE LEVEL OF WORK THAT THE CLASS CAN DO.**  
 "Knows the level of his pupils."  
 "Knows what they're capable of."  
 "Gives reasonable amounts of work."  
 "Distributes work reasonably for the time available."  
 N.B. This category refers specifically to the teacher's knowledge of his pupils' academic level; it does not refer to inter-personal relations between the teacher and his pupils. (See No. 63.). Also, this category does not refer to levels of homework. (See No. 32.).

26. **IS INTERESTED IN WHAT HE OR SHE IS TEACHING.**  
 "Is dedicated."  
 "Not just a job to him."  
 "Enjoys his work."
27. **PLANS HIS OR HER LESSONS IN ADVANCE.**  
 (Both individually and in sequence).  
 "Covers the syllabus fully."  
 "Does not distribute unnecessary material." (Since planning would have prevented this.).  
 "Is well-organised."  
 "Well-prepared for lessons."
28. **VARIES HIS TEACHING METHODS AND APPROACH WITH GROUPS OF DIFFERENT AGES AND ABILITIES.**  
 N.B. Not amount or level of work here; (See No. 25.).  
Method of teaching must be mentioned.
29. **DOESN'T GIVE HOMEWORK AT ALL.**
30. **DOESN'T GIVE HOMEWORK IF THE WORK IN QUESTION SHOULD HAVE BEEN FINISHED IN CLASS.**  
 (And isn't because of the teacher.).
31. **GIVES HOMEWORK IF THE WORK IN QUESTION HASN'T BEEN FINISHED IN CLASS.**
32. **GIVES REGULAR HOMEWORK.**  
 (Must specify "regularly" or synonym.). The use of this category implies a positive attitude towards homework on the part of the pupil, although the pupil may also specify that the homework should be in reasonable amounts, at reasonable intervals, and with sufficient time allowed to complete it.
74. **DOESN'T GIVE MUCH HOMEWORK.**  
 Not too often or too much. (Negative attitude to homework is implied here.).
33. **EXPLAINS CLEARLY WHAT IS TO BE DONE FOR HOMEWORK.**  
 (Must refer specifically to homework.).
34. **CORRECTS PUPILS' WORK PUNCTUALLY AND CAREFULLY.**  
 Takes an interest in pupils' written work.

35. **COMES ROUND TO HELP PUPILS WHILE THEY ARE WORKING.**  
 N.B. Active involvement in the lesson on the part of the teacher is implied here; the pupil must specify that active involvement by the teacher is the desirable quality per se, and not merely refer, for instance, to varying of the teaching material.  
 "Does not sit at his desk reading or marking etc., all period."
36. **LETS PUPILS HELP ONE ANOTHER WITH THEIR WORK.**  
 Lets pupils talk about work. May mention group-work.
37. **SOMETIMES LETS PUPILS CHOOSE THE WORK.**
38. **LETS PUPILS WORK AT THEIR OWN PACE AND, LEVEL.**  
 N.B. Refers purely to academic work and practical work.
39. **ALLOWS THE CLASS TO HAVE AN OCCASIONAL FREE PERIOD.**
40. **ALLOWS THE CLASS A BREAK OF A FEW MINUTES IN THE MIDDLE OF A DOUBLE PERIOD.**  
 Could also mention a break at the end of a period.
41. **LETS PUPILS TALK QUIETLY WHILE THEY ARE WORKING.**  
 Does not demand that pupils remain unreasonably still or silent during the lesson, or from the moment they enter the room.  
 "Like statues."
42. **DOESN'T HAVE FAVOURITES.**  
 (Positive teacher feeling towards a certain pupil or pupils; preferential treatment.). If fairness of punishment is mentioned, code as 11 and 42.
43. **DOESN'T PICK ON PEOPLE.**  
 (Negative teacher feeling towards a certain pupil or pupils; constant or repeated criticism, scapegoating, etc.).  
 If fairness of punishment is mentioned, code as No. 11 and No. 43.
44. **DOES NOT CATEGORISE OR PRE-JUDGE PUPILS ON THE BASIS OF SECOND-HAND INFORMATION.**  
 E.g. because of the characteristics of other members of the child's family (may be good or bad characteristics.).  
 Because of what the teacher has learned from staff-room gossip.  
 N.B. This category differentiates between Nos. 42 and 43 in that further information about the reason for favouritism or repeated hostility is given. A case of such categorization

must be specifically mentioned.

45. **DOES NOT DIFFERENTIATE BETWEEN GIRLS AND BOYS.**

Treats the sexes equally. (Must specify boys and girls.).  
If fairness of punishment is mentioned, code as No. 11 and  
No. 45.

46. **DOESN'T "TALK DOWN" TO PUPILS.**

N.B. Refers specifically to equality of standing between  
teacher and pupil in the teacher's eyes.  
Does not refer to personal relationships between the teacher  
and individual pupils; (See Nos. 63 and 65.).

"Treats pupils like adults."

" " " human beings."

" " " friends." (Not "friendly"; See No. 60.).

"Respects his pupils."

"Is not a snob, or superior."

"Does not treat pupils like objects, or like animals."

"Speaks to pupils and not at them."

47. **LISTENS TO PUPILS VIEWS ON THINGS.**

N.B. Refers specifically to classroom dialogue. For person-  
to-person relationship between teacher and pupil see Nos. 63  
and 65.

The pupil must specify that freedom of speech is the  
desirable quality.

48. **BEHAVES LIKE ONE OF THE PUPILS.**

"Is one of the lads."

"Has a lot in common with children."

"Mixes freely with pupils."

49. **LETS FRIENDS SIT TOGETHER.**

50. **HAS A NEAT ATTRACTIVE ROOM.**

51. **CALLS PUPILS BY THEIR CHRISTIAN NAMES.**

(If pupil specifically refers to calling both boys and  
girls by their Christian names, e.g., instead of just girls,  
then code as 45 and 51.).

52. **IS PUNCTUAL FOR SCHOOL AND FOR INDIVIDUAL LESSONS.**

63. **TRIES TO GET TO KNOW PUPILS PERSONALLY.**

"Individually."

"Interested in pupils as individuals."

"Cares about them as individuals."

PART C. THE PERSONAL QUALITIES OF THE TEACHER.53. **HAS A GOOD SENSE OF HUMOUR.**

"Can take a joke."

(Must mention specifically one of these characteristics.).

54. **IS WELL-MANNERED.**

"Does not swear at pupils or use abusive language."

55. **IS PATIENT.**56. **IS YOUNG.**

(In years.).

57. **IS MIDDLE-AGED.**

"Not too young and not too old."

58. **IS OLD.**60. **IS GOOD-TEMPERED.**

"Has adequate self-control."

"Is not crabbit."

"Does not shout a lot."

N.B. If "good sense of humour" is specified, code as 53.

If bad temper, nerves etc., are mentioned as resulting from the teacher's personal worries, then code 69.

If characteristics such as temper are mentioned in the context of classroom discipline and control, then code as 2.61. **IS SELF-CONFIDENT.**

"Not shy."

"Not nervous or easily flustered."

"Can cope."

62. **IS CHEERFUL AND FRIENDLY.**

Happy, pleasant, good-natured, kind.

64. **TRIES TO GET TO KNOW PUPILS' PARENTS.**

Perhaps through the P.T.A.

65. **IS UNDERSTANDING ABOUT PUPILS' PROBLEMS.**  
 Pupils feel they can talk to the teacher on a personal level.  
 "Is easy to talk to."  
 "Is understanding about work or personal problems."
66. **ADMITS WHEN HE'S WRONG.**
67. **IS NOT SARCASTIC.**
69. **DOESN'T TAKE HIS PERSONAL WORRIES AND MOODS OUT ON THE CLASS.**  
 N.B. Must specifically mention the teacher's personal worries.  
 "Never punishes us because of his mood."  
 "...because he feels like it."
70. **KEEPS HIS PROMISES.**  
 "Is reliable."  
 "Is honest."
71. **LOOKS NEAT AND TIDY.**  
 (As an example to pupils.). Attractive in appearance.  
 "Is clean" etc.
72. **RUNS CLUBS OR SPORTS TEAMS AT LUNCH-TIME OR AFTER SCHOOL.**  
 N.B. Must specify that participation in activities is the desirable quality; if the statement suggests that teachers should use extra-curricular activities as a means of getting to know pupils better individually, then code as No. 63 and No. 72.  
 "Organises clubs, etc."  
 "Takes pupils on trips, excursions."
73. **SPEAKS CLEARLY.**  
 "Not too quickly."  
 N.B. Purely locution is implied here; for general ability to communicate subject-matter, see No. 17.

CATEGORY SYSTEM TWO.

"THE PURPOSE OF SCHOOL."

PART A. JOBS AND CAREERS.

2. **TO PREPARE PUPILS FOR WORKING WITH OTHER PEOPLE WHEN THEY LEAVE.**

For instance by helping pupils to become used to working in a group. To help pupils become used to working hard in the company of others.

"The first stage of our working lives."

"Training us for starting work." (when instruction for a specific occupation or in specific subjects are not mentioned see category 5).

N.B. working with other people must be specifically mentioned; otherwise see numbers 14 & 36, for ordinary social mixing and training. Also, statements such as "a place where we go to work" (see category 21) should not be included in this category unless the pupil specifically mentions the fact that this is preparation for adult occupational work.

3. **TO HELP PUPILS CHOOSE A JOB.**

Pupils must state that it is a function of the school to aid them in deciding which career to follow.

E.g. by careers guidance, by providing talks by outside speakers from industry, the services, etc.

"To help us decide our future." "Sort out our future." etc.

4. **TO HELP PUPILS PASS EXAMS AND GET QUALIFICATIONS.**

Pupils must mention either exam passes or qualifications, or seem to imply that one of the functions of school should be to act as a selector. The pupil must imply that providing exam passes is a function of school in itself.

5. **TO TEACH PUPILS SUBJECTS AND SKILLS THAT CAN BE USED DIRECTLY IN A JOB. (E.g. technical subjects, commercial).**

Pupils must imply here that they expect to be trained for a particular job.

6. **TO PREPARE PUPILS FOR UNIVERSITY OR COLLEGE.**

"To help us to get to university."

7. **TO HELP PUPILS GET A JOB THAT THEY WILL LIKE.**

Importantly, this category differentiates from 8 in that pupils must refer to a job that they will like doing, or one

7. that will give them satisfaction, or that is interesting, etc.  
N.B. Unless this sort of inner satisfaction is mentioned,  
(then code as 8.).
8. **TO HELP PUPILS GET A WELL-PAID JOB.**  
This category includes all statements about obtaining a job  
that do not refer to the intrinsic satisfactions of the work.  
E.g. "A job with plenty of money."  
"A high-up job."  
"As good a job as possible."  
"A job with plenty of power."  
"To help us to go far in life."  
"To help us to make something of ourselves." etc.

SECTION B.      SOCIAL.

1. **TO PROVIDE JOBS FOR TEACHERS, CLEANERS, AND COOKS.**  
"To help the country's unemployment problem." etc.
9. **TO TEACH US TO FILL IN FORMS.**  
E.g. tax forms, application forms, etc.
12. **TO TEACH US THE FACTS OF LIFE.**  
Sex Education.
13. **TO TEACH US HOW TO LOOK AFTER OUR OWN FAMILIES WHEN WE'RE GROWN UP.**
14. **TO PROVIDE A PLACE WHERE PUPILS CAN MIX AND MAKE FRIENDS.**  
Meet people from other areas; meet different types of people.  
"Learn about others by mixing with them."  
"A social place."  
"A community for children."  
N.B. the school here plays a purely passive role. No actual  
instruction in inter-personal relations is implied.  
(See No. 36).
15. **TO GIVE PUPILS SOMEWHERE TO HAVE A GOOD TIME.**  
"Somewhere where we can have a good time,"  
"have a laugh" etc. where no special reasons for enjoyment,  
(e.g. sport or friends) are indicated.
16. **TO PROVIDE CLUBS AND SPORTS IN THE LUNCH-HOUR AND AFTER SCHOOL.**  
Importantly, no instruction in sport and keeping fit is

16. implied here. (See No. 31 for sporting tuition.)  
N.B. code any mention of sport as No. 16 unless instruction is specifically mentioned.)
17. **TO ORGANISE TRIPS ABROAD.**  
(Must specifically refer to foreign countries; see No. 18).
18. **TO TAKE PUPILS ON TRIPS AND VISITS OUTSIDE SCHOOL.**  
(E.g. to theatres, factories, etc.)
19. **TO KEEP PUPILS OFF THE STREETS.**  
To give children "something to do," "somewhere to go," etc.  
"To cut down vandalism."
20. **TO TAKE PUPILS DURING THE DAY SO THAT THEIR PARENTS CAN GO OUT TO WORK.**  
N.B. Like No. 19 this category implies a baby-sitting role for the school, but in order to fit No. 20, the child must specifically mention his parents working.

SECTION C.                      SUBJECTS AND SKILLS.

21. **TO TEACH PUPILS LOTS OF DIFFERENT SUBJECTS.**  
"To give us a broad education."  
"To teach us a range of subjects and skills."  
"To teach us."  
"To increase our knowledge."  
"To help us study subjects", "work at subjects."  
N.B. This category implies general, unspecified educational benefits. If a specific subject is mentioned and seems to comprise a purpose of school in itself then it should be coded separately. If however, in the coder's opinion the subject is mentioned purely as an example of the benefits of school, and would form one of a list of subjects, then it should be included in this category.
10. **TO TEACH PUPILS HOW PEOPLE IN OTHER COUNTRIES LIVE AND THINK.**  
This category may apply to other races, to people of other religions, etc., abroad. Importantly, it implies factual instruction about other cultures and sub-cultures; it does not include information which pupils learn merely by mixing informally with other people whilst they are at school. (See No. 14). (Must also specifically refer to this sort of

10. instruction; Not just Modern Studies.).
11. **TO TEACH PUPILS HOW BRITAIN IS RUN AND GOVERNED.**  
Must refer specifically to this sort of instruction as being important; not just "Modern Studies" or "Current Affairs".  
(See subject categories.).

THE FOLLOWING CATEGORIES ARE TO BE USED ONLY IF, IN THE CODER'S OPINION, THE SUBJECT MENTIONED IS INTENDED BY THE CHILD TO BE SO IMPORTANT AS TO COMPRISE AN INDIVIDUAL FUNCTION OF THE SCHOOL IN ITSELF. OTHERWISE USE CATEGORY 21 WHERE SUBJECT IS MENTIONED PURELY AS AN EXAMPLE.

22. **TO TEACH PUPILS TO TYPE.**  
(Secretarial work; "business studies;" "commercial".)
23. **TO TEACH PUPILS GEOGRAPHY.**  
(Include any paraphrases or synonyms which in the coder's opinion indicate Geography as a subject.).
24. **TO TEACH PUPILS HISTORY OR MODERN STUDIES.**  
(Include paraphrases and synonyms.).
25. **TO TEACH PUPILS SCIENCE.**  
(Any of the science disciplines.).
26. **TO TEACH PUPILS ART.**  
(Craft work, etc.).
27. **TO TEACH PUPILS RELIGIOUS KNOWLEDGE.**
28. **TO TEACH PUPILS TO SPEAK A FOREIGN LANGUAGE.**  
N.B. Not instruction in other cultures, etc. See No. 10.
29. **TO TEACH PUPILS MATHEMATICS.**  
Arithmetic, Algebra, Geometry etc.  
N.B. Not just "to teach us to count, add up," etc. See No. 32.
30. **TO TEACH PUPILS ENGLISH.**  
"To write good essays."
31. **TO TEACH PUPILS DIFFERENT SPORTS AND HOW TO KEEP FIT.**  
Physical fitness, etc.  
N.B. Instruction must be specifically mentioned. See No. 16 for sport purely as recreation in extra-curricular clubs, etc.

32. **TO TEACH PUPILS TO READ, WRITE AND COUNT.**  
 "A basic education." N.B. This category differentiates from No. 21.
33. **TO TEACH PUPILS PRACTICAL SKILLS THAT WILL BE USEFUL AT HOME.**  
 (E.G. cooking, sewing, woodwork.)  
 N.B. Not subjects that will be useful specifically in a job.  
 (See No. 5).

SECTION D. PERSONAL AND SELF-DEVELOPMENT.

34. **TO TEACH PUPILS GOOD MANNERS.**
35. **TO TEACH PUPILS TO BE KIND AND HELPFUL.**  
 (Must specifically mention one or other of these qualities.)
36. **TO TEACH PUPILS HOW TO GET ON WITH DIFFERENT KINDS OF PEOPLE.**  
 N.B. Active tuition in social relations is implied here, as opposed to indirect learning about relationships which stems purely from mixing informally with others. (See No. 14)  
 This category also differentiates from No. 10, which itself implies instruction in other cultures and ways of life. No. 36 involves inter-personal relationships as experienced by the particular pupil in question.  
 Also, if personal relationships in the work situation are mentioned, then code as No. 2.
37. **TO TEACH US HOW TO BEHAVE IN DIFFERENT SITUATIONS.**  
 If solely work situation is mentioned, then code as No.2.  
 Active tuition is implied. (See No. 14).
38. **TO TEACH PUPILS HOW TO EXPRESS THEMSELVES CLEARLY.**  
 Purely locution, not manners, etc. (E.g. see No. 34).  
 "Put over our opinions."
39. **TO TEACH PUPILS THE DIFFERENCE BETWEEN RIGHT AND WRONG.**  
 "To educate us morally."  
 "To teach us to behave in a civilised manner."
40. **TO TEACH PUPILS DISCIPLINE.**  
 "To control ourselves."  
 "To teach us obedience."  
 "Self-discipline."

41. **TO HELP EACH PUPIL TO DEVELOP HIS OR HER PERSONALITY.**  
 "To help us to find out about ourselves."  
 "To help us to find out about our own personalities."
42. **TO DEVELOP PUPILS' INTELLIGENCE.**  
 "To help us to develop mentally."  
 "To train us to think."
43. **TO TEACH PUPILS TO RESPECT THEIR ELDERS.**  
 "Not to be cheeky."  
 N.B. This category differentiates from No. 34 in that it refers purely to politeness and respect for older people, such as parents and teachers.  
 This must be specified for No. 43.
44. **TO TEACH PUPILS PUNCTUALITY.**
45. **TO HELP PUPILS FIND OUT WHAT THINGS THEY'RE GOOD AT.**  
 To help pupils to develop their specific skills and talents.
46. **TO PREPARE PUPILS FOR STANDING ON THEIR OWN FEET IN THE WORLD.**  
 Importantly, if purely preparation for working is specified, then see No. 2.  
 "To prepare us for adult life."  
 "To teach us to become independent."  
 "To teach us to make our own decisions."  
 "...to think for ourselves."  
 "...to cope with our problems."  
 "To become mature."  
 "...to face reality."  
 "To give us self-confidence."  
 "To teach us about life."  
 (Where precise information is not given: e.g. preparation for maintaining a family: No. 13).

APPENDIX 4.

The Results of the Content Analysis of Pupils'  
"Good Teacher" Essays, According to the Variables of:

School

Sex

Anonymous/Signed

Year

Stream

I.Q.

Social Class

The following tables show the ten categories (plus ties) used most frequently by each group. In the analysis which follows each table the term "rank" refers to the order in which each category was placed according to its frequency of use by the pupils in the group referred to.

TABLE 73

MOST FREQUENTLY-USED CATEGORIES BY SCHOOL.

<u>School 1.</u> (Number of Pupils = 237)		
<u>Category No.</u>	<u>Definition: "A good teacher..."</u>	<u>% of pupils using category.</u>
2	Can keep control of the class without being too strict.	47.7%
1	Can keep control of the class.	46.4%
53	Has a good sense of humour.	40.1%
16	Gives lessons that are interesting.	30.8%
62	Is cheerful and friendly.	27.8%
60	Is good-tempered.	27.0%
65	Is understanding about pupils' problems.	25.3%
11	Is fair and consistent about punishment.	24.9%
14	Makes pupils work hard.	24.1%
4	Doesn't use the belt.	22.4%

<u>School 2.</u> (Number of Pupils = 131)		
<u>Category No.</u>	<u>Definition: "A good teacher..."</u>	<u>% of pupils using category.</u>
53	Has a good sense of humour.	57.3%
2	Can keep control of the class without being too strict.	42.7%
1	Can keep control of the class.	39.7%
23	Helps pupils who are slow at their work.	35.9%
11	Is fair and consistent about punishment.	35.1%
65	Is understanding about pupils' problems.	32.1%
62	Is cheerful and friendly.	23.7%
60	Is good-tempered.	22.9%
17	Can explain things clearly.	21.4%
16	Gives lessons that are interesting.	19.8%

TABLE 73 (cont.)

School 3.		(Number of Pupils = 190)
<u>Category No.</u>	<u>Definition: "A good teacher..."</u>	<u>% of pupils using category</u>
53	Has a good sense of humour.	55.8%
2	Can keep control of the class without being too strict.	45.8%
1	Can keep control of the class.	42.6%
60	Is good-tempered.	32.6%
23	Helps pupils who are slow at their work.	32.1%
11	Is fair and consistent about punishment.	29.5%
16	Gives lessons that are interesting.	24.7%
17	Can explain things clearly.	23.7%
14	Makes pupils work hard.	23.2%
46	Doesn't talk down to pupils.	18.4%
62	Is cheerful and friendly.	18.4%
65	Is understanding about pupils' problems.	18.4%

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CONTENT ANALYSIS RESULTS BY SCHOOL.

As can be seen from the above three tables, the same three categories were used most frequently by pupils in all three schools. These categories were Category 53: "A good teacher has a good sense of humour"; Category 2: "A good teacher can keep control of the class without being too strict"; and Category 1: "A good teacher can keep control of the class." In the case of School 2 and School 3, Category 53 was ranked first in frequency of use, whilst in School 1, which was a Roman Catholic school, the two categories relating to the classroom control of the teacher were ranked in front of Category 53. Results for Category 53 were as follows:

	In school 1	the category	was used	by	40.1%	of	pupils		
	" "	2	" "	" "	57.3%	" "	" "		
	" "	3	" "	" "	55.8%	" "	" "		
$X^2$	=	14.56094	with	2 d.f.,	sig	=	<	0.001.	

Five other categories also appeared in the "top-ten" list of all three schools, revealing a remarkable uniformity of opinion amongst the pupils of the three schools. (The results for School 3 are especially interesting, since as was explained previously, (see p. 219, I), 121 out of 190 pupils in this school (63.68%) signed their essays, whilst other pupils wrote anonymously). These categories were numbers 11: "A good teacher is fair and consistent about punishment"; 16: "Gives lessons that are interesting"; 60: "Is good-tempered"; 62: "Is cheerful and friendly"; and 65: "Is understanding about pupils' problems." Although these five categories were ranked slightly differently according to their frequency of use by pupils in the three schools, the differences in the percentage of pupils from each school using the category were not statistically significant except in the case of Category 65, which was used by 32.1% of pupils in School 2, but by only 25.3% in School 1, and 18.4% in School 3. ( $X^2 = 7.91780$  with 2 d.f., sig = < 0.05). Whereas the category was ranked sixth by School 2 pupils, and seventh by School 1 pupils, it was ranked only joint tenth by School 3 pupils. (Possibly those pupils in School 3 who signed their essays were reluctant to imply that their teachers did not understand pupils' problems ! ). Category 11 was ranked eighth by pupils in School 1, (used by 24.9% of this group); fifth by pupils in School 2 (used by 35.1%) and sixth by pupils in School 3; (used by 29.5%).

Category 16 was ranked fourth by School 1 children (used by 30.8%); tenth by School 2 pupils (used by 19.8%) and seventh by pupils in School 3 (used by 24.7%).

Category 60 was ranked sixth by School 1 pupils, (used by 27.0%); eighth by School 2 pupils, (used by 22.9%) and fourth by School 3 pupils, (used by 32.6%).

Finally, Category 62 was ranked fifth by pupils in School 1, (used by 27.8%); seventh by School 2 pupils, (used by 23.7%) and joint tenth by School 3 pupils, (used by 18.4%).

Three further categories, number 14: "A good teacher makes pupils work hard"; 17: "A good teacher can explain things clearly" and 23: "A good teacher helps pupils who are slow at their work," appeared in the "top ten" lists of two out of the three schools. Category 14 was ranked ninth by School 1 pupils, (used by 24.1%) and ninth also by children from School 3, (used by 23.2%). This category was also used by 17.6% of pupils from School 2.

Category 17 was ranked ninth by School 2 pupils, (used by 21.4%) and eighth by School 3 children, (used by 23.7%). It was also used by 19.8% of pupils from School 1.

Category 23 was ranked fourth by School 2 pupils, (used by 35.9% of the group); and fifth by School 3 children, (used by 32.1%). It was however, used by only 17.7% of School 1 pupils, and did not appear in their "top ten" list of categories. The  $X^2$  test proved to be significant for this category at the  $< .001$  level; ( $X^2 = 18.14897$  with 2 d.f.,).

Two categories were placed in the "top ten" of one school only; these categories were number 4: "A good teacher doesn't use the belt" and number 46: "A good teacher doesn't talk down to pupils." Category 4 was ranked tenth by School 1 pupils and was used by 22.4% of this group. The category was also used by 10.7% of School 2 pupils and 8.9% of School 3 children.  $X^2 = 17.39491$  with 2 d.f., sig =  $< .001$ .

Category 46 was ranked joint tenth by School 3 pupils, (used by 18.4% of the group). It was also used by 18.6% of School 1 pupils and 17.6% of School 2 pupils.

Only five further categories in the whole system proved to differentiate at a statistically significant level between the pupils of the 3 schools. Thus it seems to be fair to conclude that the variable of school attended was not a particularly significant

one in affecting pupil opinions on the "characteristics of a good teacher." Despite the fact that the majority of pupils in School 3 did not write their essays anonymously, only 9 categories out of the 74 in the system proved to differentiate at a statistically significant level between the three groups. The uniformity of opinion between the pupils in the three schools is certainly very interesting. Eight categories appeared in the "top ten" lists of all three schools. (Three of those referred to the teacher's discipline and methods of class control; four referred to his personal qualities as an individual, and one referred to teaching methods. Of the other five categories which appeared in the "top ten" of at least one of the schools, four related to teaching methods, and one to classroom control).

Where statistically significant differences between the three groups of pupils were revealed, the nature of the variable involved: "school attended" makes it virtually impossible for reasons for these differences to be suggested. The five other categories which distinguished between the pupils of the different schools at a statistically significant level were as follows:

Category 30: "A good teacher doesn't give homework if the work should have been completed in class."

School 1, used by 2.1%; School 2, used by 0%; School 3, used by 0%.

$(X^2 = 6.83338 \text{ with } 2 \text{ d.f., sig} = < 0.05).$

Category 32: "A good teacher gives regular homework."

School 1, used by 8.4%; School 2, used by 11.5%; School 3, used by 4.2%.

$(X^2 = 6.02542 \text{ with } 2 \text{ d.f., sig} = < 0.05).$

Category 47: "A good teacher listens to pupils' views on things."

School 1, used by 3.8%; School 2, used by 9.9%; School 3, used by 8.9%.

$(X^2 = 6.56992 \text{ with } 2 \text{ d.f., sig} = < 0.05).$

Category 67: "A good teacher is not sarcastic."

School 1, used by 4.2%; School 2, used by 1.5%; School 3, used by 7.4%.

$(X^2 = 6.13599$  with 2 d.f., sig =  $< 0.05$ ).

Category 66: "A good teacher admits when he's wrong."

School 1, used by 0%; School 2, used by 0%; School 3, used by 3.2%.

$(X^2 = 11.74736$  with 2 d.f., sig =  $< 0.005$ ).

It could be suggested that in the case of Categories 66 and 68, pupils from School 3 (the majority of whom signed their essays) were endeavouring to make pointed comments directed at their particular teacher, but there is of course no evidence for this suggestion.

TABLE 74

MOST FREQUENTLY-USED CATEGORIES BY SEX.MALE: (Number of pupils = 264)

<u>Category No.</u>	<u>Definition: "A good teacher..."</u>	<u>% of pupils using category.</u>
53	Has a good sense of humour.	52.7%
2	Can keep control of the class without being too strict.	41.3%
1	Can keep control of the class.	39.0%
11	Is fair and consistent about punishment.	28.8%
60	Is good-tempered.	24.6%
23	Helps pupils who are slow at their work.	24.2%
62	Is cheerful and friendly.	21.2%
14	Makes pupils work hard.	20.8%
16	Gives lessons that are interesting.	20.1%
65		

FEMALE: (Number of pupils = 294)

<u>Category No.</u>	<u>Definition: "A good teacher..."</u>	<u>% of pupils using category.</u>
2	Can keep control of the class without being too strict.	50.0%
1	Can keep control of the class.	47.6%
53	Has a good sense of humour.	46.6%
16	Gives lessons that are interesting.	31.6%
60	Is good-tempered.	31.0%
23	Helps pupils who are slow at their work.	29.3%
11	Is fair and consistent about punishment.	28.9%
65	Is understanding about pupils' problems.	28.6%
62	Is cheerful and friendly.	25.9%
17	Can explain things clearly.	24.5%

CONTENT ANALYSIS RESULTS BY SEX.

As the above table indicates, when the controlled variable is the sex of the pupils in the sample, the same three categories (1, 2 and 53) which occupied the first three rank positions in the case of the three school groups already discussed were again placed in these positions. Whereas, however boys used Category 53: "A good teacher has a good sense of humour" more than Category 1 or Category 2, which both relate to discipline, girls ranked Category 53 third, behind Categories 1 and 2. Results for these three categories were as follows: Category 1: "A good teacher can keep control of the class": was ranked third by boys, (used by 39.0% and second by girls, (used by 47.6%).  $X^2 = 3.84583$  with 1 d.f., sig =  $< 0.05$ .

Category 2: "A good teacher can keep control of the class without being too strict.": was ranked second by boys, (used by 41.3%) and first by girls, (used by 50.0%).  $X^2 = 3.90830$  with 1 d.f., sig =  $< 0.05$ .

Category 53 was ranked first by boys, (used by 52.7%) and third by girls, (used by 46.6%). These results would seem to suggest that girls are significantly more concerned with the teacher's ability to enforce discipline than boys are; however, what should in fact be emphasised is that pupils of both sexes attach great importance to the teacher's classroom control.

A further six categories, (numbers 11, 16, 23, 60, 62 and 65) also appeared in the "top ten" lists of both boys and girls; once again, therefore, it is the uniformity of opinion between different groups of pupils that must be stressed. The results for these six categories were as follows: Category 11: "A good teacher is fair and consistent about punishment" was ranked fourth by boys, (used by 28.8%) and seventh by girls, (used by 28.9%). Boys thus attach a greater importance than girls do to this teacher characteristic relative to other characteristics, despite the fact that a virtually identical percentage of both boys and girls made use of this category.

Category 16: "A good teacher gives lessons that are interesting" was ranked joint ninth by the boys' group, (used by 20.1%) and fourth by girls, (used by 31.6%).  $X^2 = 9.02760$  with 1 d.f., sig =  $< 0.005$ . Girls thus appeared to be significantly more concerned than boys about this teacher characteristic involving enjoyable lesson content.

Category 23: "A good teacher helps pupils who are slow

at their work;" was ranked sixth by boys, (used by 24.2%), and by girls also; (used by 29.3%).

Category 60: "A good teacher is good-tempered", was ranked fifth by boys, (used by 24.6% of the group), and by girls too; (used by 31.0%).

Category 62: "A good teacher is cheerful and friendly", was placed in seventh position by boys, (used by 21.2%) and in ninth position by girls, (used by 25.9%). It is interesting to note here that although a higher percentage of the girls' group than of the boys' group used this category, the boys actually accorded the category greater relative importance in relation to other teacher characteristics.

Category 65: "A good teacher is understanding about pupils' problems", was ranked joint ninth by boys, (used by 20.1%) and eighth by girls, (used by 28.6%).  $X^2 = 4.97080$  with 1 d.f.,  $\text{sig} = < 0.05$ . Whilst girls appear to attach significantly more importance than do boys to the teacher characteristic of "understanding", in fact the rank position of this category for both groups was almost identical.

It is worthy of note that of the nine categories so far discussed (all of which appeared in the "top ten" list of both the boys' and the girls' group), eight also appeared in the corresponding lists of all three schools when the variable controlled was school attended, as has already been discussed. The exception was Category 23: "A good teacher helps pupils who are slow at their work", which in fact did appear in the "top ten" of two of the three schools.

Two categories featured in the "top ten" of only one of the groups: Category 14: "A good teacher makes pupils work hard", was ranked eighth by boys, (used by 20.8%), and was not ranked in the "top ten" by girls, although the category was in fact used by 23.5% of the girls' group. Category 17: "A good teacher can explain things clearly", was ranked tenth by the girls, (used by 24.5%) and was not ranked by the boys; 18.2% of the boys' group did use the category, however.

The use of a further eight categories which were not included in the "top ten" lists of either group proved to differentiate at a statistically significant level between boys and girls. These categories were numbers: 12: "A good teacher doesn't punish pupils who can't do the work"; 13: "A good teacher doesn't frighten

pupils"; 36: "A good teacher lets pupils help one another with their work"; 42: "A good teacher doesn't have favourites"; 55: "A good teacher is patient"; 67: "A good teacher is not sarcastic"; 68: "A good teacher doesn't make a fool of pupils in front of the class"; and 71: "A good teacher looks neat and tidy."

Results were as follows:

Category 12: "A good teacher doesn't punish pupils who can't do the work."

Boys: used by 9.1%.

Girls: " " 16.0%.

$$X^2 = 5.35087 \text{ with 1. d.f., sig} = < 0.05.$$

Category 68: "A good teacher doesn't make a fool of pupils in front of the class."

Boys: used by 6.8%.

Girls " " 12.2%.

$$X^2 = 4.08607 \text{ with 1. d.f., sig} = < 0.05.$$

Category 71: "A good teacher looks neat and tidy."

Boys: used by 2.3%.

Girls: " " 6.5%.

$$X^2 = 4.76876 \text{ with 1. d.f., sig} = < 0.05.$$

Category 36: "A good teacher lets pupils help one another with their work."

Boys: used by 1.5%.

Girls: " " 6.1%.

(exactly).

$$X^2 = 6.62724 \text{ with 1. d.f., sig} = < 0.01.$$

Category 55: "A good teacher is patient."

Boys: used by 4.9%.

Girls: " " 11.2%.

(exactly).

$$X^2 = 6.49001 \text{ with 1. d.f., sig} = < 0.01.$$

Category 67: "A good teacher is not sarcastic."

Boys: used by 1.9%

Girls: " " 7.1%

$\chi^2 = 7.48550$  with 1. d.f., sig = < 0.01.

Category 13: "A good teacher doesn't frighten pupils."

Boys: used by 8.0%

Girls: " " 17.0%

$\chi^2 = 9.46492$  with 1. d.f., sig = < 0.005.

Category 42: "A good teacher doesn't have favourites."

Boys: used by 7.6%

Girls: " " 15.6%

$\chi^2 = 7.93052$  with 1. d.f., sig = < 0.005.

The above results are interesting since they appear to suggest that girls are significantly more concerned than boys are with the personal qualities of the teacher and with the nature of their own personal interaction with him. Girls were nearly three times more likely than boys to state that "a good teacher dresses neatly and tidily";  $2\frac{1}{2}$  times more likely to mention patience as being a characteristic of the good teacher;  $3\frac{1}{2}$  times more likely to dislike sarcastic teachers, and nearly twice as likely as boys to dislike teachers who embarrass individual pupils in front of the class. Possibly girls' self-esteem is more vulnerable to irritability, sarcasm and criticism on the teacher's part than that of the boys' is, but it could of course be argued that males in our society are socialised into concealing, by actions and words, any hurt which they may feel as a result of the teacher's treatment of them.

The results for Category 42 also suggest a difference in the sensitivity of the sexes; girls were more than twice as likely as boys to state that "a good teacher doesn't have favourites", whilst even the results for the two categories above which relate to punishment can be viewed in the same light, since girls were more than twice as likely as boys to state that "a good teacher doesn't frighten pupils", and nearly twice as likely to state that "a good teacher doesn't punish pupils who can't do the

work".

The suggestion that girls are perhaps keener to work and are more interested in lesson content than boys are, which was made on the basis of the results for Categories 1 and 2 relating to discipline and for Category 16 relating to interesting lessons, (discussed earlier; see page 37) is supported by the results shown above for Category 36. Girls were over four times as likely as boys were to state that "a good teacher lets pupils help one another with their work." Possibly girls felt that they could be trusted to work in groups without taking advantage of the situation and "carrying on."

TABLE 75

MOST FREQUENTLY-USED CATEGORIES:ANONYMOUS/SIGNED ESSAYS.ANONYMOUS

(Number of Pupils = 427).

<u>Category No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>% of pupils using category</u>
53	Has a good sense of humour.	47.3%
2	Can keep control of the class without being too strict.	43.3%
1	Can keep control of the class.	41.7%
11	Is fair and consistent about punishment.	28.8%
65	Is understanding about pupils' problems.	26.7%
{ 16	Gives lessons that are interesting.	26.0%
{ 23	Helps pupils who are slow at their work.	26.0%
60	Is good-tempered.	25.8%
62	Is cheerful and friendly.	24.6%
{ 14	Makes pupils work hard.	20.6%
{ 17	Can explain things clearly.	20.6%

SIGNED

(Number of Pupils = 131).

<u>Category No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>% of pupils using category</u>
53	Has a good sense of humour.	56.5%
2	Can keep control of the class without being too strict.	54.2%
1	Can keep control of the class.	49.6%
60	Is good-tempered.	35.1%
23	Helps pupils who are slow at their work.	29.8%
11	Is fair and consistent about punishment.	29.0%
14	Makes pupils work hard.	27.5%
16	Gives lessons that are interesting.	26.7%
17	Can explain things clearly.	24.4%
62	Is cheerful and friendly.	20.6%

CONTENT ANALYSIS RESULTS: ANONYMOUS/SIGNED ESSAYS.

As was explained previously, (see p.206, I ), it was the intention of the researcher that all pupils' essays should be written anonymously, in the hope that anonymity would encourage pupils to express their true opinions. However, as was also explained, several teachers in School 3 did not allow their classes to write anonymous essays; presumably they feared attacks on individual members of staff, (although the instructions given to all classes stated that individual teachers were not to be mentioned), or even obscenity. Consequently, 131 pupils (62 boys and 69 girls), wrote essays which were signed, whilst the other 426 pupils in the sample (202 boys and 225 girls) wrote anonymous essays. One hundred and twenty-one of the pupils who signed the essays came from School Three, whilst 9 came from School One, and one from School Two. The pupils who signed their essays in School One and School Two belonged to classes where all other pupils wrote their essays anonymously; it would appear that these ten pupils signed their work out of "force of habit" and were not really concerned with the opportunity provided to express their views anonymously, which is perhaps itself an interesting fact. A breakdown of the group of pupils who signed their essays is given below:

TABLE 76Percentage of Pupils In Each Group Who Signed Essays.

		<u>% of signed essay group.</u>	<u>Year groups as % of main sample.</u>
First Year	49	37.40.	28.0.
2nd "	38	29.00.	20.0.
3rd "	21	16.03.	23.0.
4th "	1	0.76.	20.0.
5th "	22	16.79.	9.0.
<hr/>			
		<u>% of signed essay group.</u>	<u>% of main sample.</u>
Unstreamed Classes	87	66.41.	48.0.
Certificate "	21	16.03.	26.0.
Non- " "	1	0.76.	17.0.
Fifth Year "	22	16.79.	9.0.

The tables above illustrate that when the group of pupils who

signed their essays is compared to the main sample, first, second and fifth-year pupils are over-represented, whilst third year, and especially fourth-year pupils are under-represented.

Similarly, unstreamed pupils (first and second years) were over-represented, whilst certificate and especially non-certificate third and fourth-year pupils were under-represented.

It was felt by the researcher, however, that despite the obvious "sample" biases the signed essays provided an interesting opportunity to test whether or not there were any differences between the views expressed anonymously, (although some pupils were probably aware that they could be identified by their handwriting if their English teacher wished to do so), and those expressed under the constraints of the possibility that the writer's views might be read and criticised by members of staff. (Again, whilst the children taking part in the research were assured that the essays were intended for someone outside of the School, the more astute must surely have realised that their English teacher might at least glance at a few of the essays out of interest).

In the event, however, there was markedly little difference revealed in the opinions expressed in the essays by the two groups. Nine of the ten categories which were included in the "top ten" of the anonymous group were also included in the corresponding list of the pupils who signed their essays. Such uniformity of opinion suggests either that those pupils who signed their essays were not at all inhibited by the possibility that their essays might be read by staff, or that the pupils who wrote anonymously did not believe the assurances which they were given that their essays would be read only by the researcher, and as a result were less than frank in their expressed opinions.

It does, however, seem to be unlikely that over 400 children, in attempting to write "artificial" essays to please their teachers, would strike such a marked consensus on the points to make in such essays. It is surely more logical to assume that the essays were honest expressions of pupils' opinions on the topics in question, and that the lack of anonymity did not in fact affect their frankness. It could be argued, in fact, that since most pupils appeared to relish the rare opportunity to express their opinions on subjects of great immediate importance to them, (as was discussed earlier; see p. 204, I), there is a fairly strong

likelihood that many pupils may have wanted their teachers to read the essays and thus be informed of pupils' true opinions.

The category which was used most frequently by anonymous pupils was number 53: "A good teacher has a good sense of humour", (used by 47.3% of the group). This category was also ranked first by those pupils who signed the essays; 56.5% of this group used the category. (However, there was an overall tendency for those pupils who signed their essays to make more statements per essay than anonymous pupils did, a possible indication of increased effort on their part once their name had to appear on the papers. It is also likely that the over-representation of fifth-year pupils in this group compared to the main sample, and the under-representation of non-certificate pupils (referred to earlier) contributed to this phenomenon. It is even more important, therefore, that the relative rank positions of the different teacher characteristics for each group are given more importance than the actual percentage of pupils in each group who used the category. (See p. 42).

Placed second according to frequency of use by the anonymous pupils was Category 2: "A good teacher can keep control of the class without being too strict", (used by 43.3% of the group). This category was also ranked second by the "signed" group; 54.2% of this group used the category. ( $X^2 = 4.34503$  with 1. d.f., sig =  $< 0.05$ ). This  $X^2$  statistic illustrates the point made above; Category 2 was ranked identically in order of relative importance for both groups, yet there was a statistically significant difference between the percentage of each group who used the category.

Ranked third by the anonymous group was Category 1: "A good teacher can keep control of the class", (used by 41.7% of the group), which was also placed third by the group who signed their essays; 49.6% of this group used the category. Not only were the same three categories placed in identical positions by the two groups, but in addition these three categories (1, 2 and 53) were those which were ranked first and second and third (in varying order) for both gender groups and all three school groups, as has been discussed already. Again, the uniformity of opinion amongst different strata of pupils must be emphasised.

Category 11: "A good teacher is fair and consistent about punishment", was ranked fourth by anonymous pupils, but only sixth by those pupils who signed their essays. The percentage of

pupils in each group who used the category was however almost identical; 28.8% of the anonymous group used it, whilst 29.0% of the "signed" group did so.

Ranked fifth by the anonymous group was Category 65: "A good teacher is understanding about pupils' problems", (used by 26.7% of the group). It is interesting that this was the one category included in the "top ten" of the anonymous group that did not appear in the corresponding list of the pupils who signed their essays. (17.6% of this group used Category 65). The results for this category were significant at the 0.05 level ( $X^2 = 4.04152$  with 1. d.f.), suggesting that perhaps those pupils who signed their essays were rather more wary of suggesting that some teachers lack understanding than the anonymous pupils were.

The category which was ranked joint sixth by the anonymous group was number 23: "A good teacher helps pupils who are slow at their work", (used by 26.0% of the group). The category was ranked fifth by the "signed" group, and was used by 29.8% of these pupils.

Also ranked joint sixth by the anonymous pupils was Category 16: "A good teacher gives lessons that are interesting", (used by 26.0%). This category was ranked eighth by the "signed" group, although it was used by a slightly higher percentage of these pupils: 26.7%.

The eighth most frequently-used category of the anonymous group was Category 60: "A good teacher is good-tempered", which was used by 25.8% of these pupils. This category was however ranked fourth by the "signed" group, and was used by 35.1% of this group. ( $X^2 = 3.90230$  with 1. d.f., sig =  $< 0.05$ ). These results are interesting, although it is hard to explain why a higher proportion of pupils who signed their essays than of anonymous pupils should use the category; one might in fact have expected the results to be reversed, since use of the category implies criticism of some teachers. It is possible of course that as was previously suggested, some pupils who signed their work actually hoped that the essays would be read by some of their teachers, who might then modify their behaviour as a result.

Ranked ninth by the anonymous group was Category 62: "A good teacher is cheerful and friendly", (used by 24.6%). This category was ranked tenth by those pupils who signed their essays, (used by 20.6%).

Category 14 was placed joint tenth by the anonymous group: "A good teacher makes pupils work hard", (used by 20.6% of the group), whilst the same category was ranked seventh by those pupils who signed their essays (used by 27.5%), revealing a tendency (not statistically significant) for pupils who signed their essays to make this statement more frequently, and to rate this teacher characteristic more highly, than did the anonymous pupils. It might be suggested that pupils who signed their essays thought that this statement was a diplomatic one to make.

Also ranked joint tenth by the anonymous group was Category 17: "A good teacher can explain things clearly", (used by 20.6% of the group). Category 17 was ranked ninth by the "signed" group and was used by 24.4% of this group.

It is remarkable, therefore, that all ten categories which appeared in the "top ten" of the "signed" group of pupils appeared also in the corresponding list of the anonymous group. The conclusion which must be drawn is that anonymity, or the lack of it made little or no difference to the views expressed by pupils on the "characteristics of a good teacher".

The results for six further categories in the system, which did not appear in the "top ten" lists of either group, proved to differentiate at a statistically significant level between the two groups. These were Categories 7, 32, 35, 49, 67 and 71. Results for these categories were as follows:

Category 7: "A good teacher can belt hard."

Anonymous group: used by 2.8%.

Signed " : " " 7.6%.

$$X^2 = 4.95016 \text{ with 1. d.f., sig} = < 0.05.$$

Category 32: "A good teacher gives regular homework."

Anonymous group: used by 9.1%.

Signed " : " " 3.1%.

$$X^2 = 4.39061 \text{ with 1. d.f., sig} = < 0.05.$$

The results for Category 32 are interesting, as it would appear that some pupils were unwilling to make this statement if they had to append their name to it; it is possible that they felt that any teacher who did read the essay might at a later date cast the remark back up at them in front of their classmates, this being

a certain route to unpopularity for the pupil. It might have been assumed however, that these remarks would have applied also to Category 7, the results of which were given before those of Category 32. It seems to be rather puzzling that pupils who signed their essays were significantly more likely than anonymous pupils to state that a "good teacher can belt hard."

Category 35: "A good teacher comes round to help pupils while they are working."

Anonymous group: used by 8.0%.

Signed " : " " 14.5%.

$$x^2 = 4.25795 \text{ with 1. d.f., sig} = < 0.05.$$

Category 49: "A good teacher lets friends sit together."

Anonymous group: used by 1.2%.

Signed " : " " 5.3%.

$$x^2 = 6.42961 \text{ with 1. d.f., sig} = < 0.05.$$

Category 71: "A good teacher looks neat and tidy."

Anonymous group: used by 3.3%.

Signed " : " " 8.4%.

$$x^2 = 4.99865 \text{ with 1. d.f., sig} = < 0.05.$$

Category 67: "A good teacher is not sarcastic."

Anonymous group: used by 3.3%.

Signed " : " " 9.2%.

$$x^2 = 6.53839 \text{ with 1. d.f., sig} = < 0.01.$$

In the case of Categories 35, 49, 67 and 71, which were all used by a higher percentage of the "signed" group than of the "anonymous" group, it is possible that there may have been an element of intentional criticism of certain teachers emanating from those pupils who signed their essays, who perhaps hoped that their remarks would be read and noted.

TABLE 77

MOST FREQUENTLY-USED CATEGORIES BY PUPILS' YEAR.

<u>1st YEAR.</u> (Number = 158)		
<u>Category No.</u>	<u>Definition: "A Good Teacher...."</u>	<u>% of pupils using category</u>
1	Can keep control of the class.	38.6%
20	Can keep control of the class without being too strict.	33.5%
( 53	Has a good sense of humour.	27.8%
{ 23	Helps pupils who are slow at their work.	27.8%
11	Is fair and consistent about punishment.	27.2%
60	Is good-tempered.	25.3%
62	Is cheerful and friendly.	19.6%
41	Lets pupils talk quietly while they are working.	14.6%
( 14	Makes pupils work hard.	12.7%
{ 17	Can explain things clearly.	12.7%

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<u>2nd YEAR.</u> (Number = 109)		
<u>Category No.</u>	<u>Definition: "A Good Teacher...."</u>	<u>% of pupils using category</u>
53	Has a good sense of humour.	63.3%
1	Can keep control of the class.	54.1%
2	Can keep control of the class without being too strict.	39.4%
60	Is good-tempered.	29.4%
16	Gives lessons that are interesting.	27.5%
( 14	Makes pupils work hard.	24.8%
{ 23	Helps pupils who are slow at their work.	24.8%
17	Can explain things clearly.	23.9%
( 65	Is understanding about pupils' problems.	19.3%
{ 41	Lets pupils talk quietly while they are working.	19.3%

TABLE 77 (cont.)

MOST FREQUENTLY-USED CATEGORIES BY PUPILS' YEAR.

<u>3rd YEAR.</u> (Number = 131)		
<u>Category No.</u>	<u>Definition: "A Good Teacher...."</u>	<u>% of pupils using category</u>
53	Has a good sense of humour.	56.5%
2	Can keep control of the class without being too strict.	50.4%
11	Is fair and consistent about punishment.	42.0%
1	Can keep control of the class.	39.7%
65	Is understanding about pupils' problems.	34.4%
60	Is good-tempered.	32.8%
16	Gives lessons that are interesting.	31.3%
62	Is cheerful and friendly.	27.5%
23	Helps pupils who are slow at their work.	25.2%
46	Doesn't talk down to pupils.	22.1%

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<u>4th YEAR.</u> (Number = 109)		
<u>Category No.</u>	<u>Definition: "A Good Teacher...."</u>	<u>% of pupils using category</u>
2	Can keep control of the class without being too strict.	54.1%
53	Has a good sense of humour.	52.3%
16	Gives lessons that are interesting.	43.1%
1	Can keep control of the class.	42.2%
46	Doesn't talk down to pupils.	39.4%
65	Is understanding about pupils' problems.	37.6%
23	Helps pupils who are slow at their work.	31.2%
14	Makes pupils work hard.	30.3%
{ 11	Is fair and consistent about punishment.	28.4%
{ 17	Can explain things clearly.	28.4%
{ 62	Is cheerful and friendly.	28.4%

TABLE 77 (cont.)

MOST FREQUENTLY-USED CATEGORIES BY PUPILS' YEAR.5th YEAR.

<u>Category No.</u>	<u>Definition: "A Good Teacher...."</u>	<u>% of pupils using category</u>
2	Can keep control of the class without being too strict.	68.6%
53	Has a good sense of humour.	62.7%
1	Can keep control of the class.	49.0%
16	Gives lessons that are interesting.	41.2%
14	Makes pupils work hard.	35.3%
{ 17	Can explain things clearly.	31.4%
{ 46	Doesn't talk down to pupils	31.4%
{ 60	Is good-tempered.	31.4%
{ 62	Is cheerful and friendly.	31.4%
{ 65	Is understanding about pupils' problems.	29.4%
{ 68	Doesn't make a fool of pupils in front of the class.	29.4%

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CONTENT ANALYSIS RESULTS BY YEAR.

The variable of pupils' year in school proved to be a highly important one. 34 of the 74 categories in the "Good Teacher" category system proved to differentiate at a statistically significant level between pupils of different year-groups. The high number of categories in the system which differentiated between different strata of pupils substantiates the claim for the validity of the category system; (see p. 300, I).

As can be seen from the above tables, Categories 2 and 53 were again placed in the top three positions (determined by frequency of category use) by pupils in all five year-groups. Category 2: "A good teacher can keep control of the class without being too strict" was ranked first by fourth and fifth-year pupils, second by first and third-year pupils, and third by second-year pupils. Interestingly, the percentage of pupils in each group who used the category rose steadily with the age of the pupils concerned, a trend which perhaps should not be completely explained away by reference to the fact that the essays increased in length roughly with the age of the writer. Thus 33.5% of first-year pupils used the category, 39.4% of second-years did so, 50.4% of third-years; 54.1% of fourth-years, and 68.6% of fifth-years. These figures were found to be highly significant statistically: ( $X^2 = 26.18210$  with 4. d.f., sig =  $< 0.001$ ), and they clearly suggest that as pupils grow older they retain the expectation that the teacher will maintain control of the class, but they increasingly come to value those teachers who can do so without being "unpleasant". Additional evidence for this hypothesis is provided by the fact that third, fourth and fifth-year pupils all used Category Two more frequently than they used Category One ("A good teacher can keep control of the class"), whilst first and second-year pupils used Category One more frequently than they used Category Two. However, Category 1 was not ranked lower than fourth by the pupils in any of the five year groups, again emphasising the importance which pupils of all ages attach to the teacher's discipline. The percentage of each year-group using Category 1 was as follows:

First Year	38.6%
Second "	54.1%
Third "	39.7%
Fourth "	42.2%
Fifth "	49.0%

It was ranked first by first-year pupils, second by second-year pupils, fourth by third and fourth-year pupils, and third by fifth-

year pupils.

Category 53: "A good teacher has a good sense of humour", was ranked first by second and third year pupils, second by fourth- and fifth-year pupils, and joint third by first-year pupils. The percentage of pupils in each year-group using the category was as follows:

First Year	27.8%
Second "	63.3%
Third "	56.5%
Fourth "	52.3%
Fifth "	62.7%

$$(X^2 = 44.41800 \text{ with } 4. \text{ d.f. } , \quad \text{sig} = < 0.001).$$

The markedly lower usage of the category by first-year pupils perhaps reflects the fact that many teachers adopt an "autocratic" attitude to newcomers to the school in an attempt to "keep them in their place" and to "show them who's boss". As a result it is possible that first-year pupils rarely benefit from their teachers' sense of humour, be it good or otherwise.

The second category which was ranked joint third by first-year pupils was Category 23: "A good teacher helps pupils who are slow at their work." This category was ranked joint sixth by second-year pupils, ninth by third-year pupils and seventh by fourth-year pupils. It did not appear at all in the "top ten" list of the fifth-year group. Percentage use was as follows for each group:

First Year	27.8%
Second "	24.8%
Third "	25.2%
Fourth "	31.2%
Fifth "	23.5%

The fact that Category 23 was ranked so highly by first-year pupils, in relation to the other year groups, possibly reflects the fact that more individual attention from the teacher is usually received by primary school children than by secondary pupils. It could be hypothesised that many children find it difficult to adjust to the secondary regime which expects them to remain seated and silent for long spells of time, and in which they receive a different teacher for each subject, the teacher in many cases deliberately "distancing" himself from his pupils for control purposes. First-year secondary pupils, especially during the first term, (when these essays were written), might be expected to miss the more personal

contact which they enjoyed with their primary school teacher, and which presumably made it easier for them to ask for and to obtain help with work difficulties.

Conversely, the fact that the category was not included in the "top ten" of the fifth-year group, (although 23.5% of these pupils used it), is perhaps a reflection of the academic inclinations of the fifth-year pupils in general; these pupils possibly experience fewer difficulties with their work than other pupils, and they may also have a friendlier and more informal relationship with their teachers than younger pupils do, enabling them to approach teachers more easily. In many cases these older pupils have also known their teachers for several years; in addition, fifth-year pupils are usually taught in small groups, making it easier for them to receive personal attention from their teachers.

The category which was ranked fourth by the first-year group was Category 11: "A good teacher is fair and consistent about punishment." Interestingly, this category did not appear in the "top ten" of second-year pupils, whilst 3rd year pupils ranked it third. It was placed joint ninth by fourth-year pupils, and as one might expect, it did not appear in the "top ten" of the fifth-year group. (Although 23.5% of this group used the category). Fifth-year pupils, who comprise the academic "elite" of a Scottish secondary school, would receive punishments of any description very rarely indeed. The percentage of each group using the category was as follows:

First Year	27.2%
Second "	18.3%
Third "	42.0%
Fourth "	28.4%
Fifth "	23.5%

$$(\chi^2 = 17.78291 \text{ with } 4 \text{ d.f. , sig} = < 0.005).$$

One might expect younger pupils to be more preoccupied with punishment than their older counterparts, who in most cases have probably learned to coexist with the system, or who have been forced to do so by frequent applications of "punishment"; the relatively low importance attached to this teacher characteristic by second-year pupils is thus difficult to explain.

Ranked sixth by first-year pupils was Category 60: "A good teacher is good-tempered." This category was ranked fourth by second-year pupils, sixth by third-year pupils, joint sixth by fifth-year pupils and was (rather strangely) not ranked in the

"top-ten" by the fourth-year group. Percentage figures were as follows:

First Year	25.3%
Second "	29.4%
Third "	32.8%
Fourth "	22.9%
Fifth "	31.4%

Ranked seventh by first-year pupils according to frequency of use was Category 62: "A good teacher is cheerful and friendly." The category was also ranked eighth by third-year pupils, joint ninth by fourth-year pupils, and joint sixth by fifth-year pupils. The category was not placed in the "top ten" by the second-year group. The percentage of pupils in each group who used the category was as follows:

First Year	19.6%
Second "	16.5%
Third "	27.5%
Fourth "	28.4%
Fifth "	31.4%

From the above figures it is clear that there was a tendency for pupils in third-year and over to use this category more frequently than did junior pupils (first and second-year). However, this tendency was not significant statistically, and, moreover, first-year pupils ranked this teacher characteristic more highly than either third or fourth-year pupils did, as has been indicated already. There may be some element of a "self-fulfilling prophecy" in the more frequent use of the category by older pupils, since it is likely that teachers are in any case more friendly towards these pupils than they are towards juniors. (See also the discussion of Category 53, p. 53).

Category 41: "A good teacher lets pupils talk quietly while they are working", was ranked eighth by first-year pupils. The only other year-group to include this category in the "top ten" was the second-year group, who ranked it joint ninth. These results are possibly connected with the difficulty experienced by some children in making the transition from primary school to secondary school, which was discussed earlier. (See p. 53)

Percentage results were as follows:

First Year	14.6%
Second "	19.3%
Third "	13.7%
Fourth "	11.0%
Fifth "	3.9%

From the relative rankings of this teacher characteristic it may be stated that the importance which pupils attach to teachers allowing freedom of speech in the classroom declines as the pupils become older and presumably more used to the secondary school system. The results for this category perhaps provide a good example of the "conditioning" effect that schools have upon their "inmates".

Ranked joint ninth according to frequency of use by first-year pupils was Category 14: "A good teacher makes pupils work hard." The category was also ranked joint sixth by second-year pupils, eighth by fourth-year pupils, and fifth by fifth-year pupils. It was not included in the "top ten" of third-year pupils. No particular pattern emerges from these results; fifth-year pupils, however, appear to value this teacher characteristic more than pupils in other years, (relative to other teacher characteristics). The percentages of pupils in each group who used the category were as follows:

First Year	12.7%
Second "	24.8%
Third "	19.8%
Fourth "	30.3%
Fifth "	35.3%

$$(X^2 = 18.33049 \text{ with } 4 \text{ d.f. , sig} = < 0.001).$$

The above results illustrate the danger in analysis of attaching too great an importance to these percentage figures and the tests of significance upon them. First-year pupils, for instance, ranked the category higher than third-year pupils according to their frequency of use of the category; second-year pupils ranked it more highly than fourth-year pupils. It is certainly true however that senior pupils (4th and 5th year) were significantly more likely than younger pupils to mention this teacher characteristic in their essays. This fact is not surprising when it is considered that fourth and fifth-year pupils face examinations ('O' grades and "Highers") at the end of their respective school years.

The second category which was ranked joint ninth by

first-year pupils was Category 17: "A good teacher can explain things clearly". Category 17 was also ranked eighth by second-year pupils, joint ninth by fourth-year pupils, and joint sixth by the fifth-year group. It was not included in the "top ten" of third-year pupils. Once again then, this teacher characteristic was ranked most highly by fifth-year pupils. Percentage figures were as follows:

First Year	12.7%
Second "	23.9%
Third "	20.6%
Fourth "	28.4%
Fifth "	31.4%

$$(X^2 = 13.79121 \text{ with } 4 \text{ d.f.}, \text{ sig} = < 0.01).$$

Fourth and fifth-year pupils were again more likely to mention this teacher characteristic as being desirable than younger pupils were. The similarity of the results for Categories 14 and 17 suggests that senior pupils are perhaps rather more "work-orientated" than younger pupils, but what must be emphasised is the remarkable uniformity of opinions expressed in the essays by children of different ages regarding the characteristics of a "good teacher". Four categories, (1, 2, 11 and 53) appeared in the "top ten" of every year-group, whilst a further seven categories (14, 16, 17, 23, 60, 62 and 65) featured in the list of four out of the five year-groups. Two further categories (11 and 46) appeared in the "top ten" of three groups; one category (41) appeared in two lists, and only one category (68) was featured in one "top ten" list only.

Four of the above categories have not yet been discussed. Category 16: "A good teacher gives lessons that are interesting", did not appear in the "top ten" of first-year pupils, but was ranked fifth by the second-year group, seventh by third-year pupils, third by fourth-year pupils, and fourth by the fifth-year group. Percentage figures were:

First Year	4.4%
Second "	27.5%
Third "	31.3%
Fourth "	43.1%
Fifth "	41.2%

$$(X^2 = 62.69237 \text{ with } 4 \text{ d.f.}, \text{ sig} = < 0.001).$$

These results appear to indicate that first-year pupils are significantly less concerned than pupils in other years about lesson

content. Why this should be the case, however, is unclear. It is possible of course that during the first term when these essays were written, first-year pupils find nearly all of their lessons "interesting and enjoyable" since all of their teachers, their environment, and many of the subjects are new to them. Perhaps it does not occur to them that lessons will ever be anything other than "interesting and enjoyable". However, if this suggestion is correct, it would appear that the "honeymoon" period is over by the time that pupils enter their second year at the school.

Conversely, of course, it may be that first-year pupils, unlike children who have been in the school for a longer period, do not question the material given to them by their teachers to anything like the same extent as older pupils. Certainly, according to both their ranking of this category, and the percentage of each group using it, fourth and fifth-year pupils are more concerned about the nature of lesson content than younger pupils are. It seems likely that as children grow older they become increasingly more discriminating and more concerned with the point of what they are being asked to do in the classroom. They are more willing to question the aims of what teachers ask them to do and also the manner in which material is presented to them. The notion of the "experienced pupil" is valuable here; just as the teacher will improve his skills with experience, so it seems reasonable to suggest that pupils who have experienced several years of secondary education will have accumulated experience of teachers and will be more willing to judge teaching methods, lesson content and teachers themselves. The "experienced pupil" may have established ideas about what should be going on in the classroom, and he may be severely critical, as these essays have shown, of deviations from his preconceived "norm".

Category 65: "A good teacher is understanding about pupils' problems" was also absent from the "top ten" list of first-year pupils. The category was however placed joint ninth by second-year pupils, fifth by third-year pupils, sixth by fourth-years, and ninth by the fifth-year group. Percentage results were:

First Year	9.5%
Second "	19.3%
Third "	34.4%
Fourth "	37.6%
Fifth "	29.4%

$$(\chi^2 = 38.46643 \text{ with } 4 \text{ d.f. , sig} = < 0.001).$$

These results suggest that older pupils, especially those in third and fourth-years, attach greater importance than first-year pupils

do to the teacher quality of "understanding" the results also support the assumption made earlier (see p. 54) that older pupils (third-year and upwards) expect, and indeed have, a more "personal" relationship with their teachers than younger pupils do. This tendency may be in part a function of the pupils' increasing maturity, and may also be related to the fact that in many cases teacher and pupils have known each other for several years. The "experienced pupil" theory mentioned previously may also help to explain this apparent tendency; older pupils are less likely to be taken in by the autocratic "role-distance" posture that may often be adopted by the teacher with younger classes (especially first-year classes).

The results for the first-year group of pupils may appear to be rather paradoxical in view of the remarks made earlier (see p. 53) concerning the relationship of primary school pupils and their teacher. One would have assumed that first-year pupils in the secondary school would have carried the anticipation that teachers in general are understanding about pupils' problems with them from primary school, as seemed to be the case with another teacher characteristic already discussed: "A good teacher helps pupils who are slow at their work," (Category 23). It is possible that in the few months of secondary school experience that these first-year pupils had before the essays were written, they had been, as a group, disillusioned regarding this teacher characteristic. That is to say, their secondary teachers were not as understanding as their primary counterparts.

Category 46: "A good teacher doesn't talk down to pupils" did not appear in the "top ten" of either first-year or second-year pupils. It was however placed tenth by third-year pupils, fifth by fourth-year pupils and joint sixth by fifth-year pupils. The percentage results were:

First Year	3.2%
Second "	8.3%
Third "	22.1%
Fourth "	39.4%
Fifth "	31.4%

$$(X^2 = 71.35379 \text{ with } 4 \text{ d.f.}, \text{ sig} = < .001).$$

(This value  $X^2$  was in fact the highest recorded for the variable of school year).

Clearly there is a very strong tendency for senior pupils (especially

those in fourth and fifth year) to value those teachers who treat them "as equals". Pupils' essay comments which were included in this category were such remarks as; "treats us like adults"; and "doesn't treat us like dirt". Junior (first and second-year) pupils perhaps expect to be treated in an autocratic manner by their teachers, and for the most part they seem not to question this treatment. Why the use of this category should peak in fourth year is puzzling; possibly most members of staff do treat fifth-year pupils as adults and deal with them in a non-autocratic way, whilst fewer do so as a matter of course with fourth-year pupils.

Category 68: "A good teacher doesn't make a fool of pupils in front of the class" was the only category to be included in the "top ten" of one year group only. It was ranked tenth by frequency of use by fifth-year pupils. Percentage figures for each year-group for the use of the category were as follows:

First Year	1.3%
Second "	1.8%
Third "	14.5%
Fourth "	14.7%
Fifth "	29.4%

$$(X^2 = 49.79257 \text{ with } 4 \text{ d.f., sig.} = < 0.001).$$

These results perhaps relate to those for the category discussed previously; adults do not usually try to embarrass one another. The use of this category increased with the age of the pupils concerned, and it would appear that as pupils grow older (again the noticeable gap is between first and second-year children and older pupils), they increasingly resent being made to look stupid in front of their classmates. (Possibly this trait has some connection with a developing interest in the opposite sex. Interestingly the results for this category when cross-tabulated with the variable of pupil sex, as previously discussed on p. 39, reveal that it was used by twice as many fifth-year girls as fifth-year boys).

A further 24 categories which have not yet been discussed as they did not appear in the "top ten" lists of any of the pupil year-groups, proved to differentiate at a statistically significant level between these groups. These categories were numbers: 3, 4, 8, 12, 13, 18, 19, 22, 26, 28, 30, 32, 34, 35, 42, 44, 47, 59, 63, 64, 67, 71, 72, and 74.

The high number of categories discriminating between year-groups indicates that the school year of pupils was an extremely important variable affecting the essay response to the "good teacher" question.

Percentage results for these categories were as follows:

Category 18: "A good teacher teaches things that pupils think are useful."

First Year	0.6%
Second "	3.7%
Third "	4.6%
Fourth "	9.2%
Fifth "	5.9%

$(X^2 = 11.89409$  with 4 d.f. , sig =  $< 0.05$ ).

The above table shows a clear rise in the use of this category from its level of use by the first-year group to the peak of its use by the fourth-year group. Again, it would seem that first-year pupils are largely unquestioning about the subject-matter which they are taught, but that as pupils grow older they become increasingly concerned with the relevance to them (as they themselves perceive it) of what they are taught in the classroom. It is not surprising that this concern apparently reaches its height amongst fourth-year pupils, for this year-group contains many non-academic pupils who will start work at the end of the school year. Many of these pupils naturally wish their lessons to deal with aspects of their future life and work, rather than with academic abstractions. The use of the category declines noticeably amongst fifth-year pupils, although these pupils still used the category more than those pupils in years 1, 2 and 3. The decline in use of the category in the fifth-year group may be attributable to the fact that fifth-year work is highly academic in nature and is not in itself vocationally orientated; pupils who choose to stay on for a fifth-year realise and accept this fact.

Category 34: "A good teacher corrects pupils' work punctually and carefully."

First Year	0.0%
Second "	0.0%
Third "	2.3%
Fourth "	1.8%
Fifth "	5.9%

$(X^2 = 11.83004$  with 4 d.f. sig =  $< 0.05$ ).

As perhaps might have been expected, junior pupils (years 1 & 2) attached least importance to this teacher characteristic; not one pupil in either of these two year-groups made use of the category. Fifth-year pupils, whose work, as previously explained, is purely academic in nature, used the category most frequently.

Category 35: "A good teacher comes round to help pupils while they are working."

First Year	4.4%
Second "	12.8%
Third "	12.2%
Fourth "	6.4%
Fifth "	17.6%

( $\chi^2 = 12.40356$  with 4 d.f. , sig =  $< 0.05$ ).

Fifth-year pupils were clearly the most concerned about the level of teacher involvement in the lesson. Possibly, since they are taught in small groups, they are not prepared to accept the teacher who merely sets work for the class and then sits at his desk marking; in addition, fifth-year pupils probably realise more than younger pupils do, the value of close personal contact between pupils and teacher.

The low level of use of this category amongst first-year pupils is perhaps surprising, in view of the sudden transformation which they had recently undergone from the primary situation where teacher involvement with individual pupils was presumably higher than in the average secondary class. These results may be a further reflection of the hypothesis suggested previously (see p. 58 ), that first-year pupils are a great deal more unquestioning of teacher behaviour than older pupils are.

The results for fourth-year pupils appear to be anomalous; twice as many second-year pupils as fourth-year pupils used the category, and it is hard to suggest a reason why this should be so.

Category 59: "A good teacher uses modern methods of teaching."

First Year	0.6%
Second "	6.4%
Third "	5.3%
Fourth "	6.4%
Fifth "	0.0%

( $\chi^2 = 10.88068$  with 4 d.f. , sig =  $< 0.05$ ).

The above table shows that least interested in "modern teaching methods" are first-year and fifth-year pupils. These results suggest once again that first-year pupils are perhaps largely unquestioning of the teacher's methods, in any case the entire secondary school set-up is new to them, and by the time that the essays were written, pupils in first-year had perhaps not had the experience of secondary

school classrooms to be able to identify "modern methods." Fifth-year pupils, who are preoccupied always with examinations, are possibly unconcerned with the modernity of the teacher's methods so long as the methods are seen to achieve results.

Category 64: "A good teacher tries to get to know pupils' parents."

First Year	0.0%
Second "	0.0%
Third "	1.5%
Fourth "	0.0%
Fifth "	3.9%

$(\chi^2 = 11.28158$  with 4 d.f., sig =  $< 0.05$ ).

It might be expected that as pupils grow older and more concerned with their future occupations, they would begin to see the value of parental contact with their teachers, (an idea which perhaps frequently horrifies junior pupils), since discussion of the various options open to pupils by concerned and informed adults could only be of benefit. Clearly, the better that teachers and parents know each other, the more frequent these discussions can be.

However, with respect to Category 64, there is again the apparent anomaly that fourth-year pupils did not use the category at all.

Category 4: "A good teacher doesn't use the belt."

First Year	12.0%
Second "	11.9%
Third "	15.3%
Fourth "	25.7%
Fifth "	7.8%

$(\chi^2 = 13.68457$  with 4 d.f., sig =  $< 0.01$ ).

As might have been expected, Category 4 was used least by fifth-year pupils, who have stayed voluntarily at school and upon whom corporal punishment is rarely, if ever, used. It is noticeable, however, that the percentage of pupils using the category rose in third-year and rose markedly again in fourth-year. It is possible that older pupils' dislike of corporal punishment is consonant with their desire to be treated as adults (see results for Category 46, pp. 59-60) by their teachers. Adults do not commonly attack one another with leather straps.

Category 44: "A good teacher doesn't prejudge pupils on the basis of second-hand information."

First Year	0.0%
Second "	0.0%
Third "	2.3%
Fourth "	4.6%
Fifth "	5.9%

$(\chi^2 = 13.33451$  with 4 d.f., sig =  $< 0.01$ ).

It might be expected that more lower-stream pupils would use this category than high-stream or mixed-ability pupils (see results for cross-tabulation of category use by pupils' stream, p. 85) since pupils are in any case frequently "categorized" unfavourably by teachers on the basis of being in a low stream. In addition, low-stream classes often pose a discipline problem for inexperienced teachers, who are frequently warned beforehand by their more experienced colleagues of "difficult" pupils in class. Presumably, it is this kind of prior categorization that the third and fourth-year pupils who used the category were complaining of. (As was mentioned previously, pupils were not streamed before third-year in any of the three schools in the sample).

The more frequent use of the category by fifth-year pupils is hard to explain, however. Possibly some pupils felt that they were being unfavourably compared to brothers or sisters who had also attended the school, and who were either "trouble-makers" or who were better academically. This interpretation could apply equally, of course, to the third and fourth-year pupils who used the category.

Category 12: "A good teacher doesn't punish pupils who can't do the work."

First Year	5.1%
Second "	11.0%
Third "	16.8%
Fourth "	16.5%
Fifth "	21.6%

$(\chi^2 = 15.59471$  with 4 d.f., sig =  $< 0.005$ ).

The results for this category again suggest an unquestioning attitude on the part of first-year pupils towards teacher behaviour. Feelings on this issue rather surprisingly appear to reach a peak in fifth-year, where one would have assumed that small teaching groups and generally good teacher-pupil relationships would ensure that the treatment described by the category, whether meted out

deliberately or as the result of a misunderstanding, would not occur. Their use of this category, however, suggests that some teachers perhaps have expectations of their pupils which are too high, and that they do not know their pupils well enough.

Category 22: "A good teacher knows the subject well."

First Year	3.8%
Second "	5.5%
Third "	6.1%
Fourth "	11.9%
Fifth "	19.6%

$(X^2 = 17.49509$  with 4 d.f., sig =  $< 0.005$ ).

Interestingly, the use of this category increased in line with the pupils' age; pupils in their '0' grade year (4th year), were over three times as likely to use this category than first-year pupils were, whilst fifth-year pupils were more than five times as likely as first-year pupils to do so. These figures may reveal both an increase in pupil concern that the teacher "knows his subject" and also an increased pupil awareness of which teachers do and do not appear to know their subject well, as the pupils themselves grow older and as their own knowledge increases. The notion of the "experienced pupil" outlined earlier (see p. 58) may again be relevant here.

Category 26: "A good teacher is interested in what he or she is teaching."

First Year	2.5%
Second "	1.8%
Third "	2.3%
Fourth "	10.1%
Fifth "	9.8%

$(X^2 = 16.05028$  with 4 d.f., sig =  $< 0.005$ ).

As might have been expected, there was a marked increase in the use of this category by pupils in the two examination years, (4th and 5th years), who presumably realise the value of committed teachers to their examination prospects. As has been remarked already, junior pupils appear to be more ready to accept teaching style and lesson content without criticism. The results for Category 26 in fact mirror those for Category 16, ("A good teacher gives lessons that are interesting), which have already been discussed, (see pp. 57-58), as fourth and fifth-year pupils also made most frequent use of this category.

Category 3: "A good teacher makes pupils realise who is boss right from the start."

First Year	1.3%
Second "	0.9%
Third "	6.9%
Fourth "	11.0%
Fifth "	2.0%

$(\chi^2 = 20.40976$  with 4 d.f. , sig =  $< 0.001$ ).

There was a marked increase in the use of this category firstly in third year, when compared to the two more junior years, and again in fourth year. The lower ability groups of these two years are probably the most difficult classes in a school for the teacher to discipline, (especially the fourth-year group), and the pupils using the category were perhaps those who felt that their teachers were being too lenient and allowing lessons to be disrupted. Certainly it is noticeable that the category was little used by fifth-year pupils, presumably since discipline is rarely a problem in such classes, and a "show of force" from a teacher at the start of the year, or by a new teacher, is not usually required. (It was noticeable in fact that as has been discussed already, see p. 52 , 68.6% of fifth-year pupils used Category 2: "A good teacher can control the class without being too strict." This was a higher percentage than in any other year-group). In addition, the category was little used by first and second-year classes, which are in general easier for the teacher to discipline than third and fourth-year low-ability groups.

Category 8: "A good teacher punishes pupils who don't do their homework."

First Year	0.0%
Second "	0.0%
Third "	1.5%
Fourth "	0.9%
Fifth "	7.8%

$(\chi^2 = 21.44272$  with 4 d.f. , sig =  $< 0.001$ ).

Of chief note is the large increase in the use of this category amongst the fifth-year group, when this group is compared to the other year-groups. Whether this academic "elite" wish others to be punished so that they are not seen to be "getting away" with doing less work than other members of the class have to do, or whether those pupils using the category wanted to be punished themselves if they failed to do homework (so that they had an added spur to

complete the work) is not clear.

Category 13: "A good teacher doesn't frighten pupils."

First Year	2.5%
Second "	8.3%
Third "	11.5%
Fourth "	26.6%
Fifth "	27.5%

$$(X^2 = 45.80469 \text{ with } 4 \text{ d.f. } \text{sig} = < 0.001).$$

There was a surprising increase in the use of this category in line with the age of the pupils concerned. It would seem to be unlikely that fourth and fifth-year pupils are more frightened, or are frightened more often, by their teachers than first and second-year pupils are. The results perhaps suggest again that older pupils are more critical of teachers behaviour than younger pupils are; fourth and fifth-year pupils may disapprove not only of teacher attempts to frighten them (aggressive and hostile behaviour) but also of teacher behaviour that they see directed towards younger pupils. (In corridors, on visits to classrooms with messages, etc).

Category 19: "A good teacher doesn't give a class the same sort of work every lesson."

First Year	3.2%
Second "	18.3%
Third "	10.7%
Fourth "	8.3%
Fifth "	7.8%

$$(X^2 = 18.16563 \text{ with } 4 \text{ d.f. } \text{sig} = < 0.001).$$

Again, this category was used least by first-year pupils, supporting the theory that pupils of this age are less critical of teachers' methods and behaviour than older pupils are. Rather surprisingly, however, use of this category peaked in second year and declined thereafter. Possibly pupils look less for "entertainment" from their lessons as they grow older and near examinations, (or possibly they become conditioned to boring routine!).

Category 28: "A good teacher varies his teaching methods with pupils of different ages."

First Year	0.0%
Second "	0.0%
Third "	0.8%
Fourth "	1.8%
Fifth "	9.8%

$(\chi^2 = 29.70917$  with 4 d.f. , sig =  $< 0.001$ ).

The use of this category again increased with the age of the pupils concerned, but the main users were fifth-year pupils, who presumably considered that some teachers treated them in a way more suited to younger pupils.

Category 30: "A good teacher doesn't give homework if the work should have been finished in class."

First Year	0.0%
Second "	4.6%
Third "	0.0%
Fourth "	0.0%
Fifth "	0.0%

$(\chi^2 = 20.78250$  with 4 d.f. , sig =  $< 0.001$ ).

Second-year pupils were the only group to use this category at all.

Category 32: "A good teacher gives regular homework."

First Year	1.3%
Second "	2.8%
Third "	13.7%
Fourth "	13.8%
Fifth "	9.8%

$(\chi^2 = 25.61720$  with 4 d.f. , sig =  $< 0.001$ ).

First and second-year pupils clearly were not enthusiastic about homework, but the use of the category increased markedly in third and fourth year, as academic pupils approached their examinations. The slight decline in the use of the category amongst the fifth-year group in comparison to the third and fourth-year groups is hard to explain; possibly fifth-year pupils were in any case given regular homework, perhaps unlike some of the pupils in third and fourth years who used the category. In any case, the category was still used by seven times as many fifth-year pupils as first-year pupils.

Category 42: "A good teacher doesn't have favourites."

First Year	8.2%
Second "	3.7%
Third "	16.8%
Fourth "	11.9%
Fifth "	27.5%

$$(X^2 = 23.95454 \text{ with } 4 \text{ d.f. , sig} = < 0.001).$$

The results for Category 42 were interesting, since pupils from third year upwards appeared to be more concerned with teacher favouritism than younger pupils were. This concern surprisingly reached its peak amongst fifth-year pupils, who were more than three times as likely as first-year pupils, and more than seven times as likely as second-year pupils to use the category. Possibly the more personal and relaxed relationship of a teacher with his fifth year-group lends itself to accusations of displays of "favouritism", perhaps especially towards members of the opposite sex. This same tendency may also be manifested to a lesser extent with third and fourth-year groups. It is also possible that as pupils enter adolescence, they become more sensitive than younger children to real or imagined "rejection" or "hostility" from their teachers. There is certainly a marked increase of nearly five times in the use of the category between second and third-year pupils.

Category 47: "A good teacher listens to pupils' views on things."

First Year	2.5%
Second "	0.9%
Third "	9.2%
Fourth "	14.7%
Fifth "	11.8%

$$(X^2 = 23.66457 \text{ with } 4 \text{ d.f. , sig} = < 0.001).$$

Not surprisingly, perhaps, this category was used significantly more by older pupils than by first and second-year children, perhaps reflecting once again the acceptance by younger pupils of conditions imposed by the teacher. More senior pupils apparently considered that their opinions were valuable and should be heard. The category was used most frequently by the fourth-year group of pupils, and there was a slight decline in its use amongst the fifth-year group. It is probable, however, that fifth-year pupils are encouraged more to voice their opinions than fourth-year pupils are, and the smaller-sized groups in which they are taught would be more conduc-

ive to this.

Category 63: "A good teacher tries to get to know pupils personally."

First Year	2.5%
Second "	5.5%
Third "	10.7%
Fourth "	14.7%
Fifth "	21.6%

( $\chi^2 = 23.93428$  with 4 d.f., sig =  $< 0.001$ ).

As the table illustrates, the use of this category increased in line with pupils' age; fifth-year pupils were twice as likely as third-year pupils to use the category, nearly four times as likely as second-year pupils to do so, and over eight times as likely to do so as first-year pupils. Apparently the older the pupil, the more he or she is concerned about being known personally (and presumably treated personally) by the teacher. This is perhaps to be expected since after all, older pupils have spent several years in the school "community". However, in large comprehensive schools it is very unlikely that all teachers will know most pupils, and vice-versa; sheer weight of pupil (and staff) numbers prevents this, and the high staff turnover of the 1970s also mitigated against such personal knowledge and against the development of personal relationships between staff and pupils. Possibly indiscipline, truancy and vandalism increase in more "impersonal" institutions?

The wording of this category's indicator is also important: "Tries to get to know pupils personally." Pupils clearly place the initiative on the teacher to make an effort to get to know the children with whom he comes into contact. More seems to be expected of the teacher than the mere execution of his instructional role, which some teachers, especially in the academic, subject-orientated, graduate-staffed departments of a Scottish secondary school, may tend to see as being their sole function.

Category 67: "A good teacher is not sarcastic."

First Year	0.6%
Second "	4.6%
Third "	2.3%
Fourth "	7.3%
Fifth "	17.6%

$$(X^2 = 28.55017 \text{ with } 4 \text{ d.f.}, \text{ sig} = < 0.001).$$

It has already been noted (see p. 60) that fifth-year pupils used Category 68: "A good teacher doesn't make a fool of pupils in front of the class" significantly more than pupils in other years. (Twenty times more often than first and second-year pupils). A similar tendency is noticeable in the case of Category 67; fifth-year pupils were  $2\frac{1}{2}$  times more likely than pupils in any other year to use the category; first-year pupils scarcely used it at all. It appears once again that fifth-year pupils are more sensitive to verbal "attacks" by the teacher, perhaps because they are more self-conscious in front of the opposite sex, or because they feel that their "adult" status has been affronted, or because they usually enjoy good relationships with staff. (The results for Category 46: "A good teacher doesn't talk down to pupils" are also relevant here. (See p. 59) Fifth-year pupils were ten times more likely than first-year pupils to use this category).

Category 71: "A good teacher looks neat and tidy."

First Year	1.9%
Second "	10.1%
Third "	2.3%
Fourth "	0.9%
Fifth "	13.7%

$$(X^2 = 25.36810 \text{ with } 4 \text{ d.f.}, \text{ sig} = < 0.001).$$

The results for Category 71 are puzzling; there seems to be no logical reason why disinterest in the teacher's personal appearance amongst first, third and fourth-year pupils should turn to comparatively strong interest in second year.

The fifth-year group's higher use of the category is, however, more easily understood, since as has already been indicated, it is likely that these pupils have a more personal relationship with their teachers than younger pupils do. This personal interest in their teachers could feasibly extend to clothes and general appearance, especially in the case of young teachers of the opposite

sex to the pupil.

Category 72: "A good teacher runs clubs or sports teams at lunch-time or after school."

First Year	1.3%
Second "	1.8%
Third "	13.7%
Fourth "	5.5%
Fifth "	15.7%

$$(X^2 = 29.78918 \text{ with } 4 \text{ d.f.}, \text{ sig} = < 0.001).$$

The results for this category too are somewhat puzzling, since whilst there is an abrupt increase in the use of the category in third year, there is then a sharp decline in use in fourth year. (Although fourth-year pupils still used the category more than three times as often as first and second-year pupils). Fifth-year pupils made more use of the category than any other group. The overall pattern suggests that senior pupils value a teacher's extra-curricular contribution to the school significantly more than first and second-year pupils do. It is possible that older pupils do not take extra-curricular activities for granted as much as younger ones do, realising that teachers participate voluntarily and without pay in activities that are often very demanding of time.

Category 74: "A good teacher doesn't give much homework."

First Year	6.3%
Second "	4.6%
Third "	16.8%
Fourth "	4.5%
Fifth "	0.0%

$$(X^2 = 23.34641 \text{ with } 4 \text{ d.f.}, \text{ sig} = < 0.001).$$

Hostility to homework appeared to reach an abrupt and rather surprising peak in third year; possibly antipathy peaks after several years in the school before impending examinations give a "point" to homework. Not unexpectedly, no fifth-year pupils used the category at all, since as has already been discussed, fifth-year pupils have stayed voluntarily at school and comprise the academic "elite" of any school.

TABLE 78

MOST FREQUENTLY-USED CATEGORIES BY STREAM.UNSTREAMED PUPILS (1st and 2nd YEAR). (Number = 267)

<u>Category Number</u>	<u>Definition: "A Good Teacher...."</u>	<u>Percentage of Pupils Using Category.</u>
1	Can keep control of the class.	44.9%
53	Has a good sense of humour.	42.3%
2	Can keep control of the class without being too strict.	36.0%
60	Is good-tempered.	27.0%
23	Helps pupils who are slow at their work.	26.6%
11	Is fair and consistent about punishment.	23.6%
62	Is cheerful and friendly.	18.4%
14	Makes pupils work hard.	17.6%
17	Can explain things clearly.	17.2%
41	Lets pupils talk quietly while they are working.	16.5%

CERTIFICATE PUPILS (3rd and 4th YEAR). (Number = 147)

<u>Category Number</u>	<u>Definition: "A Good Teacher...."</u>	<u>Percentage of Pupils Using Category.</u>
2	Can keep control of the class without being too strict.	60.5%
53	Has a good sense of humour.	55.1%
1	Can keep control of the class.	50.3%
16	Gives lessons that are interesting.	48.3%
65	Is understanding about pupils' problems.	46.9%
46	Doesn't talk down to pupils.	38.1%
62	Is cheerful and friendly.	35.4%
11	Is fair and consistent about punishment.	34.7%
60	Is good-tempered.	30.6%
23	Helps pupils who are slow at their work.	29.9%

TABLE 78 (cont.)

MOST FREQUENTLY-USED CATEGORIES BY STREAM.NON-CERTIFICATE PUPILS (3rd and 4th Year). (Number = 93)

<u>Category Number.</u>	<u>Definition: "A Good Teacher..."</u>	<u>Percentage of Pupils Using Category.</u>
53	Has a good sense of humour.	53.8%
2	Can keep control of the class without being too strict.	38.7%
11	Is fair and consistent about punishment.	37.6%
1	Can keep control of the class.	25.8%
{ 60	Is good-tempered.	24.7% }
{ 23	Helps pupils who are slow at their work.	24.7% }
14	Makes pupils work hard.	23.7%
{ 65	Is understanding about pupils' problems.	18.3% }
{ 16	Gives lessons that are interesting.	18.3% }
{ 4	Doesn't use the belt.	17.2% }
{ 46	Doesn't talk down to pupils.	17.2% }

(5th Year).(Number = 51)

<u>Category Number.</u>	<u>Definition: "A Good Teacher..."</u>	<u>Percentage of Pupils Using Category.</u>
2	Can keep control of the class without being too strict.	68.6%
53	Has a good sense of humour.	62.7%
1	Can keep control of the class.	49.0%
16	Gives lessons that are interesting.	41.2%
14	Makes pupils work hard.	35.3%
{ 17	Can explain things clearly.	31.4% }
{ 46	Doesn't talk down to pupils.	31.4% }
{ 60	Is good-tempered.	31.4% }
{ 62	Is cheerful and friendly.	31.4% }
{ 65	Is understanding about pupils' problems.	29.4% }
{ 68	Doesn't make a fool of pupils in front of the class.	29.4% }

CONTENT ANALYSIS.RESULTS BY STREAM.

For the purpose of this analysis, first and second-year classes, (which were in all three schools mixed-ability in nature, as has been explained), were grouped together under the title "unstreamed pupils". Third and fourth-year certificate (exam) classes formed group two: "Certificate pupils", whilst third and fourth-year non-examination pupils formed group 3: "Non-certificate pupils". For purposes of comparison, the results of the fifth-year group, which have already been discussed, were also included.

As can be seen from the above tables, non-certificate pupils made on average fewer statements per essay than certificate third and fourth-year and fifth-year pupils did. The number of statements per essay made by the non-certificate group in fact approximated more closely to the number made by first and second-year pupils; (the unstreamed group). Because of this discrepancy in the average number of statements made per essay by each group, it is vital, as has previously been discussed, that the relative rank order (according to frequency of category use) of the teacher characteristics is given more weight than percentage figures and the resultant tests of significance.

Although stream, like year, proved to be a highly significant variable discriminating between the responses of each group, again the similarities between the view expressed must be stressed. Four categories (1, 2, 53 and 60) appeared in the "top ten" of all four groups, whilst a further seven (11, 14, 16, 23, 46, 62, 65) appeared in two of the groups' lists, whilst only three appeared in a single list. (4, 41 and 68).

The statement which was most frequently used by the "unstreamed" group was Category 1: "A good teacher can keep control of the class." This category was placed third by certificate pupils and fifth-year pupils, and fourth by the non-certificate group. Percentage results were as follows:

Unstreamed	Pupils	44.9%
Certificate	"	50.3%
Non-Certificate	"	25.8%
5th-Year	"	49.0%

$$(X^2 = 15.49865 \text{ with } 3 \text{ d.f., sig} = < 0.005).$$

The results of the relative ranking indicate that unstreamed first and second-year pupils in fact attached the greatest importance to this teacher characteristic. The  $X^2$  result also shows the danger

of relying on these statistics too much, for although there is clearly a statistically significant difference between the percentage of the non-certificate group using the category, and the percentage of the other groups who did so, the non-certificate group still ranked this teacher characteristically highly by frequency of use in relation to other teacher characteristics.

The category which was ranked second in frequency of use by the unstreamed first and second-year group was Category 53: "A good teacher has a good sense of humour"; the category was also ranked second by both the certificate group and the fifth-year group. It was however ranked first by the non-certificate group. Percentage figures were as follows:

Unstreamed	Pupils	42.3%
Certificate	"	55.1%
Non-certificate	"	53.8%
Fifth-Year	"	62.7%

$$(X^2 = 11.60392 \text{ with } 3 \text{ d.f. , sig} = < 0.01).$$

Ranked third by unstreamed pupils was Category 2: "A good teacher can keep control of the class without being too strict". (This group was the only one to rank Category 1 above Category 2). Category 2 was ranked first by the certificate group and also by the fifth-year group, whilst it was ranked second by the non-certificate group. Percentage results:

Unstreamed	Pupils	36.0%
Certificate	"	60.5%
Non-certificate	"	38.7%
Fifth-Year	"	68.6%

$$(X^2 = 35.87683 \text{ with } 3 \text{ d.f. , sig} = < 0.001).$$

Although unstreamed first and second-year pupils and non-certificate pupils used the category considerably less frequently than certificate and fifth-year pupils, they still attached great importance to this teacher characteristic in relation to other characteristics.

Category 60: "A good teacher is good-tempered", was ranked fourth by the first and second-year unstreamed group. It was ranked only ninth, however, by the certificate group, joint fifth by the non-certificate pupils, and joint sixth by the fifth-year group.

Percentage figures were:

Unstreamed	Pupils	27.0%
Certificate	"	30.6%
Non-Certificate	"	24.7%
Fifth-Year	"	31.4%

Unstreamed first and second-year pupils and non-certificate third and fourth-years thus valued this teacher characteristic most highly, although a higher percentage of pupils in the certificate 3rd and 4th year group and the fifth-year group actually used the category. Presumably junior pupils and non-academic senior pupils are more often on the receiving end of the teacher's bad temper than are senior academic pupils.

Ranked fifth by the unstreamed group was Category 23: "A good teacher helps pupils who are slow at their work." The category was ranked joint fifth by the non-certificate group, but only tenth by certificate pupils, whilst it did not appear at all in the "top ten" list of fifth-year pupils. Percentage figures were:

Unstreamed	Pupils	26.6%
Certificate	"	29.9%
Non-Certificate	"	24.7%
Fifth-Year	"	23.5%

This teacher characteristic was thus of most importance (in relation to other characteristics), to junior unstreamed pupils, and to non-certificate third and fourth-year pupils. This result is perhaps not surprising in view of the fact that the other two groups did not contain any pupils of low academic ability. Once again however, the results appear to be contradictory for the reasons already discussed, since the category was used by a higher percentage of pupils in the certificate group than of any other group.

Category 11: "A good teacher is fair and consistent about punishment" was ranked sixth by the unstreamed junior group, eighth by the certificate group, and did not appear in the "top ten" of the fifth-year group. However, it was ranked third by non-certificate pupils.

## Percentage results:

Unstreamed	Pupils	23.6%
Certificate	"	34.7%
Non-certificate	"	37.6%
Fifth-Year	"	23.5%

$$(X^2 = 10.23581 \text{ with } 3 \text{ d.f. , sig} = < 0.05).$$

The relative rank position of the category for the different groups suggests that non-certificate pupils were considerably more concerned about this teacher attribute than pupils in the other groups were, perhaps because they were more frequently punished than any other group. In view of the fact already mentioned that non-certificate pupils made fewer statements per essay than pupils in the three other groups, it is a further indication of their strength of feeling on this issue that a higher percentage of pupils in the non-certificate group than in any other group should use the category.

Ranked seventh by the unstreamed first and second-year group was Category 62: "A good teacher is cheerful and friendly". The category was also ranked seventh by the certificate group, and joint sixth by the fifth-year group. However, it did not appear in the "top ten" list of non-certificate pupils, who appeared to be less concerned about this teacher characteristic, in relation to other characteristics, than pupils in the other groups were; possibly this is because some non-certificate pupils do not see the teacher as a "friend" and neither have nor expect to have a friendly relationship with their teachers. Certainly it is revealing that Category 11 relating to punishment should be ranked third by this group, whilst Category 62 should not appear in the "top ten" list of categories. Percentage results for Category 62 were:

Unstreamed	Pupils	18.4%
Certificate	"	35.4%
Non-certificate	"	16.1%
Fifth-Year	"	31.4%

$$(X^2 = 19.93488 \text{ with } 3 \text{ d.f. , sig} = < 0.001).$$

Category 14: "A good teacher makes pupils work hard" was ranked eighth by the unstreamed group. Rather surprisingly, it was ranked seventh by non-certificate pupils (thus apparently dispelling the myth that non-certificate pupils do not want to work), and fifth

by the fifth-year group. The importance apparently attached to this teacher characteristic by fifth year pupils is somewhat unexpected, since pupils in this group are rarely considered to require coercion to work. Nor are certificate third and fourth year pupils, and the category did not appear in their "top-ten" list.

Percentage results were:

Unstreamed	Pupils	17.6%
Certificate	"	25.2%
Non-certificate	"	23.7%
Fifth-Year	"	35.3%

$$(X^2 = 9.18783 \text{ with } 3 \text{ d.f. , sig} = < 0.05).$$

The category which the unstreamed group ranked ninth was Category 17: "A good teacher can explain things clearly". This category did not appear in the "top-ten" lists of either the certificate or the non-certificate groups. It was, however, ranked joint sixth by fifth-year pupils. Thus the category was given the most relative importance by junior pupils and the most senior academic pupils. Percentage figures:

Unstreamed	Pupils	17.2%
Certificate	"	29.3%
Non-certificate	"	16.1%
Fifth-Year	"	31.4%

$$(X^2 = 12.65263 \text{ with } 3 \text{ d.f. , sig} = < 0.01).$$

The category which was ranked tenth by the unstreamed group was Category 41: "A good teacher lets pupils talk quietly while they are working". Category 41 was not ranked in the "top-ten" lists of any of the other groups, but as has already been discussed, (see p. 55 ) it might be expected that junior pupils (especially first-years) would use this category more frequently than older pupils, since they have been used to more freedom in primary school than is usually provided in secondary school.

Percentage results were:

Unstreamed	Pupils	16.5%
Certificate	"	10.9%
Non-certificate	"	15.1%
Fifth-Year	"	3.9%

The above figures indicate that non-certificate third and fourth-year pupils in fact used the category nearly as frequently as the unstreamed junior pupils, whilst this teacher characteristic was clearly of little importance to the fifth-year group. Fifth year pupils, it is reasonable to assume, are allowed to express themselves relatively freely in class by most of their teachers.

Five further categories that did not appear in the "top-ten" list of the unstreamed group did feature in the corresponding list of one or more of the other groups. Category 16: "A good teacher gives lessons that are interesting" was ranked fourth by certificate pupils and also by the fifth-year group, whilst it was ranked joint eighth by the non-certificate group. Percentage figures were:

Unstreamed	Pupils	13.9%
Certificate	"	48.3%
Non-certificate	"	18.3%
Fifth-Year	"	41.2%

$$(X^2 = 67.15569 \text{ with } 3 \text{ d.f. , sig} = < 0.001).$$

The figures above, and the relative rank positions of this category for the different groups, clearly indicate the major importance of this teacher characteristic for certificate third and fourth-year pupils, and for fifth-year pupils. It is however, interesting, and perhaps contrary to expectations, that the non-certificate group ranked the category in their "top-ten" at all.

Category 65: "A good teacher is understanding about pupils' problems" was ranked fifth by certificate pupils, joint eighth by non-certificate pupils, and joint tenth by fifth-year pupils.

Percentage results were as follows:

Unstreamed	Pupils	13.5%
Certificate	"	46.9%
Non-certificate	"	18.3%
Fifth-Year	"	29.4%

$$(X^2 = 60.05608 \text{ with } 3 \text{ d.f. , sig} = < 0.001).$$

Concern about this teacher characteristic seemed to be greatest amongst certificate third and fourth-year pupils. Non-certificate pupils also ranked the category relatively highly however, and it was junior (first and second-year) pupils who appeared to be least concerned with this characteristic.

Ranked sixth by certificate pupils was Category 46: "A good teacher doesn't talk down to pupils". The category was also ranked joint sixth by fifth-year pupils, and joint tenth by non-certificate pupils. Percentage figures were:

Unstreamed	Pupils	5.2%
Certificate	"	38.1%
Non-certificate	"	17.2%
Fifth-Year	"	31.4%

$$(X^2 = 74.93933 \text{ with } 3 \text{ d.f. , sig} = < 0.001).$$

There was thus an obvious tendency for older pupils, and especially older academic pupils, to rank this teacher characteristic highly. Junior pupils perhaps did not expect to be treated as "equals" by their teachers.

Category 4: "A good teacher doesn't use the belt" was ranked joint tenth by non-certificate pupils. The category did not appear in the "top-ten" of any of the other groups. Percentage results:

Unstreamed	Pupils	12.0%
Certificate	"	21.8%
Non-certificate	"	17.2%
Fifth-Year	"	7.8%

$$(X^2 = 9.55961 \text{ with } 3 \text{ d.f. , sig} = < 0.05).$$

Although the category was used by a higher percentage of certificate pupils than any other group, it was the non-certificate group who attached the most relative importance to this teacher characteristic. It might be conjectured that these pupils were most frequently on the receiving end of corporal punishment.

Ranked joint tenth by fifth-year pupils was Category 68: "A good teacher doesn't make a fool of pupils in front of the class". This category too did not appear in the "top ten" of any other group. Percentage figures were:

Unstreamed	Pupils	1.5%
Certificate	"	15.6%
Non-certificate	"	12.9%
Fifth-Year	"	29.4%

$(\chi^2 = 50.25691 \text{ with } 3 \text{ d.f., sig} = < 0.001).$

It is noticeable that whereas junior pupils appear to be unconcerned about whether or not the teacher embarrasses them (or perhaps do not question the teacher's right to do so), fifth-year pupils used the category nearly twice as frequently as any of the other groups. In turn, certificate and non-certificate pupils used the category appreciably more than did junior pupils.

A further 28 categories proved to differentiate at a statistically significant level between groups. Most of the categories (but not all, and the exceptions are very interesting) were used predominantly, or exclusively, by senior academic pupils (third, fourth and fifth-years).

Since, as has already been explained, (see p. 75) these pupils wrote longer essays and therefore tended to make more statements per essay than pupils in the other two groups, too much significance should not be attached to these results. The trends that are highlighted however, are of interest.

The results for these 28 categories were as follows:

Category 6: "A good teacher doesn't hit pupils except on the hand with a belt."

Unstreamed	Pupils	2.2%
Certificate	"	1.4%
Non-certificate	"	6.5%
Fifth-Year	"	0.0%

$(\chi^2 = 8.09009 \text{ with } 3 \text{ d.f., sig} = < 0.05).$

The category was thus used most frequently by non-certificate pupils, presumably indicating that some of the individuals in this group had been on the receiving end of some "unofficial" corporal punishment. (It is also noticeable that no fifth-year pupil used this category). In view of the fact previously discussed that this group of pupils actually made fewer statements per essay than the

two academic groups (certificate pupils and fifth-year pupils), the results for this category, and for the others which were used most frequently by the non-certificate group, are particularly interesting.

Category 18: "A good teacher teaches things that pupils think are useful."

Unstreamed	Pupils	1.9%
Certificate	"	5.4%
Non-certificate	"	8.6%
Fifth-Year	"	5.9%

$(\chi^2 = 8.77999$  with 3 d.f., sig =  $< 0.05$ ).

Concern about this teacher characteristic was greatest amongst the non-certificate third and fourth-year group, who presumably were concerned about their job prospects after leaving school. Some non-certificate pupils perhaps see little relevance of the "academic" work which they are forced to do at school to their future occupations.

The category was used least of all by the unstreamed group of first and second-year pupils, who, it could be assumed because of their age, were least concerned of all the groups about their future careers, and who, as has been noted earlier, tended apparently to be more unquestioning of teacher methods and behaviour, and of lesson content, than the other groups.

Category 31: "A good teacher gives homework if the work has not been finished in class."

Unstreamed	Pupils	0.4%
Certificate	"	3.4%
Non-certificate	"	0.0%
Fifth-Year	"	0.0%

$(\chi^2 = 10.27513$  with 3 d.f., sig =  $< 0.05$ ).

Concern about this teacher characteristic was confined almost totally to academic third and fourth-year pupils.

Category 33: "A good teacher explains clearly what is to be done for homework."

Unstreamed	Pupils	0.0%
Certificate	"	2.7%
Non-certificate	"	0.0%
Fifth-Year	"	2.0%

$(\chi^2 = 9.41958$  with 3 d.f. , sig =  $< 0.05$ ).

Category 51: "A good teacher calls all pupils by their christian names."

Unstreamed	Pupils	0.0%
Certificate	"	2.7%
Non-certificate	"	0.0%
Fifth-Year	"	2.0%

$(\chi^2 = 9.41958$  with 3 d.f. , sig =  $< 0.05$ ).

Category 64: "A good teacher tries to get to know pupils' parents."

Unstreamed	Pupils	0.0%
Certificate	"	1.4%
Non-certificate	"	0.0%
Fifth-Year	"	3.9%

$(\chi^2 = 10.81461$  with 3 d.f. , sig =  $< 0.05$ ).

The above three categories were all used exclusively by senior academic pupils. (Third, fourth and fifth-years).

Category 66: "A good teacher admits when he's wrong."

Unstreamed	Pupils	0.4%
Certificate	"	3.4%
Non-certificate	"	0.0%
Fifth-Year	"	0.0%

$(\chi^2 = 10.27513$  with 3 d.f. , sig =  $< 0.05$ ).

This category too was used most frequently by certificate third and fourth-year pupils.

Category 69: "A good teacher doesn't take out his own worries and moods on the class."

Unstreamed	Pupils	0.0%
Certificate	"	4.1%
Non-certificate	"	2.2%
Fifth-Year	"	2.0%

$(\chi^2 = 10.23105 \text{ with } 3 \text{ d.f. , sig} = < 0.05).$

Concern about this teacher characteristic was greatest amongst third and fourth-year certificate pupils.

Category 37: "A good teacher sometimes lets pupils choose the work."

Unstreamed	Pupils	0.7%
Certificate	"	2.7%
Non-certificate	"	7.5%
Fifth-Year	"	3.9%

$(\chi^2 = 12.45884 \text{ with } 3 \text{ d.f. , sig} = < 0.01).$

This category is another interesting case, since it was used most frequently by the non-certificate group, as were Categories 6 and 18, already discussed. Non-certificate pupils made this statement nearly twice as frequently as fifth-year pupils, nearly three times as frequently as certificate third and fourth-years, and more than ten times as frequently as junior unstreamed pupils.

Category 44: "A good teacher doesn't pre-judge pupils on the basis of second-hand information."

Unstreamed	Pupils	0.0%
Certificate	"	3.4%
Non-certificate	"	3.2%
Fifth-Year	"	5.9%

$(\chi^2 = 11.71908 \text{ with } 3 \text{ d.f. , sig} = < 0.01).$

This use of this category increased in line with the age of the pupils concerned. There was little difference between certificate and non-certificate pupils in degree of usage.

Category 12: "A good teacher doesn't punish pupils who can't do the work."

Unstreamed	Pupils	7.5%
Certificate	"	19.0%
Non-certificate	"	12.9%
Fifth-Year	"	21.6%

$(\chi^2 = 15.47361$  with 3 d.f. , sig =  $< 0.005$ ).

Interestingly, this category was used most frequently by older academic pupils.

Category 22: "A good teacher knows the subject well."

Unstreamed	Pupils	4.5%
Certificate	"	10.2%
Non-certificate	"	6.5%
Fifth-Year	"	19.6%

$(\chi^2 = 15.52529$  with 3 d.f. , sig =  $< 0.005$ ).

As might have been expected, the use of this category was greatest amongst the fifth-year group, who are working at the highest academic level. It was next amongst the certificate third and fourth-year group.

Category 26: "A good teacher is interested in what he or she is teaching."

Unstreamed	Pupils	2.2%
Certificate	"	8.8%
Non-certificate	"	1.1%
Fifth-Year	"	9.8%

$(\chi^2 = 15.54760$  with 3 d.f. , sig =  $< 0.005$ ).

The use of this category was again greatest amongst certificate third and fourth-year and fifth-year pupils.

Category 34: "A good teacher corrects pupils' work punctually and carefully."

Unstreamed	Pupils	0.0%
Certificate	"	2.7%
Non-certificate	"	1.1%
Fifth-Year	"	5.9%

$(\chi^2 = 12.83467$  with 3 d.f. , sig =  $< 0.005$ ).

The use of this category was confined almost exclusively to certificate third and fourth-year pupils and to the fifth-year group. The results for the three preceding categories, 22, 26 and 34

would appear to suggest that the pupils in these two groups were more interested in and involved in their work than pupils in the unstreamed first and second-year group, and the non-certificate third and fourth-year group.

Category 59: "A good teacher uses modern methods of teaching."

Unstreamed	Pupils	3.0%
Certificate	"	8.8%
Non-certificate	"	1.1%
Fifth-Year	"	0.0%

$$(X^2 = 14.06655 \text{ with } 3 \text{ d.f., sig} = < 0.005).$$

Concern about "modern teaching methods" was largely confined to third and fourth-year certificate pupils. It is interesting to note, however, that junior unstreamed pupils made more frequent use of the category than either the non-certificate third and fourth-year group or the fifth-year group did. In fact, fifth-year pupils did not use the category at all, indicating perhaps their orientation towards examinations: Possibly they would rather be bored and pass the exam than be entertained and fail.

Category 71: "A good teacher looks neat and tidy."

Unstreamed	Pupils	5.2%
Certificate	"	2.0%
Non-certificate	"	1.1%
Fifth-Year	"	13.7%

$$(X^2 = 15.11306 \text{ with } 3 \text{ d.f., sig} = < 0.005).$$

Interestingly, concern about the teacher's appearance was greatest at the two extremes of the age-range, and greatest of all amongst the fifth-year group, who used the category  $2\frac{1}{2}$  times more frequently than any other groups. Third and fourth-year pupils, whether certificate or non-certificate, appeared to be relatively little concerned about the teacher's appearance.

Category 74: "A good teacher doesn't give much homework."

Unstreamed	Pupils	5.6%
Certificate	"	13.6%
Non-certificate	"	7.5%
Fifth-Year	"	0.0%

$$(X^2 = 13.35245 \text{ with } 3 \text{ d.f., sig} = < 0.005).$$

Rather surprisingly, this category was used most frequently by certificate third and fourth-year pupils. It is reasonable to

suggest that this was because they received a great deal of homework in most subjects. Fifth-year pupils, however, who are likely to have as much, if not more, homework as the younger certificate pupils, did not use the category at all. These results seem to indicate that pupils' attitude to homework changes as they grow older, and perhaps when they stay at school voluntarily. It should be noted that the relatively low level of use of this category in the non-certificate group is not necessarily an indication of a positive attitude to homework; it is quite possible that these pupils receive little or no homework anyway.

Category 3: "A good teacher makes pupils realise who is boss right from the start."

Unstreamed	Pupils	1.1%
Certificate	"	12.9%
Non-certificate	"	2.2%
Fifth-Year	"	2.0%

$(X^2 = 33.46223$  with 3 d.f., sig =  $< 0.001$ ).

Why this category should have been used much more frequently by the certificate group than by the other groups is puzzling, since certificate classes are in general reasonably well-behaved anyway.

Category 8: "A good teacher punishes pupils who don't do their homework."

Unstreamed	Pupils	0.0%
Certificate	"	2.0%
Non-certificate	"	0.0%
Fifth-Year	"	7.8%

$(X^2 = 23.17964$  with 3 d.f., sig =  $< 0.001$ ).

Only certificate pupils and fifth-year pupils made any use of this category at all; possibly individuals resented spending long hours on homework and seeing their classmates "escape" without doing any work.

Category 13: "A good teacher doesn't frighten pupils."

Unstreamed	Pupils	4.9%
Certificate	"	23.1%
Non-certificate	"	10.8%
Fifth-Year	"	27.5%

$(X^2 = 39.45293$  with 3 d.f., sig =  $< 0.001$ ).

It is interesting to compare these results with those for Category

12, already discussed. (See p. 86 ). Again it seems paradoxical that Category 13 was used most frequently by the most academic pupils, whilst the pupils whom one would expect to be the most frequent targets of the teacher's wrath, the non-certificate group, used the category much less frequently than the two academic groups. Possibly the more academic pupils were also more sensitive to teachers' anger, or possibly the non-certificate pupils were reluctant to admit to being frightened of their teachers.

Category 20: "A good teacher lets pupils take an active part in the lesson."

Unstreamed	Pupils	2.2%
Certificate	"	10.9%
Non-certificate	"	0.0%
Fifth-Year	"	2.0%

$$(\chi^2 = 23.98569 \text{ with } 3 \text{ d.f. , sig} = < 0.001).$$

The category was most frequently used by the certificate group, and it was not used at all by non-certificate pupils.

Category 28: "A good teacher varies his teaching methods with pupils of different ages."

Unstreamed	Pupils	0.0%
Certificate	"	2.0%
Non-certificate	"	0.0%
Fifth-Year	"	9.8%

$$(\chi^2 = 30.90465 \text{ with } 3 \text{ d.f. , sig} = < 0.001).$$

These results appear to reflect the concern of fifth-year pupils with the teacher's methods and approach. Presumably some of this group felt that teachers treated them as if they were younger or less intelligent than they actually were.

Category 32: "A good teacher gives regular homework."

Unstreamed	Pupils	1.9%
Certificate	"	19.7%
Non-certificate	"	4.3%
Fifth-Year	"	9.8%

$$(\chi^2 = 44.47725 \text{ with } 3 \text{ d.f. , sig} = < 0.001).$$

These results are interesting when compared to those for Category 74, already discussed. (See p. 87 ). The category was used most frequently, as might have been expected, by certificate third and fourth-year and by fifth-year pupils. It is interesting to note,

however, that the certificate group used the category twice as frequently as the fifth-year group. Unstreamed junior pupils apparently attached little importance to homework.

The results for Category 74 showed that the certificate group of pupils also made the statement: "A good teacher does not give very much homework" more frequently than any of the other groups, but as was suggested in the discussion of the results for Category 74, this was probably because this particular group felt itself to be overburdened with homework, rather than because of a general antipathy to the principle of homework itself. It is also noticeable that unstreamed pupils and non-certificate pupils used Category 74 more than they used Category 32, whilst this position was reversed for certificate pupils and fifth-year pupils.

Category 42: "A good teacher doesn't have favourites."

Unstreamed	Pupils	6.4%
Certificate	"	19.7%
Non-certificate	"	6.5%
Fifth-Year	"	27.5%

$$(X^2 = 30.94525 \text{ with } 3 \text{ d.f. , sig} = < 0.001).$$

Concern about this teacher characteristic was significantly greater amongst certificate third and fourth-year pupils and fifth-year pupils, (especially amongst the latter group), than it was amongst the unstreamed and non-certificate groups). This is possibly because academic pupils tend to be more concerned about their relationship with their teachers, and are more anxious to be liked.

Category 47: "A good teacher listens to pupils' views on things."

Unstreamed	Pupils	1.9%
Certificate	"	15.6%
Non-certificate	"	5.4%
Fifth-Year	"	11.8%

$$(X^2 = 29.86058 \text{ with } 3 \text{ d.f. , sig} = < 0.001).$$

Concern was again evinced largely by the two academic groups, whilst the unstreamed junior group apparently did not want to express their opinions, or more likely, did not expect to be allowed to do so.

Category 63: "A good teacher tries to get to know pupils personally."

Unstreamed	Pupils	3.7%
Certificate	"	15.6%
Non-certificate	"	7.5%
Fifth-Year	"	21.6%

$$(X^2 = 26.62805 \text{ with } 3 \text{ d.f. , sig} = < 0.001).$$

Concern with this teacher characteristic increased in line with the age of the pupils concerned; it was greatest amongst the two academic groups of pupils, especially the fifth-year pupils. Since the fifth-year groups are usually small, individual contact between teacher and pupils is more feasible, and probably more frequent. It is also probable that as pupils grow older they appreciate a more personal interest in them on the part of the teacher, as in many cases they have known staff-members for several years.

Category 67: "A good teacher is not sarcastic."

Unstreamed	Pupils	2.2%
Certificate	"	6.1%
Non-certificate	"	2.2%
Fifth-Year	"	17.6%

$$(X^2 = 24.88812 \text{ with } 3 \text{ d.f. , sig} = < 0.001).$$

This category was used predominantly by fifth-year pupils, who perhaps view sarcasm on the part of the teacher as a threat to their "adult" status and to the usually good relationship that most have with their teachers.

Category 72: "A good teacher runs clubs or sports teams at lunch-time or after school."

Unstreamed	Pupils	1.5%
Certificate	"	8.2%
Non-certificate	"	12.9%
Fifth-Year	"	15.7%

$$(X^2 = 25.18854 \text{ with } 3 \text{ d.f. , sig} = < 0.001).$$

Concern with this teacher characteristic also increased with the age of the pupils concerned. It appeared to be of little importance to junior pupils, possibly because young pupils take the provision of those extra-curricular activities for granted. Unusually, the category was used more by non-certificate third and fourth-year pupils than it was by the certificate group.

TABLE 79CONTENT ANALYSIS RESULTS BY I.Q.The "Good Teacher" System.Group Four.    I.Q. Band 5.    (NO. = 20).    (I.Q. Range = 120 +)

<u>Category.</u>	<u>Definition: "A Good Teacher..."</u>	<u>Used By.</u>
2	Can keep control of the class without being too strict.	80%
53	Has a good sense of humour.	60%
1	Can keep control of the class.	55%
16	Gives lessons that are interesting.	35%
{ 17	Can explain things clearly.	30% }
{ 14	Makes pupils work hard.	30% }
{ 23	Helps pupils who are slow at their work.	30% }
{ 11	Is fair and consistent about punishment.	25% }
{ 46	Doesn't talk down to pupils.	25% }
{ 60	Is good-tempered.	25% }
{ 62	Is cheerful and friendly.	25% }

TABLE 79 (cont.)

Group Three.    I.Q. Band 4.    (NO. = 34).    (I.Q. Range = 111-120).

<u>Category.</u>	<u>Definition: "A Good Teacher..."</u>	<u>Used By.</u>
53	Has a good sense of humour.	61.8%
1	Can keep control of the class.	55.9%
2	Can keep control of the class without being too strict.	52.9%
60	Is good-tempered.	38.2%
{ 11	Is fair and consistent about punishment.	29.4% )
{ 14	Makes pupils work hard.	29.4% )
{ 17	Can explain things clearly.	29.4% )
{ 23	Helps pupils who are slow at their work.	26.5% )
{ 16	Gives lessons that are interesting.	26.5% )
{ 65	Is understanding about pupils' problems.	26.5% )

TABLE 79 (cont.)

Group Two.    I.Q. Band 3.    (NO. = 36).    (I.Q. Range = 101-110).

<u>Category.</u>	<u>Definition: "A Good Teacher..."</u>	<u>Used By.</u>
2	Can keep control of the class without being too strict.	66.7%
53	Has a good sense of humour.	58.3%
60	Is good tempered.	41.7%
11	Is fair and consistent about punishment.	38.9%
1	Can keep control of the class.	36.1%
23	Helps pupils who are slow at their work.	33.3%
16	Gives lessons that are interesting.	30.6%
{ 14	Makes pupils work hard.	25.0% )
{ 17	Can explain things clearly.	25.0% )
62	Is cheerful and friendly.	22.2%

TABLE 79 (cont.)

Group One.    I.Q. Bands 1 and 2.    (NO. = 20).    (I.Q. Range = 80-100).

<u>Category.</u>	<u>Definition: "A Good Teacher..."</u>	<u>Used By.</u>
1	Can keep control of the class.	50%
60	Is good tempered.	30%
{ 53	Has a good sense of humour.	25%
{ 11	Is fair and consistent about punishment.	25%
{ 14	Makes pupils work hard.	25%
{ 2	Can keep control of the class without being too strict.	20%
{ 23	Helps pupils who are slow at their work.	20%
{ 35	Comes round to help pupils while they are working.	20%
{ 46	Doesn't talk down to pupils.	15%
{ 62	Is cheerful and friendly.	15%

As was explained previously, (see p. 216, I), access to pupils' I.Q. ratings (as measured by the Moray House Verbal Reasoning Test), was available in school Three only. Even in this school however, some pupils' records were inaccessible to the researcher, as they were not in the central file but were instead in the possession of guidance teachers, psychologists, etc. It in fact was possible to obtain only 110 I.Q. scores for the 190 pupils sampled from this school, and it is not possible to estimate the degree of bias introduced into these results by the absent records. However, it was decided to proceed with the analysis of the results in terms of the I.Q. variable, on the basis that the findings would be of some interest, even though too much importance should not be attached to them. This is especially the case since the numbers in the I.Q. bands are small; as a result of the small numbers in the groups, chi-square results have been omitted from the analysis as they were unlikely to reveal any meaningful statistically significant differences between the use of a particular category by different groups of pupils.

The I.Q. range of each group, and the number of pupils contained in each is shown below:

I.Q. Band 1.	} Group One	Range	80-90	5 pupils	}	
I.Q. Band 2.		"	91-100	15 "		
I.Q. Band 3.		Group Two	"	101-110		36 "
I.Q. Band 4.		Group Three	"	111-120		34 "
I.Q. Band 5.		Group Four	"	121+		20 "

Since Band One contained so few pupils, it was amalgamated with Band Two for the purposes of analysis. The table shows that the I.Q. scores are higher than would be expected from other I.Q. tests; however, it is the relative I.Q. level of the pupils in the sample which is of interest for the purpose of comparison.

The fact that the small groups rendered the chi-square test unlikely to reveal any statistically significant differences between them, does not necessarily imply that I.Q. was an unimportant variable affecting pupil response to the essay topic. It may reasonably be assumed that I.Q. is to some extent related to school stream, which, as has been discussed, (see p. 75) was a highly significant variable, indeed the most influential of the variables studied on pupil response.

Again, the similarity of the results for the different

groups is the remarkable feature. Six categories appeared in the "top-ten" lists of all four I.Q. groups, whilst a further five categories appeared in three out of the four lists. Two categories were placed in the lists of one group only, and a final category appeared in two lists out of the four. Thus only 14 categories appeared in the 4 "top-ten" lists.

As the tables above indicate, pupils in the lower I.Q. bands were inclined to make fewer statements per essay than pupils in the higher bands. However, it must be stressed once again that it is the relative importance of the teacher characteristics to the different groups, as measured by their rankings in the tables, that are of interest.

The category which was used most frequently by pupils in the lowest I.Q. group was category 1: "A good teacher can keep control of the class." Group 2 pupils placed the category only fifth, however, whilst Group 3 pupils placed it second, and Group 4 pupils ranked it third. Percentage figures were:

Group One	=	50.0%
Group Two	=	36.1%
Group Three	=	55.9%
Group Four	=	55.0%

It is interesting to note that pupils in the two bottom I.Q. bands (group one) and the two top bands (groups three and four) both used this category more frequently and ranked it more highly than the pupils in the middle I.Q. band did. It was in fact ranked most highly in relation to other teacher characteristics by pupils in the lowest I.Q. group.

The second most frequently-used category by the lowest I.Q. group was category 60: "A good teacher is good-tempered." This category was ranked third by group two pupils, fourth by group three pupils, and joint eighth by group four pupils. Percentage results were as follows:

Group One	=	30.0%
Group Two	=	41.7%
Group Three	=	38.2%
Group Four	=	25.0%

Thus the category was used least and ranked lowest by the most intelligent group, suggesting perhaps that these pupils are rarely

on the receiving end of the teacher's ill-temper. The fact that the category was ranked more highly in relation to other teacher characteristics as the I.Q. of the pupils concerned decreased, suggests that possibly pupils of low I.Q. are more frequently exposed to the teacher's bad temper, or that they are more sensitive to it.

Ranked joint third by group one pupils was Category 53: "A good teacher has a good sense of humour." This category was ranked second by pupils in group two, first by group three pupils, and second by group four children. Percentage figures were:

Group One	=	25.0%
Group Two	=	58.3%
Group Three	=	61.8%
Group Four	=	60.0%

The low percentage figure for Group One (the least intelligent group), is misleading, since this group wrote shorter essays on the average than pupils in the more intelligent groups, and thus made fewer "statements". What is clear is that this teacher characteristic was of major importance to pupils of all I.Q. levels.

Also ranked joint third by group one pupils was Category 11: "A good teacher is fair and consistent about punishment." The category was ranked fourth by pupils in group two, joint fifth by group three children, and joint eighth by those in group four. Percentage results were:

Group One	=	25.0%
Group Two	=	38.9%
Group Three	=	29.4%
Group Four	=	25.0%

These results may be compared with those given previously for Category 60: again the relative importance attached to this teacher characteristic in relation to other characteristics decreases as the I.Q. of the pupils concerned increases, perhaps because pupils of lower I.Q. receive punishment more often and thus value the teacher quality of fairness about punishment more highly than their more intelligent peers. Possibly, too, pupils in the lowest I.Q. group feel that they are sometimes blamed and punished for things that they have not done.

The final category which was ranked joint third by pupils in group one was Category 14: "A good teacher makes pupils work

hard." This category was placed joint eighth by group two pupils, joint fifth by group three pupils, and joint fifth also by group four children. Percentage results:

Group One	=	25.0%
Group Two	=	25.0%
Group Three	=	29.4%
Group Four	=	30.0%

Thus, interestingly, this teacher characteristic was ranked marginally higher by pupils in the lowest I.Q. group than by those in the highest. Possibly some of these pupils acknowledge that they are in classes where little work would be done without firm insistence of the teacher.

Category 2: "A good teacher can keep control of the class without being too strict" was placed joint sixth by pupils in group one. This category was however ranked first by group two pupils, and by those in group four. It was ranked third by children in group three. Percentage figures were:

Group One	=	20.0%
Group Two	=	66.7%
Group Three	=	52.9%
Group Four	=	80.0%

It is interesting to compare the results for categories one and two. Two and a half times as many pupils in the lowest I.Q. group used category one as used category two. (Category one states simply: "A good teacher can control the class"). However, nearly twice as many group two pupils used category two (which adds the rider "without being too strict") as used category one, whilst group four pupils also used category two appreciably more than they used category one. (About  $1\frac{1}{2}$  times as frequently). Group three pupils used both categories approximately equally. There was thus a tendency for pupils of lower intelligence to use category two in preference to category one, whilst the most intelligent pupils clearly favoured category two.

The rank positions of category two for the various groups also suggest that pupils in the higher I.Q. groups attached considerably more importance to the teacher's ability to maintain control without being excessively strict than pupils in the lowest I.Q. group did. The lowest group appeared just as keen for discipline to be maintained; indeed they ranked category one first,

as has already been discussed, but they did not appear to be as fussy about the teacher's method of achieving control. It is possible that older pupils of lower intelligence, who are "streamed", are used to a somewhat hostile classroom atmosphere, whereas more intelligent pupils, who are possibly less frequently the object of teacher hostility, dislike such an atmosphere in the class.

Also ranked joint sixth by the lowest I.Q. group was Category 23: "A good teacher helps pupils who are slow at their work." This category was also ranked sixth by group two pupils, eighth by group three children, and joint fifth by group four pupils. Percentage results were:

Group One	=	20.0%
Group Two	=	33.3%
Group Three	=	26.5%
Group Four	=	30.0%

Rather surprisingly, therefore, this category was ranked most highly by pupils in the highest I.Q. group. Possibly these pupils are more aware of their own deficiencies in knowledge than pupils in the lower groups, and more reticent about asking for help.

The third category which was ranked joint sixth by the lowest I.Q. group was Category 35: "A good teacher comes round to help pupils while they are working." Interestingly, this category did not appear in the "top-ten" lists of any of the other three groups. Percentage figures:

Group One	=	20.0%
Group Two	=	5.6%
Group Three	=	14.7%
Group Four	=	20.0%

It would seem that low-I.Q. pupils do not like teachers who merely sit at their desks marking or reading whilst the pupils work. They appear to attach a higher importance than do pupils in the other three groups to active teacher involvement in the lesson. These pupils seem to like attention from their teachers.

Ranked joint ninth by pupils in the lowest I.Q. group was Category 46: "A good teacher doesn't talk down to pupils." This category did not appear in the "top-ten" lists of groups two or three, but it was ranked joint eighth by pupils in the top I.Q.

group. Percentage results:

Group One	=	15.0%
Group Two	=	8.3%
Group Three	=	14.7%
Group Four	=	25.0%

Thus this characteristic was rated most highly by the top and the bottom I.Q. groups.

The second category which was ranked joint ninth by the lowest I.Q. group was Category 62: "A good teacher is cheerful and friendly." This category was also ranked tenth by group two pupils, and joint eighth by group four pupils. It did not appear in the "top-ten" list of group three pupils, however. Percentage results were:

Group One	=	15.0%
Group Two	=	22.2%
Group Three	=	14.7%
Group Four	=	25.0%

These results suggest that this teacher characteristic was reasonably important to all I.Q. groups.

Three categories which did not appear in the "top-ten" of the pupils in the lowest I.Q. group but which were featured in the lists of one or more of the other groups, were Categories 16, 17 and 65.

Category 16: "A good teacher gives lessons that are interesting" was ranked seventh by group two pupils, joint ninth by group three pupils, and fourth by group four pupils. Percentage results were:

Group One	=	10.0%
Group Two	=	30.6%
Group Three	=	23.5%
Group Four	=	35.0%

Thus this category was ranked most highly by the most intelligent group, and was ranked lowest by the least intelligent pupils, suggesting that intelligence is a factor affecting pupils' concern about lesson content.

Category 17: "A good teacher can explain things clearly", was ranked joint ninth by group two pupils, joint fifth by group



three pupils and joint fifth also by group four. Percentage results:

Group One	=	5.0%
Group Two	=	25.0%
Group Three	=	29.4%
Group Four	=	30.0%

The rank position of this category thus rose with the I.Q. of the pupils concerned (the position for groups three and four being the same); pupils in the lowest I.Q. group did not use the category with anything like the degree of frequency that the three other groups did, which is interesting as it might have been expected that it would be the least intelligent pupils who would value clear exposition on the teacher's part.

Category 65: "A good teacher is understanding about pupils' problems" was ranked in the "top-ten" only of group three (it was placed joint ninth). Percentage figures were:

Group One	=	10.0%
Group Two	=	13.9%
Group Three	=	23.5%
Group Four	=	10.0%

TABLE 80

MOST FREQUENTLY-USED CATEGORIES BY SOCIAL CLASS.GROUP 1. (SOCIAL CLASSES 1 and 2) (No. = 9).

<u>Category.</u>	<u>Definition: "A Good Teacher..."</u>	<u>%</u>
2	Can keep control of the class without being too strict.	66.7%
{ 53	Has a good sense of humour.	44.4%
{ 14	Makes pupils work hard.	44.4%
{ 1	Can keep control of the class.	33.3%
{ 17	Can explain things clearly.	33.3%
{ 12	Doesn't punish pupils who can't do the work.	22.2%
{ 23	Helps pupils who are slow at their work.	22.2%
{ 60	Is good-tempered.	22.2%
{ 71	Looks neat and tidy.	22.2%

GROUP 2. (SOCIAL CLASS 3 N.M.) (No. = 31).

<u>Category.</u>	<u>Definition: "A Good Teacher..."</u>	<u>%</u>
53	Has a good sense of humour.	67.7%
2	Can keep control of the class without being too strict.	61.3%
1	Can keep control of the class.	58.1%
{ 16	Gives lessons that are interesting.	48.4%
{ 60	Is good-tempered.	48.4%
11	Is fair and consistent about punishment.	35.5%
{ 14	Makes pupils work hard.	29.0%
{ 65	Is understanding about pupils' problems.	29.0%
{ 23	Helps pupils who are slow at their work.	29.0%
46	Doesn't talk down to pupils.	25.8%

TABLE 80 (cont.)

## GROUP 3. (SOCIAL CLASS 3 MANUAL) (No. = 9).

<u>Category.</u>	<u>Definition: "A Good Teacher..."</u>	<u>%</u>
1	Can keep control of the class.	77.8%
53	Has a good sense of humour.	66.7%
2	Can keep control of the class without being too strict.	55.6%
{ 11	Is fair and consistent about punishment.	33.3% }
{ 16	Gives lessons that are interesting.	33.3% }
{ 17	Can explain things clearly.	33.3% }

## GROUP 4. (SOCIAL CLASS 4) (No. = 44).

<u>Category.</u>	<u>Definition: "A Good Teacher..."</u>	<u>%</u>
{ 1	Can keep control of the class.	52.3% }
{ 53	Has a good sense of humour.	52.3% }
2	Can keep control of the class without being too strict.	50.0%
11	Is fair and consistent about punishment.	31.8%
60	Is good -tempered.	29.5%
{ 14	Makes pupils work hard.	25.0% }
{ 23	Helps pupils who are slow at their work.	25.0% }
62	Is cheerful and friendly.	20.5%
{ 35	Comes round to help pupils while they are working.	18.2% }
{ 16	Gives lessons that are interesting.	18.2% }

TABLE 80 (cont.)

GROUP 5. (SOCIAL CLASSES 5 and 6). (No. = 15).

<u>Category.</u>	<u>Definition: "A Good Teacher..."</u>	<u>%</u>
2	Can keep control of the class without being too strict.	53.33%
{ 23	Helps pupils who are slow at their work.	40.0% )
{ 53	Has a good sense of humour.	40.0% )
{ 60	Is good-tempered.	40.0% )
17	Can explain things clearly.	33.33%
{ 11	Is fair and consistent about punishment.	26.7% )
{ 16	Gives lessons that are interesting.	26.7% )
{ 1	Can keep control of the class.	20.0% )
{ 14	Makes pupils work hard.	20.0% )
{ 62	Is cheerful and friendly.	20.0% )

CONTENT ANALYSIS RESULTS  
BY SOCIAL CLASS.

As has been explained previously (see p. 216, I), social class data for pupils was available for one school only (school 3), and then for only 103 out of the 190 pupils sampled from this school, due to the unavailability of some record cards. Consequently the results must be interpreted with caution.

The social class groupings referred to below are those of the Registrar General's classification, based on father's occupation. Thus group one contained pupils in social classes one and two; group two contained pupils in social class three (non-manual); group three contained pupils in social class three (manual); group four contained pupils in social class four; and group five contained pupils who belonged to social classes five and six.

Unfortunately, as can be seen from the previous tables, the distribution of pupils amongst the various groups was very uneven. It was felt, however, that to amalgamate the groups further would involve a loss of homogeneity within the groups.

It should also be noted that the "top-ten" list of group three, (which contained only nine pupils), was reduced to only six categories, since an identical percentage of pupils within the group used many of the remaining categories.

The category which was used most frequently by group one pupils was Category 2: "A good teacher can keep control of the class without being too strict." This category was ranked second by group two, third by group three and by group four, and first by group five. Percentage results were:

Group One	=	66.7%
Group Two	=	61.3%
Group Three	=	55.6%
Group Four	=	50.0%
Group Five	=	53.3%

This teacher characteristic was thus ranked highly by all social-class groups, and highest of all by group one, (social classes one and two), and by group five, (social classes five and six).

Ranked joint second by pupils in group one was Category 53: "A good teacher has a good sense of humour." This category was ranked first by pupils in group two; second by group three and

group four pupils, and joint second by group five. Percentage figures:

Group One	=	44.4%
Group Two	=	67.7%
Group Three	=	66.7%
Group Four	=	52.3%
Group Five	=	40.0%

Category 53 was thus ranked either first or second by all five social class groups.

Also ranked joint second by group one was Category 14: "A good teacher makes pupils work hard." However, this category was ranked only joint seventh by group two pupils, and it did not appear in the "top-six" of group three pupils. It was ranked joint sixth by group four, and joint eighth by group five pupils.

Percentage results:

Group One	=	44.4%
Group Two	=	29.0%
Group Three	=	22.2%
Group Four	=	25.0%
Group Five	=	20.0%

Thus group one children, (social classes one and two), appeared to attach considerably greater significance to this teacher characteristic than pupils in the other four groups did; they ranked it most highly and also used it much more frequently than the other groups. The category was also ranked lowest and used least by group five children (social class five).

Ranked joint fourth by group one pupils was Category 1: "A good teacher can keep control of the class." This category was ranked third by pupils in group two, first by pupils in group three, and joint first by group four pupils. However, it was ranked only joint eighth by group five pupils, who interestingly ranked Category 2: "A good teacher can control the class without being too strict," first, as has been discussed. Pupils in group one and group two also ranked Category 2 above Category 1. Percentage figures for

Category 1 were:

Group One	=	33.3%
Group Two	=	58.1%
Group Three	=	77.8%
Group Four	=	52.3%
Group Five	=	20.0%

The category was thus ranked most highly by pupils in groups three and four, and lowest by group five children.

Also ranked joint fourth by pupils in group one was Category 17: "A good teacher can explain things clearly." This category did not appear in the "top-ten" of groups two and four, but it was ranked joint fourth by group three, and fifth by group five. Percentage figures:

Group One	=	33.3%
Group Two	=	25.8%
Group Three	=	33.3%
Group Four	=	13.6%
Group Five	=	33.3%

Thus the category was ranked most highly by groups one, three, and five.

Ranked joint sixth by group one pupils was Category 12: "A good teacher doesn't punish pupils who can't do the work." The category was not included in the "top-ten" of any of the other groups. Percentage results were:

Group One	=	22.2%
Group Two	=	16.1%
Group Three	=	22.2%
Group Four	=	6.8%
Group Five	=	13.3%

The second category which was ranked joint sixth by group one pupils was Category 23: "A good teacher helps pupils who are slow at their work." This category was ranked joint seventh by group two pupils, joint sixth by group four, and joint second by group five. It was not included in the "top-six" of group three

pupils. Percentage figures were:

Group One	=	22.2%
Group Two	=	29.0%
Group Three	=	11.1%
Group Four	=	25.0%
Group Five	=	40.0%

Interestingly, therefore, this teacher characteristic was ranked most highly by pupils in the lowest social class group, (social classes five and six).

The third category which was ranked joint sixth by group one children was Category 60: "A good teacher is good-tempered." The category was ranked joint fourth by group two pupils, fifth by group four, and joint second by group five. The category was not included in the "top-six" of the group three children. Percentage figures were:

Group One	=	22.2%
Group Two	=	48.4%
Group Three	=	22.2%
Group Four	=	29.5%
Group Five	=	40.0%

Thus again this category was ranked most highly by pupils in the lowest social class group, group five. It might perhaps be assumed from the results for the two previous categories that many pupils in social classes five and six are slow at their work and are also frequent targets of the teacher's ill-temper.

The final category which was ranked joint seventh by group one pupils was Category 71: "A good teacher looks neat and tidy" it is interesting to note that pupils in group one (social classes one and two) were the only ones to include this category in their "top-ten". Percentage figures were:

Group One	=	22.2%
Group Two	=	12.9%
Group Three	=	9.1%
Group Four	=	0.0%
Group Five	=	0.0%

It is also interesting to see that no child in groups four or five (social classes four, five and six) mentioned this teacher

characteristic.

Four categories which were not included in the "top-ten" list of pupils in group one appeared in the corresponding list of group two pupils. Ranked joint fourth by this group was Category 16: "A good teacher gives lessons that are interesting." The category was also ranked joint fourth by group three pupils, joint ninth by group four, and joint sixth by group five. Percentage results were:

Group One	=	11.1%
Group Two	=	48.4%
Group Three	=	33.3%
Group Four	=	18.2%
Group Five	=	26.7%

The category was thus ranked most highly and used most frequently by pupils in groups two and three, whilst the fact that it was not ranked at all in the "top-ten" of group one pupils is rather surprising.

Ranked sixth by pupils in group two was Category 11: "A good teacher is fair and consistent about punishment." It was also ranked joint fourth by group three pupils, fourth by group four, and joint sixth by group five. Percentage figures:

Group One	=	0.0%
Group Two	=	35.5%
Group Three	=	33.3%
Group Four	=	31.8%
Group Five	=	26.7%

Interestingly, the category was used by none of the children in group one (social classes one and two). This result would appear to indicate either that pupils belonging to these social classes are seldom punished, or that they seldom, if ever, question the fairness of their punishment.

Ranked joint seventh by group two pupils was Category 65: "A good teacher is understanding about pupils' problems." The category did not appear in the "top-ten" of any of the other four

groups. Percentage results, however, were:

Group One	=	0.0%
Group Two	=	29.0%
Group Three	=	22.2%
Group Four	=	9.1%
Group Five	=	13.3%

Again, the complete lack of use of this category by group one pupils is interesting; do they rarely have problems connected with school, or do they always find teachers understanding, so much so that the pupils do not question that teachers could be anything else?

Ranked tenth by group two pupils was Category 46: "A good teacher doesn't talk down to pupils." This category too was not included in the "top-ten" lists of any of the other groups. Percentage figures were:

Group One	=	11.1%
Group Two	=	25.8%
Group Three	=	22.2%
Group Four	=	13.6%
Group Five	=	0.0%

As in the case of Category 65, this category was used most frequently by pupils in groups two and three (social classes 3 non-manual and 3 manual). It was not used at all by group five pupils, perhaps suggesting that they do not expect to be, or do not want to be treated as "equals" by the teacher, who, it is reasonable to assume, is viewed as belonging to a different social class.

In addition to these four categories, two additional categories were placed in the "top-ten" of group four pupils, but not in the corresponding lists of any of the higher social-class groups. Thus Category 62: "A good teacher is cheerful and friendly" was ranked eighth by this group, and joint eighth by group five pupils. Percentage results:

Group One	=	11.1%
Group Two	=	16.1%
Group Three	=	11.1%
Group Four	=	20.5%
Group Five	=	20.0%

It is interesting that this category was both used most frequently

and ranked most highly by pupils in the two lowest social class groups, especially when, as was discussed previously, no pupils from group five used Category 46: "A good teacher doesn't talk down to pupils."

Ranked joint ninth by group four pupils was Category 35: "A good teacher comes round to help pupils while they are working." The category was not ranked in the "top-ten" of any of the other four groups. Percentage figures were:

Group One	=	11.1%
Group Two	=	9.7%
Group Three	=	22.2%
Group Four	=	18.2%
Group Five	=	0.0%

The category was thus used most frequently by pupils in groups three and four, (social classes 3 manual and 4), and not, as might have been expected, by group one pupils.

APPENDIX 5.

The Results of the Content Analysis of Pupils'  
"Purpose of School" Essays, According to the  
Variables of:

School

Sex

Anonymous/Signed

Year

Stream

I.Q.

Social Class

It should be noted that whilst in the case of the "Good Teacher" category system, the ten most frequently-used categories were listed for each pupil sub-group ( $10/74 = 13.51\%$ ), the "Purpose of School" system contained only 46 categories instead of 74, and thus only the six most frequently-used categories were listed for each group. (The ratio remained almost the same  $6/46 = 13.04\%$ ).

Although both cut-off points were arbitrary, it was felt by the researcher and the coders that the number of categories listed in each case provided a satisfactory focus of attention on the main areas of pupil concern.

It should also be pointed out once again that owing to the extremely small size of some of the I.Q. and social class sub-groups of the sample,  $X^2$  results are not reported for these two variables.

Finally, it must be emphasised that the word "rank", when used with reference to the results of the content-analysis, as in this Appendix, refers to the rank position of a particular category for a sub-group of the sample calculated according to the number of times this category was used in the essays of the pupils in question when compared to other categories. Pupils were not, of course, asked to rank different statements in order of importance until the questionnaire stage of the research.

TABLE 81

MOST FREQUENTLY-USED CATEGORIES BY SCHOOL.

<u>SCHOOL 1.</u> (No. = 237).		
<u>Category Number</u>	<u>Definition: "The Purpose of School is..."</u>	<u>Percentage of Pupils Using The Category.</u>
21	To teach us lots of different subjects.	71.7%
8	To help us get a well-paid job.	59.9%
4	To help us pass exams and get qualifications.	28.3%
14	To give us somewhere to meet friends.	24.1%
32	To teach us to read, write and count.	16.9%
46	To prepare us for standing on our own feet in the world.	16.0%
<u>SCHOOL 2.</u> (No. = 131).		
<u>Category Number</u>	<u>Definition: "The Purpose of School is..."</u>	<u>Percentage of Pupils Using The Category.</u>
21	To teach us lots of different subjects.	84.0%
8	To help us get a well-paid job.	69.5%
14	To give us somewhere to meet friends.	36.6%
46	To prepare us for standing on our own feet in the world.	35.1%
32	To teach us to read, write and count.	33.6%
4	To help us pass exams and get qualifications.	32.8%
<u>SCHOOL 3.</u> (No. = 190).		
<u>Category Number</u>	<u>Definition: "The Purpose of School is..."</u>	<u>Percentage of Pupils Using The Category.</u>
21	To teach us lots of different subjects.	64.2%
8	To help us get a well-paid job.	61.6%
14	To give us somewhere to meet friends.	37.9%
4	To help us pass exams and get qualifications.	36.8%
5	To teach us subjects that can be used directly in a job.	31.1%
46	To prepare us for standing on our own feet in the world.	29.5%

CONTENT ANALYSIS RESULTS BY SCHOOL.

As may be seen from the above tables there was very little difference between the "top-six categories" of the three schools. The same two categories were used most frequently by pupils in all three schools. Category 21: "The purpose of school is to teach us lots of different subjects" was ranked first by all groups, and was used by 71.7% of School 1 pupils, 84.0% of School 2, and by 64.2% of School 3. ( $\chi^2 = 15.05024$  with 2 d.f., sig =  $< 0.001$ ). Ranked second by all three groups was Category 8: "The purpose of school is to help us get a well-paid job." (Used by 59.9% of School 1 pupils, 69.5% of School 2, and 61.6% of School 3). Clearly the majority of pupils in all schools accepted both the subject-orientated and subject-divided educative function of the school, and also the powerful allocating role of the school, which has already been discussed in detail; the implicit assumption being that academic success at school will "help" one to obtain such a job in adult life.

Ranked third by School 1 pupils was Category 4: "The purpose of school is to help us pass exams and get qualifications." (Used by 28.3% of the group). Category 4 was also ranked third according to frequency of use by School 3 pupils. (Used by 37.9%). The category was however ranked only sixth by School 2 children. (Used by 32.8%). As was discussed previously, it is hardly surprising that this category should be used by a large percentage of pupils at all three schools in view of the results for Category 8. Pupils presumably believe that it is via the "qualifications" referred to in Category 4 that the "well-paid job" of Category 8 is obtained.

The fourth most frequently-used category by School 1 pupils was Category 14: "The purpose of school is to give us somewhere to meet friends." (Used by 24.1%). This category was placed third by School 2 children, (used by 36.6%), and third also by

School 3 pupils, (used by 37.9%). ( $X^2 = 11.24587$  with 2 d.f. , sig =  $< 0.005$ ). It is interesting, as has been commented upon already, that this "social" function of the school is esteemed so highly by pupils. Many mentioned the fact that the school provided them with an opportunity to meet other children from different areas and different backgrounds. This "mixing" function is perhaps overlooked by teachers, and is especially applicable, of course, to comprehensive schools.

Ranked fifth by School 1 pupils was Category 32: "The purpose of school is to teach us to read, write and count". (Used by 16.9% of the group). This category was also ranked fifth by School 2 (used by 33.6%), but it was not included in the "top-six" list of School 3 pupils. It was however used by 28.4% of this group, ( $X^2 = 14.76248$  with 2 d.f. , sig =  $< 0.001$ ). Thus, as one would expect, pupils acknowledge the importance of the school's role in supplying them with an education in the basic requirements of literacy and numeracy.

The sixth most frequently-used category by School 1 children was Category 46: "The purpose of school is to prepare us for standing on our own feet in the world." (Used by 16.0% of the group). The category was also ranked sixth by School 3 (used by 29.5%) and was placed fourth by School 2 children (used by 35.1%). ( $X^2 = 19.28899$  with 2 d.f. , sig =  $< 0.001$ ). Subsumed within this category were statements such as "To teach us to become independent"; "to teach us to cope with our problems"; "to teach us to make our own decisions"; "to teach us to think for ourselves"; "to prepare us for adult life". (It is clear from the above results that pupils attach a great deal of importance to this function of the school; it is debatable, however, whether Scottish schools generally do as much as they might to foster pupils' independence and to encourage pupils to "think for themselves". In many, if not most schools, pupils are told what to think, what to wear, what to do, etc. It would appear, however, that the pupils who used this category believed that schools actually do prepare pupils for adult life, and were not voicing a hypothetical desire.

The only other category to appear in the "top-six" lists of any of the three schools was Category 5: "The purpose of school is to teach us subjects that can be used directly in a job." This category was ranked fifth according to frequency of use by School 3 pupils, and was used by 31.1% of this group. Category 5 was also used by 13.5% of School 1 pupils, and by 26.7% of the children from School 2. ( $X^2 = 20.25685$  with 2 d.f. , sig =  $< 0.001$ ). The frequent use of this category is not surprising, given the importance that

pupils attached to the school's supposed function of helping them to obtain a well-paid job, as has been already discussed. As will be shown later, Category 5 was used mainly by less academic pupils.

A further fourteen categories proved to differentiate at a statistically significant level between the three school groups. In every case but one however, School 1 pupils used the category less than the pupils of both other schools, suggesting perhaps that they were in fact allowed less time to write their essays, although instructions given to staff in School One were of course identical to those given to staff in Schools 2 and 3. The fourteen categories were as follows:

Category 6: "The Purpose of School is to prepare us for university or college."

School 1 used by 2.5% of pupils.

School 2 " " 5.3% " "

School 3 " " 8.9% " "

( $\chi^2 = 8.53290$  with 2 d.f., sig =  $< 0.05$ ).

Category 23: "The Purpose of School is to teach us Geography."

School 1 used by 0.0% of pupils.

School 2 " " 3.8% " "

School 3 " " 3.2% " "

( $\chi^2 = 8.45901$  with 2 d.f., sig =  $< 0.05$ ).

Category 29: "The Purpose of School is to teach us Maths."

School 1 used by 2.5% of pupils.

School 2 " " 8.4% " "

School 3 " " 6.3% " "

( $\chi^2 = 6.62243$  with 2 d.f., sig =  $< 0.05$ ).

Category 24: "The Purpose of School is to teach us History and Modern Studies."

School 1 used by 0.0% of pupils.

School 2 " " 4.6% " "

School 3 " " 3.7% " "

( $\chi^2 = 10.10061$  with 2 d.f., sig =  $< 0.01$ ).

Category 38: "The Purpose of School is to teach us how to express ourselves clearly."

School 1 used by 2.1% of pupils.

School 2 " " 8.4% " "

School 3 " " 2.6% " "

$(\chi^2 = 10.22710$  with 2 d.f., sig =  $< 0.01$ ).

Category 10: "The Purpose of School is to teach us how people in other countries live and think."

School 1 used by 2.5% of pupils.

School 2 " " 7.6% " "

School 3 " " 10.0% " "

$(\chi^2 = 10.54465$  with 2 d.f., sig =  $< 0.005$ ).

Category 45: "The Purpose of School is to help us find out what things we're good at."

School 1 used by 4.6% of pupils.

School 2 " " 11.5% " "

School 3 " " 14.7% " "

$(\chi^2 = 12.91190$  with 2 d.f., sig =  $< 0.005$ ).

Category 3: "The Purpose of School is to help us choose a job."

School 1 used by 5.1% of pupils.

School 2 " " 12.2% " "

School 3 " " 16.3% " "

$(\chi^2 = 14.60882$  with 2 d.f., sig =  $< 0.001$ ).

Category 16: "The Purpose of School is to provide clubs and sports in the lunch-hour and after school."

School 1 used by 5.9% of pupils.

School 2 " " 9.9% " "

School 3 " " 18.4% " "

$(\chi^2 = 16.96506$  with 2 d.f., sig =  $< 0.001$ ).

Category 28: "The Purpose of School is to teach us to speak a foreign language."

School 1 used by 3.0% of pupils.

School 2 " " 13.0% " "

School 3 " " 10.5% " "

$(X^2 = 14.43634$  with 2 d.f. , sig =  $< 0.001$ ).

Category 31: "The Purpose of School is to teach us different sports and how to keep fit."

School 1 used by 1.3% of pupils.

School 2 " " 7.6% " "

School 3 " " 10.5% " "

$(X^2 = 17.16290$  with 2 d.f. , sig =  $< 0.001$ ).

Category 33: "The Purpose of School is to teach us practical skills that will be useful at home."

School 1 used by 2.1% of pupils.

School 2 " " 9.2% " "

School 3 " " 10.5% " "

$(X^2 = 13.83556$  with 2 d.f. , sig =  $< 0.001$ ).

Category 40: "The Purpose of School is to teach us discipline."

School 1 used by 7.2% of pupils.

School 2 " " 19.1% " "

School 3 " " 6.8% " "

$(X^2 = 16.41768$  with 2 d.f. , sig =  $< 0.001$ ).

Category 42: "The Purpose of School is to develop our intelligence."

School 1 used by 0.8% of pupils.

School 2 " " 8.4% " "

School 3 " " 3.7% " "

$(X^2 = 13.93587$  with 2 d.f. , sig =  $< 0.001$ ).

TABLE 82MOST FREQUENTLY-USED CATEGORIES BY SEX.

<u>MALE.</u> (Number = 264).		
<u>Category Number</u>	<u>Definition: "The Purpose of School is...."</u>	<u>Percentage of Pupils Using The Category.</u>
21	To teach us lots of different subjects.	67.8%
8	To help us get a well-paid job.	58.0%
4	To help us pass exams and get qualifications.	33.7%
5	To teach us subjects that can be used directly in a job.	27.7%
46	To prepare us for standing on our own feet in the world.	26.5%
{ 14	To give us somewhere to meet friends.	24.2%
{ 32	To teach us to read, write and count.	24.2%

FEMALE. (Number = 294).

<u>Category Number</u>	<u>Definition: "The Purpose of School is...."</u>	<u>Percentage of Pupils Using The Category.</u>
21	To teach us lots of different subjects.	75.9%
8	To help us get a well-paid job.	67.0%
14	To give us somewhere to meet friends.	38.4%
4	To help us pass exams and get qualifications.	31.0%
32	To teach us to read, write and count.	25.2%
46	To prepare us for standing on our own feet in the world.	23.8%

CONTENT ANALYSIS RESULTS BY SEX.

As may be seen from the above table, both boys and girls made most frequent use of Category 21: "The purpose of school is to teach us lots of different subjects." 67.8% of boys and 75.9% of girls used the category. ( $X^2 = 4.08173$  with 1 d.f. , sig =  $< 0.05$ ).

Similarly, the next most frequently-used category in both groups was Category 8: "The purpose of school is to help us get a well-paid job." (Used by 58.0% of the boys' group and 67.0% of the girls). ( $X^2 = 4.49545$  with 1 d.f. , sig =  $< 0.05$ ). The fact that there was a statistically significant difference between the percentage of girls in the sample who used the category and the percentage of boys who did so would appear to suggest that girls attached significantly more importance to the school's function of helping pupils to obtain a well-paid job than boys did. What must again be stressed, however, is the fact that boys as well as girls ranked this "purpose of school" second in relation to other "purposes of school", (rank positions determined by the number of pupils using the category). Thus this purpose of school was of the same major importance to boys as it was to girls, in relation to other "purposes".

The results for Category 14: "The purpose of school is to provide a place where we can meet friends", are, however, interesting. This category was ranked third by the girls' group (used by 38.4%) but only joint sixth by the boys. (Used by 24.2%) ( $X^2 = 12.28996$ , with 1 d.f. , sig =  $< 0.001$ ). Thus it appears that this "social" purpose of school is of more importance to girls than it is to boys, though it is clearly of major importance to both sexes.

Ranked fourth according to frequency of use by the girls' group was Category 4: "The purpose of school is to help us pass exams and get qualifications". (Used by 31.0%). Category 4 was ranked third by the boys (used by 33.7%), suggesting that boys attach slightly more importance to the school's function of preparing pupils for examinations than girls do.

The category which was ranked fifth by the girls' group was Category 32: "The purpose of school is to teach us to read, write and count". (Used by 25.2%). This category was ranked joint sixth by the boys' group (used by 24.2%), suggesting that girls attach slightly more importance to the basics of literacy and numeracy than boys do, although both groups clearly regard tuition

in the basic language and number skills as a vital function of the school. However, it is interesting to note that the girls' group used Category 14: "The purpose of school is to give us somewhere to meet friends"  $1\frac{1}{2}$  times as frequently as they used Category 32, whilst boys used the categories with equal frequency.

Ranked sixth by the girls was Category 46: "The purpose of school is to prepare us for standing on our own feet in the world". 23.8% of the girls in the sample used this category. Thus boys appeared to be marginally more concerned with this function of school. One category that did not appear in the girls' "top-six" was ranked fourth by the boys. This was Category 5: "The purpose of school is to teach us subjects that can be used directly in a job". The category was used by 27.7% of the boys' group and by 18.0% of the girls ( $X^2 = 6.82979$  with 1 d.f. , sig =  $< 0.01$ ). These results suggest that boys are significantly more concerned with the occupational relevance of what they are taught at school than girls are, although a relatively high percentage of girls also made use of the category. Apart from the results for this category, and for Category 14, already discussed, there was little difference between the opinions of girls and boys on the topic: "The Purpose of School."

Only 2 further categories proved to differentiate at a statistically significant level between the groups. These were Category 36 and Category 43. The results were as follows:

Category 43: "The purpose of school is to teach us to respect our elders."

Boys: used by 0.8% of the group.

Girls: " " 4.4% " " "

( $X^2 = 5.80720$  with 1 d.f. , sig =  $< 0.05$ ).

Girls also used this category over five times more frequently than boys.

Category 36: "The purpose of school is to teach us how to get on with different kinds of people."

(Actual tuition in interpersonal relationships was implied here).

Boys: used by 3.0% of the group.

Girls: " " 14.6% " " "

( $X^2 = 21.14644$  with 1 d.f. , sig =  $< 0.001$ ).

The results for this category are very interesting, as girls used this category nearly five times as frequently as boys, apparently revealing a much greater concern with learning about interpersonal relationships.

TABLE 83

MOST FREQUENTLY-USED CATEGORIES.ANONYMOUS/SIGNED ESSAYS.ANONYMOUS (Number = 427)

<u>Category Number</u>	<u>Definition: "The Purpose of School is..."</u>	<u>Percentage of Pupils Using The Category.</u>
21	To teach us lots of different subjects.	61.8%
8	To help us get a well-paid job.	59.5%
{ 4	To help us pass exams and get qualifications.	34.4%)
{ 14	To give us somewhere to meet friends.	34.4%)
32	To teach us to read, write and count.	32.8%
{ 5	To teach us subjects that can be used directly in a job.	32.1%)
{ 46	To prepare us for standing on our own feet in the world.	32.1%)

SIGNED (Number = 131)

<u>Category Number</u>	<u>Definition: "The Purpose of School is..."</u>	<u>Percentage of Pupils Using The Category.</u>
21	To teach us lots of different subjects.	75.2%
8	To help us get a well-paid job.	63.7%
4	To help us pass exams and get qualifications.	31.6%
14	To give us somewhere to meet friends.	30.9%
46	To prepare us for standing on our own feet in the world.	23.0%
32	To teach us to read, write and count.	22.2%

CONTENT ANALYSIS RESULTS:  
ANONYMOUS/SIGNED ESSAYS.

As can be seen from the tables above, Category 21: "The purpose of school is to teach us lots of different subjects" was ranked first (according to frequency of use) by both the group of pupils who signed their essays and by the group who wrote anonymously. The category was used by 61.8% of the anonymous group, and by 75.2% of the signed group. ( $X^2 = 8.21179$  with 1 d.f. , sig =  $< 0.005$ ). These results suggest that possibly the pupils who signed their essays may have felt somewhat pressurised to make the conventional, expected response to the essay question, but it must be emphasised that the anonymous group of pupils also used this category more frequently than any other.

Both groups also ranked Category 8: "The purpose of school is to help us get a well-paid job", second. The category was used by 59.5% of the anonymous group and by 63.7% of the group who signed their essays.

Ranked joint third by the anonymous group, and third also by the signed group, was Category 4: "The purpose of school is to help us pass exams and get qualifications". The category was used by 34.4% of the anonymous group, and by 31.6% of the signed group.

Category 14: "The purpose of school is to give us somewhere to meet friends" was ranked joint third by the anonymous group of pupils, and fourth by the signed group. The category was used by 34.4% of the anonymous pupils, and by 30.9% of the signed group.

Ranked fifth by the anonymous group and sixth by the signed group was Category 32: "The purpose of school is to teach us to read, write and count." The category was used by 32.8% of anonymous pupils, and by 22.2% of the signed group. ( $X^2 = 5.4689342$  with 1 d.f. , sig =  $< 0.05$ ). Although over 10% more of the anonymous group than the signed group used the category, the rank-order positions were virtually identical. Both groups thus attached similar relative importance to this "purpose of school" in relation to other purposes.

Category 5: "The purpose of school is to teach us subjects that can be used directly in a job," was ranked joint sixth by the anonymous pupils, and was not included in the "top-six" of the "signed" pupils. The category was used by 32.1% of the anonymous group, and by 19.7% of the signed group. ( $X^2 = 8.10689$  with 1 d.f. , sig =  $< 0.005$ ). It is possible, though not very likely, that under the shield of anonymity pupils felt more free to use this

category which is rather "anti-academic", in that it suggests that school subjects should be of direct occupational relevance. This suggestion is supported by the fact that all but one of the non-certificate 3rd and 4th year pupils in the sample were contained in the "anonymous" group. However, a substantial proportion of the group who signed their essays also used the category.

Ranked joint sixth according to frequency of use by the anonymous group was Category 46: "The purpose of school is to prepare us for standing on our own feet in the world." (Used by 32.1%). The category was ranked fifth by the signed group, and was used by 23.0% of this group. ( $X^2 = 3.95534$  with 1 d.f. , sig =  $< 0.05$ ).

Overall, therefore, with the exception of Category 5, already discussed, there was very little difference between the relative importance attached to the various "purposes of school" included in the "top six" of the anonymous and signed groups.

A further 8 categories proved to differentiate between the groups at a statistically significant level. The results for these categories were as follows:

Category 3: "The purpose of school is to help us choose a job."

Anonymous pupils: used by 8.7% of the group.

Signed " " " 16.8% " " "

( $X^2 = 6.17207$  with 1 d.f. , sig =  $< 0.05$ ).

These results contrast with those already discussed for another employment-related category, Category 5, where anonymous pupils made the statement "The purpose of school is to teach us subjects that can be used directly in a job" significantly more frequently than pupils who signed their essays.

Category 20: "The purpose of school is to take us during the day so that our parents can go out to work."

Anonymous pupils: used by 3.0% of the group.

Signed " " " 7.6% " " "

( $X^2 = 4.24390$  with 1 d.f. , sig =  $< 0.05$ ).

Category 28: "The purpose of school is to teach us to speak a foreign language."

Anonymous pupils: used by 6.1% of the group.

Signed " " " 13.7% " " "

( $X^2 = 7.06083$  with 1 d.f. , sig =  $< 0.01$ ).

Category 36: "The purpose of school is to teach us how to get on with different kinds of people."

Anonymous pupils: used by 7.3% of the group.

Signed " " " 15.3% " " "

$(X^2 = 6.80542$  with 1 d.f. , sig =  $< 0.01$ ).

Category 16: "The purpose of school is to provide clubs and sports in the lunch-hour and after school."

Anonymous pupils: used by 8.9% of the group.

Signed " " " 18.3% " " "

$(X^2 = 8.08047$  with 1 d.f. , sig =  $< 0.005$ ).

Category 33: "The purpose of school is to teach us practical skills that will be useful at home."

Anonymous pupils: used by 4.7% of the group.

Signed " " " 13.0% " " "

$(X^2 = 9.83712$  with 1 d.f. , sig =  $< 0.005$ ).

Category 31: "The purpose-of school is to teach us different sports and how to keep fit."

Anonymous pupils: used by 3.0% of the group.

Signed " " " 15.3% " " "

$(X^2 = 24.76305$  with 1 d.f. , sig =  $< 0.001$ ).

Category 45: "The purpose of school is to help us find out what things we're good at."

Anonymous pupils: used by 7.0% of the group.

Signed " " " 18.3% " " "

$(X^2 = 13.36720$  with 1 d.f. , sig =  $< 0.001$ ).

As can be seen from the results given for these 8 categories, pupils who signed their essays in every case used the category considerably more frequently (between 2 and 5 times as often) as the anonymous group.

The breakdown of the group of pupils who signed their essays has already been discussed, (see p. 43 ) and it must be borne in mind when interpreting the results that when this group is compared to the whole pupil sample, first, second and fifth year pupils are over-represented, whilst third year pupils are under-represented and fourth year pupils are almost totally absent. More than half of the "signed" group were in unstreamed first and second year classes (66.41% as compared to 48% in the main sample) whilst certificate third and fourth year pupils were under-represented

(16.03% compared to 26% in main sample) and non-certificate pupils were virtually unrepresented (0.76% compared to 17%).

The preponderance of young (first and second year) pupils in this group may explain their relatively frequent use of Category 20: "The purpose of school is to take pupils during the day so that their parents can go out to work," since the category suggests that a function of school is its "baby-sitting role", which younger children are presumably more likely to accept.

The absence of non-academic senior pupils from the "signed" group may also explain the more frequent use of Category 28: "The purpose of school is to teach us a foreign language" by this group than by the anonymous group. It is hard to see, however, how the imbalance in the make-up of the signed group when it is compared to the main sample could explain the results for the other 6 categories. It would seem to be anomalous that younger pupils should be more interested than older ones (third and fourth year) in the school's role of helping pupils to decide on a career (Category 3), or its function in teaching practical skills useful in the home (Category 33), or that of teaching pupils to get on with different kinds of people. (Category 36).

In fact, the almost total lack of non-academic senior pupils in the "signed" group may explain why the essays of this group were marginally longer on the average than those of the anonymous group (and thus contained, on average, more statements). To some extent then, the difference in the degree of use of the 8 categories may be explained by this fact that the "signed" group made more statements per essay, although obviously, all pupils were free to make any statements that they wished, and thus too much weight should not be attached to this fact. (The slightly longer length of this group's essays may of course also be accounted for by greater effort at the task by these pupils, in the belief that their essays might be scrutinised by their teacher).

The only other possible explanation for the greater use of these eight categories by the signed group than by the anonymous would seem to be that pupils in this group hoped that their points of view would be read by teachers. This hypothesis has been discussed previously, (see p. 45 ); if it is true, then the results for categories 3, 16, 33, 36 and 45 might be explained as being caused by pupils "hinting" that the school might be more concerned with helping pupils to choose a job, providing extra-curricular activities, teaching practical skills useful at home, teaching pupils how to get on with others, and assisting pupils to develop and to identify their talents.

TABLE 84MOST FREQUENTLY-USED CATEGORIES BY PUPILS' YEAR.

<u>First Year</u> (Number = 158).		
<u>Category Number</u>	<u>Definition: "The Purpose of School is...."</u>	<u>Percentage of Pupils Using The Category.</u>
21	To teach us lots of different subjects.	74.7%
8	To help us get a well-paid job.	69.0%
4	To help us pass exams and get qualifications.	24.7%
{ 32	To teach us to read, write and count.	24.1% )
{ 5	To teach us subjects that can be used directly in a job.	24.1% )
14	To give us somewhere to meet friends.	17.7%

<u>Second Year</u> (Number = 109).		
<u>Category Number</u>	<u>Definition: "The Purpose of School is...."</u>	<u>Percentage of Pupils Using The Category.</u>
21	To teach us lots of different subjects.	78.0%
8	To help us get a well-paid job.	67.0%
14	To give us somewhere to meet friends.	45.0%
19	To keep us off the streets.	32.1%
4	To help us pass exams and get qualifications.	26.6%
32	To teach us to read, write and count.	25.7%

<u>Third Year</u> (Number = 131).		
<u>Category Number</u>	<u>Definition: "The Purpose of School is...."</u>	<u>Percentage of Pupils Using The Category.</u>
21	To teach us lots of different subjects.	73.3%
8	To help us get a well-paid job.	52.7%
32	To teach us to read, write and count.	32.1%
5	To teach us subjects that can be used directly in a job.	30.5%
4	To help us pass exams and get qualifications.	29.0%
46	To prepare us for standing on our own feet in the world.	28.2%

TABLE 84 (cont.)

MOST FREQUENTLY-USED CATEGORIES BY PUPILS' YEAR.

<u>Fourth Year</u> (Number = 109).		
<u>Category Number</u>	<u>Definition: "The Purpose of School is...."</u>	<u>Percentage of Pupils Using The Category.</u>
{ 21	To teach us lots of different subjects.	62.4% } 62.4% }
{ 8	To help us get a well-paid job.	
4	To help us pass exams and get qualifications.	47.7%
14	To give us somewhere to meet friends.	37.6%
46	To prepare us for standing on our own feet in the world.	36.7%
5	To teach us subjects that can be used directly in a job.	22.9%

<u>Fifth Year</u> (Number = 51).		
<u>Category Number</u>	<u>Definition: "The Purpose of School is...."</u>	<u>Percentage of Pupils Using The Category.</u>
21	To teach us lots of different subjects.	68.6%
{ 8	To help us get a well-paid job.	60.8% } 60.8% }
{ 46	To prepare us for standing on our own feet in the world.	
14	To give us somewhere to meet friends.	49.0%
4	To help us pass exams and get qualifications.	43.1%
16	To provide clubs and sports in the lunch-hour and after school.	35.3%

CONTENT ANALYSIS RESULTS BY YEAR.

Again, the most noticeable feature of the above Table is the similarity between the category use of the various year-groups. Three categories, numbers 4, 8 and 21, appeared in the "top-six" lists of all five groups, whilst one further category was placed in four lists out of five (Category number 14). Categories 5, 32 and 46 appeared in the lists of three groups, whilst only Categories 16, 19 and 28 appeared in one group's list only. Thus only 9 categories in total comprised the "top-six" lists of the five groups.

Category 21: "The purpose of school is to teach us lots of different subjects", was ranked first or joint first by all groups; the essay results suggest that pupils of all ages regard this "purpose" as a major function of the school. Pupils in years 1 - 3 used the category slightly more frequently than those in years 4 and 5.

Similarly, Category 8: "The purpose of school is to help us get a well-paid job" was ranked second according to frequency of use by all year-groups except for the fourth-year group, who ranked it joint first. Strangely, a higher percentage of first and second-year pupils used the category than of third, fourth and fifth-year pupils. Possibly older pupils were slightly more realistic about the school's ability to "provide" a well-paid job, but the essays suggest that this function of school, (which, as has been discussed at length, it is dubious that the school really can fulfil), is of great importance to pupils of all ages.

Ranked joint third by first-year pupils was Category 4: "The purpose of school is to help us pass exams and get qualifications" (used by 24.7% of the group). The category was ranked fifth by second-year children, (used by 26.6%); by the third-year group, (used by 29.0%); and by fifth-year pupils, (used by 43.1%). It was ranked third by fourth year pupils, (used by 47.7%). Thus, although the category was ranked most highly in relation to other "purposes of school" by first-year and fourth-year pupils, the category was used most frequently, as one might expect, by fourth and fifth-year pupils, who are of the age to sit examinations. ( $\chi^2 = 21.04176$  with 4 d.f. , sig =  $< 0.001$ ).

Also ranked joint third by first-year pupils was Category 32: "The purpose of school is to teach us to read, write and count." (Used by 24.1% of the group). The category was also ranked sixth by the second-year group (used by 25.7%) and third by third-year pupils (used by 32.1%). It was not included in the "top-six" list

of either fourth or fifth-year pupils, although it was used by 21.1% of the fourth-year group, and by 13.7% of fifth-year pupils. Interest in the tuition of basic literacy and numeracy was thus greatest amongst pupils in first to third year, and least amongst fifth-year pupils. Presumably some fifth-year pupils had forgotten the need for such basic tuition, being more concerned with their strictly academic concerns.

Ranked fifth according to frequency of use by the first-year group was Category 5: "The purpose of school is to teach us subjects that can be used directly in a job." (Used by 24.1% of the group). The category was also placed fourth by the third-year group, (used by 30.5%) and sixth by fourth-year pupils. (Used by 22.9%). It was not included in the "top-six" of either the second-year or the fifth-year group, although it was used by 13.8% of second-year pupils, and by 15.7% of the fifth-year group. The category was thus ranked most highly by third-year pupils, and was also used most frequently by the third-year group. The concern of first-year pupils about their future jobs (as previously revealed by the results for Category 8, which have already been discussed) is however also interesting. The relatively low level of use of the category by the fifth-year group can perhaps be explained by the fact that these are "academic" pupils, who are not studying "vocationally orientated" subjects, such as crafts. They are in general studying for academic qualifications that are in themselves passports to college, university or a career, as the results of this group for Category 4 show: (Category 4, relating to examination passes, was used by nearly three times as many pupils in the fifth-year group as Category 5 was). ( $X^2$  results for Category 5 were as follows:  $X^2 = 11.17983$  with 4 d.f. , sig =  $< 0.05$ ).

Category 14: "The purpose of school is to give us somewhere to meet friends", was ranked sixth by the first-year group of pupils. (Used by 17.7%). This category was ranked third by second-year pupils, (used by 45.0%); fourth by the fourth-year group (used by 37.6%), and also by fifth-year pupils (used by 49.0%). It was not included in the "top-six" list of the third-year group, although it was used by 26.0% of this group. The category was thus ranked most highly by second-year pupils, and used most frequently by fifth-year and second-year pupils. This function of the school, one which many teachers perhaps ignore, is clearly of major importance to pupils of all ages. ( $X^2$  results for the category were:  $X^2 = 33.91602$  with 4 d.f. , sig =  $< 0.001$ ).

Only one category appeared in the "top-six" list of second-year pupils that did not feature in the corresponding first-year list. Category 19 was ranked fourth by second-year pupils ("The purpose of school is to keep us off the streets") but it did not appear in the "top-six" of any of the other groups. Percentage results were:

First Year:	7.6%
Second "	32.1%
Third "	12.2%
Fourth "	18.3%
Fifth "	25.5%

$$(X^2 = 32.09282 \text{ with } 4 \text{ d.f. , sig} = < 0.001).$$

The "cynical" rise in the use of this category to a peak in second-year is hard to explain. Also of interest is the relatively high number of pupils in the "academic" fifth-year group who used the category. The figures suggest that whilst this "negative" purpose of school does not seem to be very important to first-year pupils, it acquires more relative importance to pupils older than first-year, perhaps reflecting a disillusionment with the more "positive" purposes of school. There is however, no linear progression; pupils do not use the category more as they grow older.

Category 46: "The purpose of school is to prepare us for standing on our own feet in the world" which was ranked sixth by the third-year group of pupils, (used by 28.2%), was not included in the "top-six" list of either the first or second-year pupils. It was, however ranked fifth by the fourth-year group, (used by 36.7%), and third by fifth-year pupils, (used by 60.8%). It was also used by 9.5% of the first-year group, and by 15.6% of second-year pupils. Thus this category, as might have been expected, was used with increasing frequency and ranked increasingly higher according to frequency of use as the age of the pupils concerned increased, and the time for leaving school drew nearer. ( $X^2$  results were as follows:  $X^2 = 68.75537$  with 4 d.f. , sig  $< 0.001$ ).

Finally, Category 16: "The purpose of school is to provide clubs and sports in the lunch-hour and after school" was ranked sixth by fifth-year pupils (used by 35.3% of the group) but was not included in the "top-six" of any of the other year-groups. The category was used by 4.4% of first-year pupils, 9.2% of the second-year group, 9.2% also of third-year pupils, and 13.8% of the fourth-year group. Concern about the provision of extra-curricular activities thus increased with the age of the pupils(although an equal percentage of second and third-year pupils used it), reaching

a peak in fifth year. ( $X^2 = 39.03253$  with 4 d.f., sig =  $< 0.001$ )

A further 16 categories in the "Purpose of School" system proved to differentiate at a statistically significant level between the various year-groups. As proved to be the case with the "Good Teacher" system, the school year of pupils thus proved to be a highly influential variable affecting the essay response of pupils. The fact that 22 categories out of the 46 in the "Purpose of School" system proved to differentiate between the groups also supports the claim made earlier (see p.308, I) for the construct validity of the category system. The results for these 16 categories were as follows:

Category 3: "The purpose of school is to help us choose a job."

First-Year Pupils:	used by	5.1%
Second " " " "	" "	9.2%
Third " " " "	" "	13.0%
Fourth " " " "	" "	11.9%
Fifth " " " "	" "	21.6%

( $X^2 = 12.83124$  with 4 d.f. , sig =  $< 0.05$ ).

The interest of pupils in this "purpose of school" increased, as one might have expected, roughly in line with the age of the pupils concerned, with the exception that third-year pupils used the category more frequently than fourth-year pupils did. Least concern about this function was evinced by first-year pupils, and most by fifth-years.

Category 11: "The purpose of school is to teach us how Britain is run and governed."

First-Year Pupils:	used by	0.6%
Second " " " "	" "	0.0%
Third " " " "	" "	0.8%
Fourth " " " "	" "	4.6%
Fifth " " " "	" "	0.0%

( $X^2 = 12.55360$  with 4 d.f. , sig =  $< 0.05$ ).

The use of this category was minimal. However, proportionately, five times as many fourth-year pupils as pupils in any other year group made use of it. It is hard to suggest why no fifth-year pupils should have mentioned this function of school.

Category 15: "The purpose of school is to give us somewhere to have a good time."

First-Year Pupils:	used by	7.0%
Second " "	" "	7.3%
Third " "	" "	3.1%
Fourth " "	" "	6.4%
Fifth " "	" "	17.6%

$$(X^2 = 12.10761 \text{ with } 4 \text{ d.f. , sig} = < 0.05).$$

Interestingly, this category was used most by the fifth-year pupils, who were also academic in nature. Possibly the social life of this group of pupils was more centred on the school; it was certainly noticeable, as was pointed out on p. 133 that the fifth-year group was the only one to include Category 16, "The purpose of school is to provide clubs and sports in the lunch-hour and after school," in their "top-six" list of categories. They also used Category 14: "The purpose of school is to provide a place where we can meet friends" more frequently than any other year-group.

Category 33: "The purpose of school is to teach us practical skills that will be useful at home."

First-Year Pupils:	used by	10.1%
Second " "	" "	3.7%
Third " "	" "	6.9%
Fourth " "	" "	1.8%
Fifth " "	" "	11.8%

$$(X^2 = 10.89519 \text{ with } 4 \text{ d.f. , sig} = < 0.05).$$

Interestingly, greatest concern with this function of school was revealed by first-year and by fifth-year pupils. Possibly first-year children are excited by the new range of practical subjects offered by their secondary school that are not available at primary school, such as woodwork, metalwork, and domestic science, whilst fifth-year pupils who are about to leave school realise the usefulness of these practical skills. It is difficult to explain, however, the low rate of use of the category by the fourth-year group, many of whom were also due to leave school at the end of the session.

Category 39: "The purpose of school is to teach us the difference between right and wrong."

First-Year Pupils:	used by	0.6%
Second " "	" "	3.7%
Third " "	" "	3.8%
Fourth " "	" "	3.7%
Fifth " "	" "	5.9%

$$(X^2 = 10.46058 \text{ with } 4 \text{ d.f. , sig} = < 0.05)$$

This category was used least by the first-year group, and most by fifth-year pupils. The essay results suggest, however, that in general, pupils did not consider such "moral guidance" to be a major function of the school, a fact which is in itself worthy of note.

Category 42: "The purpose of school is to develop our intelligence".

First-Year Pupils:	used by	0.6%
Second " "	" "	1.8%
Third " "	" "	5.3%
Fourth " "	" "	7.3%
Fifth " "	" "	3.9%

$$(X^2 = 10.58560 \text{ with } 4 \text{ d.f. , sig} = < 0.05)$$

Category 44: "The purpose of school is to teach us punctuality."

First-Year Pupils:	used by	0.0%
Second " "	" "	0.0%
Third " "	" "	0.8%
Fourth " "	" "	3.7%
Fifth " "	" "	0.0%

$$(X^2 = 12.34416 \text{ with } 4 \text{ d.f. , sig} = < 0.05)$$

Pupil concern with this function of school was slight, but the category was used most by the fourth-year group. It was not used at all by first, second, or fifth-year pupils.

Category 28: "The purpose of school is to teach us to speak a foreign language."

First-Year Pupils:	used by	14.6%
Second " "	" "	4.6%
Third " "	" "	6.9%
Fourth " "	" "	4.6%
Fifth " "	" "	3.9%

$$(X^2 = 14.23599 \text{ with } 4 \text{ d.f. , sig} = < 0.01)$$

Interestingly, first-year pupils used the category more than twice as frequently as pupils in any other year-group, presumably because learning a foreign language, (French, in all of the three schools in the sample), is novel and exciting to first-year pupils, especially in the first term at secondary school when these essays were written. Most of this enthusiasm appears to have evaporated by second year, apparently never to return.

Category 31: "The purpose of school is to teach us different sports and how to keep fit."

First-Year Pupils:	used by	12.0%
Second " "	" "	1.8%
Third " "	" "	3.8%
Fourth " "	" "	3.7%
Fifth " "	" "	5.9%

$$(X^2 = 15.88708 \text{ with } 4 \text{ d.f. , sig} = < 0.005)$$

Again, enthusiasm for this "function" of the school was noticeably greatest amongst the first-year group. It might be suggested that, as was postulated previously in the case of learning French, first-year pupils are keen and enthusiastic in the area of games and P.E. because of the much wider range of activities offered by the secondary school compared to the primary school, and the much better facilities that are usually available in the secondary school for sport. As seemed to be the case with French, enthusiasm appeared to evaporate quickly after first year. (It is again worth mentioning here that the essays were written in the first term of the session, so that the "novelty" of secondary school would presumably be at its greatest).

Fifth-year pupils used the category more frequently than second, third or fourth-year pupils. This result matches that for Category 16, already discussed; fifth-year pupils expressed more interest than any of the other year groups in sporting and other extra-curricular activities.

Category 37: "The purpose of school is to teach us how to behave in different situations."

First-Year Pupils:	used by	0.0%
Second " "	" "	2.8%
Third " "	" "	3.8%
Fourth " "	" "	8.3%
Fifth " "	" "	7.8%

$$(X^2 = 14.90777 \text{ with } 4 \text{ d.f. , sig} = < .005)$$

Concern with this function of the school was greatest amongst fourth and fifth-year pupils, whilst the category was not used at all by the first-year group. The results suggest that older pupils are perhaps more aware of their independence, and of the fact that they are responsible for their own behaviour; also that they have a desire to do the "right" thing in various social situations, perhaps to avoid feeling the odd person out, and being consequently embarrassed. It is debatable whether most schools offer much guidance of this nature, although matters of behavioural options may be discussed, for example, from time to time in English classes.

Category 2: "The purpose of school is to prepare us for working with other people when we leave."

First-Year Pupils:	used by	1.3%
Second " "	" "	4.6%
Third " "	" "	11.5%
Fourth " "	" "	8.3%
Fifth " "	" "	23.5%

$$(X^2 = 31.28767 \text{ with } 4 \text{ d.f. , sig} = < 0.001)$$

As one might have expected, concern about this "purpose of school" increased in line with the age of the pupils concerned, with the exception that third-year pupils used the category proportionately more often than the fourth-year group did. Fifth-year pupils used the category more than twice as often as any other year-group, including fourth-year pupils, many of whom would also be leaving at the end of the session. These results may indicate that the fifth-year pupils, being older and academic in nature, had thought more seriously about the problems involved in working with other people.

Category 36: "The purpose of school is to teach us how to get on with different kinds of people."

First-Year Pupils:	used by	1.9%
Second " "	" "	8.3%
Third " "	" "	13.7%
Fourth " "	" "	10.1%
Fifth " "	" "	19.6%

$$(X^2 = 20.26567 \text{ with } 4 \text{ d.f. , sig} = < 0.001)$$

The results for Category 36 are similar to those for Category 2, which have just been discussed. Again, use of the category increased with the age of the pupils concerned, with the exception that third-year pupils used it proportionately more frequently than fourth-years did. Again, first-year pupils used the category hardly at all, whilst the fifth-year group used it relatively often. These results again suggest an increasing concern on the part of the pupil as he grows older with his ability to "fit in" to various social situations, presumably reflecting the underlying uncertainty and insecurity of adolescents in a complex society. It is again doubtful, however, whether, apart from the function which it fulfills almost accidentally, in bringing children from different areas and backgrounds together and providing them with opportunities to meet and mix, schools provide much assistance to pupils in helping them to acquire social expertise.

Category 38: "The purpose of school is to teach us how to express ourselves clearly."

First-Year Pupils:	used by	0.6%
Second " "	" "	1.8%
Third " "	" "	9.9%
Fourth " "	" "	3.7%
Fifth " "	" "	2.0%

$$(X^2 = 19.58070 \text{ with } 4 \text{ d.f. , sig} = < 0.001)$$

The results for this category are somewhat puzzling, since they apparently reveal a peak of concern for this function of school in third year. Why this should be so is hard to conjecture. The category was used least by first-year pupils.

Category 40: "The purpose of school is to teach us discipline."

First-Year Pupils:	used by	1.3%
Second " "	" "	5.5%
Third " "	" "	10.7%
Fourth " "	" "	16.5%
Fifth " "	" "	29.4%

$$(X^2 = 42.93556 \text{ with } 4 \text{ d.f. , sig} = < 0.001)$$

Again, use of this category increased clearly in line with the age of the pupils. Whereas only 1.3% of the first-year group made this statement, 29.4% of the fifth-year group did so. The results suggest an increasing awareness on the part of pupils as they grow older of the need for discipline in their lives, externally imposed school discipline presumably being replaced by self-discipline as pupils approach the end of their time at school. The frequent use of this category by fourth-year, and especially fifth-year pupils might perhaps surprise many teachers and student-teachers.

Category 43: "The purpose of school is to teach us to respect our elders."

First-Year Pupils:	used by	0.0%
Second " "	" "	0.0%
Third " "	" "	1.5%
Fourth " "	" "	6.4%
Fifth " "	" "	11.8%

$$(X^2 = 29.92198 \text{ with } 4 \text{ d.f. , sig} = < 0.001)$$

Use of this category again increased with age; no first or second-year pupils used the category at all.

Category 45: "The purpose of school is to help us find out what things we're good at."

First-Year Pupils:	used by	1.9%
Second " "	" "	12.8%
Third " "	" "	10.7%
Fourth " "	" "	11.9%
Fifth " "	" "	19.6%

$$(X^2 = 18.72516 \text{ with } 4 \text{ d.f. , sig} = < 0.001)$$

Few first-year pupils used this category, but its use increased markedly in second year, and remained fairly constant in third and fourth year. The level of use increased again in fifth year, suggesting a concern with future occupational roles and with "using one's talents" to best advantage.

The results for these 16 categories which did not feature in the "top-six" of any of the year-groups, but which did

differentiate at a statistically significant level between the groups, proved to be interesting. Older pupils, especially fifth-years, as has been discussed, showed greater concern, as measured by frequency of category use, with the functions of the school involving the preparation of pupils to "fit in" socially with other people in various situations, (including work); teaching them respect and discipline; helping them to choose a job, and to develop their talents to the full. Fifth-year pupils also apparently viewed school as a place where they could "have a good time", to a greater extent than pupils in other years did. First-year pupils, however, valued the functions of school of teaching a modern language and sport and P.E. more than the other groups did. Reasons for these results have been suggested.

The results for the different year-groups thus suggest that pupils of different ages have different expectations regarding school, and also different needs. This is a fact that is often overlooked by teachers. (It has already been shown of course, that pupils of varying ages also seem to have different ideas of what makes a "good teacher").

TABLE 85

MOST FREQUENTLY-USED CATEGORIES BY STREAM.Unstreamed First and Second-Year Pupils.

(Number = 267)

<u>Category Number.</u>	<u>Definition: "The Purpose of School is..."</u>	<u>% of Pupils Using Category.</u>
21	To teach us lots of different subjects.	76.0%
8	To help us get a well-paid job.	68.2%
14	To give us somewhere to meet friends.	28.8%
4	To help us pass exams and get qualifications.	25.5%
32	To teach us to read, write and count.	24.7%
5	To teach us subjects that can be used directly in a job.	19.9%

Certificate Third and Fourth-Year Pupils.

(Number = 147)

<u>Category Number.</u>	<u>Definition: "The Purpose of School is..."</u>	<u>% of Pupils Using Category.</u>
21	To teach us lots of different subjects.	72.8%
8	To help us get a well-paid job.	59.2%
14	To give us somewhere to meet friends.	43.5%
46	To prepare us for standing on our own feet in the world.	42.2%
4	To help us pass exams and get qualifications.	41.5%
32	To teach us to read, write and count.	30.6%

TABLE 85 (cont.)

Non-Certificate Third and Fourth-Year Pupils.

(Number = 93)

<u>Category Number.</u>	<u>Definition: "The Purpose of School is..."</u>	<u>% of Pupils Using Category.</u>
21	To teach us lots of different subjects.	61.3%
8	To help us get a well-paid job.	53.8%
5	To teach us subjects that can be used directly in a job.	34.4%
4	To help us pass exams and get qualifications.	31.2%
32	To teach us to read, write and count.	21.5%
46	To prepare us for standing on our own feet in the world.	16.1%

Fifth-Year Pupils.

(Number = 51)

<u>Category Number.</u>	<u>Definition: "The Purpose of School is..."</u>	<u>% of Pupils Using Category.</u>
21	To teach us lots of different subjects.	68.6%
{ 8	To help us get a well-paid job.	60.8%}
{ 46	To prepare us for standing on our own feet in the world.	60.8%}
14	To give us somewhere to meet friends.	49.0%
4	To help us pass exams and get qualifications.	43.1%
16	To provide clubs and sports in the lunch-hour and after school.	35.3%

CONTENT ANALYSIS RESULTS BY STREAM.

All four groups of pupils ranked Category 21: "The purpose of school is to teach us lots of different subjects" first (according to frequency of use) and Category 8: "The purpose of school is to help us get a well-paid job" second. These results suggest strong agreement between pupils of varying abilities on the main "functions" of school. Category 21 was used most frequently by unstreamed pupils and certificate pupils, whilst Category 8 was most frequently used by unstreamed and fifth-year pupils. However, the  $X^2$  test revealed no statistically significant differences between the level of use of these categories by each group.

Ranked third according to frequency of use for the unstreamed (first and second-year) group was Category 14: "The purpose of school is to give us somewhere to meet friends." The category was used by 28.8% of the group. The category was also ranked third by the certificate group (used by 43.5%), and fourth by the fifth-year group (used by 49.0%). It was not, however, included in the "top-six" categories of the non-certificate group, although it was used by 11.8% of these pupils. ( $X^2 = 34.53944$  with 3 d.f. , sig =  $< 0.001$ ). It should be noted again that the certificate and fifth-year groups, since they were academic in nature, tended to write longer essays on the average than the unstreamed first and second-year group (which obviously contained pupils of all abilities) and the non-certificate group, which contained "non-academic" pupils, i.e. those who would sit no 'O' grade exams. Thus the significance attached to these  $X^2$  results should not be too great. Of more interest are the relative rank positions of the categories for each group, since these positions provide an estimate of the relative importance of the various "functions" of the school for the various pupil groups, as measured by relative frequencies of use of each category. Thus of more interest than the result of the  $X^2$  test with respect to Category 14 is the fact that, rather surprisingly perhaps, the category was not included in the "top-six" of the non-certificate pupils, whereas it did feature in the corresponding list of all the other three groups.

Ranked fourth according to frequency of use by the unstreamed group was Category 4: "The purpose of school is to help us pass exams and get qualifications." It is interesting that even young, mixed-ability pupils apparently value the "examination function" of the school quite highly. Surprisingly, certificate pupils ranked the category lower (fifth) than the unstreamed group, although they used it more frequently. The non-certificate group

interestingly ranked the category higher (fourth) than the certificate group, although again the certificate group used it more frequently. The category was also placed lower (fifth) by the fifth-year group. Thus, apparently anomalously, the category was ranked higher by unstreamed junior pupils and by those pupils not sitting examinations than it was by exam-stream third and fourth-year pupils and by fifth-year pupils who have voluntarily remained at school to sit "Higher" exams. The percentage results do show, however, that the certificate and fifth-year groups used the category more frequently than pupils in the other 2 groups:

Unstreamed	pupils:	used by	25.5%
Certificate	" :	" "	41.5%
Non-certificate	" :	" "	31.2%
Fifth-Year	" :	" "	43.1%

$(X^2 = 14.18606 \text{ with } 3 \text{ d.f., sig} = < 0.005).$

Ranked fifth by the unstreamed group was Category 32: "The purpose of school is to teach us to read, write and count." The category was ranked sixth by the certificate group, and fifth by the non-certificate group, whilst it was not included in the "top-six" of the fifth-year group. Percentage results were as follows:

Unstreamed	pupils:	used by	24.7%
Certificate	" :	" "	30.6%
Non-certificate	" :	" "	21.5%
Fifth-Year	" :	" "	13.7%

It is perhaps surprising that so many certificate pupils used the category, and that the group ranked it so highly. The results, however, presumably indicate an acceptance on behalf of these pupils of the fact that the school's function in teaching literacy and numeracy to all children is of vital importance, even though this group of pupils in particular had long since acquired these basic skills. To a lesser extent, the same comment could be applied to the unstreamed and non-certificate groups. However, within both of these groups, there were some children who had literacy and numeracy problems. In the case of the non-certificate pupils, they would be in the same year, though not the same classes for most subjects, as the certificate pupils, thus perhaps providing a reminder to their more academic peers of the more basic educative functions of the school.

In the case of the fifth-year group, there would be no

such reminder, in the form of non-academic, low-ability pupils in their own year, of the need for basic tuition in literacy and numeracy. Possibly many of these older pupils had forgotten the importance and the necessity of such tuition, having themselves acquired the basic skills easily many years before.

Ranked sixth according to frequency of use was Category 5: "The purpose of school is to teach us subjects that can be used directly in a job." This category was not included in the "top-six" list of either of the "academic" groups: the certificate group or the fifth-year group. Interestingly, however, it was ranked third by the non-certificate group. Percentage results were as follows:

Unstreamed	pupils:	used by	19.9%
Certificate	"	" "	22.4%
Non- "	"	" "	34.4%
Fifth-year	"	" "	15.7%

$$(X^2 = 9.96925 \text{ with } 3 \text{ d.f. , sig} = < 0.05)$$

The results plainly suggest the greater preoccupation of non-academic pupils (some of whom, of course, were also to be found in the first and second-year unstreamed group), with subjects which were job-orientated in some way. These subjects would be mainly technical ones for boys, and secretarial and domestic for girls. A high percentage of certificate and fifth-year pupils also used the category, but they did not appear to attach the same relative weight, as measured by the relative frequencies of category use, to this "purpose of school" as the non-certificate pupils did, since presumably the pupils in these two academic groups would expect to use their examination passes to obtain employment or entry to college, or university.

These results are extremely important, for a frequent major criticism of schools is that the courses that they offer are too divorced from the world of work. Indeed the majority of the non-certificate group's time-table in all three schools in the sample was devoted to traditional "academic" non-vocational courses (including, of course, English and Maths). Since much of the discipline problem, vandalism and "anti-school" feeling in a comprehensive school is generally attributed to this particular group of pupils (especially since the raising of the school-leaving age), it would seem to be essential to provide them with courses that they regard as "useful" and relevant to their needs. Then, perhaps, the hostility of many of these pupils to an institution that they regard as having little relevance to them might disappear, or at least decrease.

Only two categories that did not feature in the "top-six"

of the unstreamed group appeared in the corresponding lists of any of the other three groups. Thus only 8 categories appeared in the four "top-six" lists. Firstly, Category 46: "The purpose of school is to prepare us for standing on our own feet in the world" was placed fourth according to frequency of use by the certificate group, sixth by the non-certificate group, and third by the fifth-year group. Percentage figures were:

Unstreamed	pupils:	used by	12.0%
Certificate	"	" "	42.2%
Non-	"	" "	16.1%
Fifth-year	"	" "	60.8%

$$(X^2 = 85.77887 \text{ with } 3 \text{ d.f. , sig} = < 0.001)$$

These results clearly show the concern of older academic pupils, and to a lesser extent that of the older non-academic pupils, with the school's function in preparing them for adult independence. To what extent the school actually does this is debatable; possibly variations occur from school to school. Often, however, pupils complain that the school seems deliberately to retard their maturity and independence by petty rules and restrictions, concerning dress, for instance. Older pupils, whether academic or non-academic, clearly feel that the fostering of independence and preparation for adulthood is an important part of the school's function.

Finally, Category 16: "The purpose of school is to provide clubs and sports in the lunch-hour and after school" was not placed in the "top-six" of the unstreamed, certificate or non-certificate groups, but it was placed sixth according to frequency of use by the fifth-year group. Percentage results were:

Unstreamed	pupils:	used by	6.4%
Certificate	"	" "	15.0%
Non-	"	" "	5.4%
Fifth-year	"	" "	35.3%

$$(X^2 = 41.59129 \text{ with } 3 \text{ d.f. , sig} = < 0.001)$$

These results clearly show the much greater emphasis that is apparently attached to the extra-curricular side of the school by fifth-year pupils than is attached by any of the other groups. Interestingly too, certificate pupils used the category nearly three times as often as the non-certificate group did, and more than twice as often as the unstreamed pupils (who were of course only in first and second year). The low level of interest of non-certificate pupils in extra-curricular activities that is suggested by these results perhaps reflects the remarks made earlier (concerning

Category 5) about the antipathy that many of these pupils have to anything that has to do with school.

Junior unstreamed pupils, however, perhaps do not have as many extra-curricular activities offered to them (apart from sports) as older pupils do.

A further 18 categories that did not appear in the "top-six" lists of any of the groups did however prove to differentiate at a statistically significant level between the different streams. The variable "stream" thus appeared to be a highly important factor affecting the response of pupils to the essay question: "The purpose of school...." It should be borne in mind when interpreting the results, however, that pupils in the two academic groups made more statements per essay on average than did pupils in the other two groups. The results for these categories were as follows:

Category 1: "The purpose of school is to provide jobs for teachers, cleaners and cooks."

Unstreamed	pupils:	used by	1.9%
Certificate	"	" "	2.7%
Non-	"	" "	0.0%
Fifth-year	"	" "	7.8%

$$(X^2 = 9.37540 \text{ with } 3 \text{ d.f. , sig} = < 0.05)$$

Interestingly, this cynical view of the "purpose of school" was put forward most by the academic fifth-year group, whilst the category was not used at all by the non-certificate group. Possibly there was an element of "tongue in cheek" as well as disillusionment in the use of this category by the fifth-year group: It is perhaps surprising that none of the non-certificate group felt sufficiently cynical about and disillusioned with school to make this statement.

Category 6: "The purpose of school is to prepare us for university or college."

Unstreamed	pupils:	used by	4.9%
Certificate	"	" "	8.8%
Non-	"	" "	0.0%
Fifth-year	"	" "	7.8%

$$(X^2 = 9.50291 \text{ with } 3 \text{ d.f. , sig} = < 0.05)$$

Not surprisingly, this category was not used at all by the non-certificate group, (although the term "college" could include F.E. colleges which offer day-release and block-release courses for apprentices). The category was used most frequently by certificate third and fourth-year pupils, and it is perhaps surprising that it

was not used more by the fifth-year group. Also of interest is the relatively high number of pupils in the unstreamed first and second-year group who appeared to have already set their sights on university or college.

Category 28: "The purpose of school is to teach us to speak a foreign language."

Unstreamed	pupils:	used by	10.5%
Certificate	"	" "	8.2%
Non-	"	" "	2.2%
Fifth-year	"	" "	3.9%

$$(X^2 = 7.81755 \text{ with } 3 \text{ d.f.}, \text{ sig} = < 0.05)$$

As the results for the year-groups for the same category (discussed previously, see p. 137) suggested would be the case, the unstreamed first and second-year groups used the category most. (Reference to the table on p. 137 will show that most of the users of this category in the unstreamed group would in fact be first-year rather than second-year pupils). It has already been suggested that first-year pupils used the category more than pupils of any other age because of the exciting novelty of learning a foreign language for the first time.

Not surprisingly, a relatively high number of certificate third and fourth-year pupils also used the category, whilst few non-certificate pupils did so. (All of the non-certificate group had given up study of any language other than English after second year, although some did take "European studies"). The relatively low percentage of fifth-year pupils using the category was somewhat surprising; it is possible of course, that few of the group were pursuing language courses at "Higher" level.

Category 34: "The purpose of school is to teach us good manners."

Unstreamed	pupils:	used by	3.7%
Certificate	"	" "	10.9%
Non-	"	" "	3.2%
Fifth-year	"	" "	3.9%

$$(X^2 = 10.84469 \text{ with } 3 \text{ d.f.}, \text{ sig} = < 0.05)$$

As is clearly shown above, certificate third and fourth-year pupils used the category approximately three times as frequently as any of the other groups; what is perhaps most interesting is the difference between the results for the certificate and fifth-year groups for this category, since the two groups were both comprised of "academic" pupils.

Category 3: "The purpose of school is to help us choose a job."

Unstreamed	pupils:	used by	6.7%
Certificate	"	" "	13.6%
Non-certificate	"	" "	10.8%
Fifth-year	"	" "	21.6%

$$(X^2 = 12.09918 \text{ with } 3 \text{ d.f. , sig} = < 0.01)$$

Not surprisingly the youngest pupils, (unstreamed first and second-year group), used the category least, whilst the oldest (fifth-year group) used it the most. More interestingly, however, there was a tendency for academic third and fourth-year pupils to use the category more frequently than non-certificate pupils of the same age. It is possible, of course that the more academic pupils were more inclined to avail themselves of the school's careers-guidance facilities.

Category 15: "The purpose of school is to give us somewhere to have a good time."

Unstreamed	pupils:	used by	7.1%
Certificate	"	" "	4.1%
Non-certificate	"	" "	5.4%
Fifth-year	"	" "	17.6%

$$(X^2 = 11.20183 \text{ with } 3 \text{ d.f. , sig} = < 0.01)$$

Fifth-year pupils used the category more than twice as frequently as any other group, perhaps revealing that their involvement with the school (as voluntary attenders) is greater than that of pupils in the other groups, and also that their social life is more closely linked to the school.

Interestingly, junior unstreamed pupils used the category more frequently than either the certificate or non-certificate third and fourth-year groups.

Category 39: "The purpose of school is to teach us the difference between right and wrong."

Unstreamed	pupils:	used by	1.9%
Certificate	"	" "	8.2%
Non-certificate	"	" "	2.2%
Fifth-year	"	" "	5.9%

$$(X^2 = 11.23051 \text{ with } 3 \text{ d.f. , sig} = < 0.01)$$

The category was used most frequently by the two "academic" groups, and least frequently by unstreamed first and second-year pupils, and by the "non-certificate" third and fourth-year group.

Category 44: "The purpose of school is to teach us punctuality."

Unstreamed	pupils:	used by	0.0%
Certificate	"	" "	3.4%
Non- "	"	" "	0.0%
Fifth-year	"	" "	0.0%

$$(X^2 = 14.1060 \text{ with } 3 \text{ d.f. , sig} = < 0.005)$$

The category was used only by pupils in the certificate third and fourth-year group.

Category 2: "The purpose of school is to prepare us for working with other people when we leave."

Unstreamed	pupils:	used by	2.6%
Certificate	"	" "	14.3%
Non- "	"	" "	10.8%
Fifth-year	"	" "	23.5%

$$(X^2 = 39.23088 \text{ with } 3 \text{ d.f. , sig} = < 0.001)$$

Not surprisingly, the category was used least by junior unstreamed pupils (compare the results for Category 3, also relating to future occupation, see p. 150 ), and whilst it was used by a relatively high percentage of pupils in all the other three groups, it was used most frequently by fifth-year pupils, and more frequently by the certificate group than by the non-certificate group.

These results appear to indicate that older (i.e. third-year upwards) pupils, and especially those in fifth year, are concerned about their ability to fit into a working environment as part of a group or team. Schools of course, tend to emphasise individual work, (hence the use of severe sanctions against "copying"), and competition rather than group effort, except in sports.

Category 16: "The purpose of school is to provide clubs and sports in the lunch-hour and after school."

Unstreamed	pupils:	used by	6.4%
Certificate	"	" "	15.0%
Non- "	"	" "	5.4%
Fifth-year	"	" "	35.3%

$$(X^2 = 41.59129 \text{ with } 3 \text{ d.f. , sig} = < 0.001)$$

These results may be compared to those for Category 15 already discussed (see p. 150 ): "The purpose of school is to give pupils somewhere to have a good time." In both instances fifth-year pupils

used the category more than twice as frequently as pupils in any other group.

The results for Category 16 suggest that extra-curricular activities are valued most by fifth-year pupils and then by certificate third and fourth-year pupils. The category was used least by the non-certificate group, revealing, again perhaps as has been suggested previously, (see p. 146) a degree of hostility, or at best apathy, to most things that the school has to offer on the part of this group, whilst certificate pupils appear to have a more positive attitude to the school in general. (This positive attitude would of course be reinforced if pupils derive pleasure from extra-curricular activities that are run voluntarily by staff outside normal school hours).

Category 36: "The purpose of school is to teach us how to get on with different kinds of people."

Unstreamed	pupils:	used by	4.5%
Certificate	" :	" "	19.0%
Non-certificate	" :	" "	1.1%
Fifth-Year	" :	" "	19.6%

( $X^2 = 38.32777$  with 3 d.f., sig =  $< 0.001$ ).

The use of this category implied on the part of the pupil concerned a desire for actual tuition in social relationships, as opposed to learning purely by mixing with other people (see Category 14).

The category was used by the certificate and fifth-year group more than four times as frequently as by either of the other groups. It was in fact scarcely used at all by pupils in the non-certificate group, and the results reveal perhaps a greater concern about inter-personal relationships amongst older and more academic pupils, or at any rate a greater desire to be taught about relationships.

Category 37: "The purpose of school is to teach us how to behave in different situations."

Unstreamed	pupils:	used by	1.1%
Certificate	" :	" "	8.8%
Non-certificate	" :	" "	1.1%
Fifth-Year	" :	" "	7.8%

( $X^2 = 19.81119$  with 3 d.f., sig =  $< 0.001$ ).

The results for this category may be compared to those for Category 36, just discussed. Again, the use of this category implied actual tuition in social behaviour, and once again the category was used almost exclusively by older, academic pupils.

Category 40: "The purpose of school is to teach us discipline."

Unstreamed	pupils:	used by	3.0%
Certificate	"	" "	18.4%
Non-	"	" "	5.4%
Fifth	"	" "	29.4%

$$(X^2 = 50.17744 \text{ with } 3 \text{ d.f. , sig} = < 0.001)$$

Again, this category was used most frequently by the two academic groups, and most of all by the fifth-year group. It was used least by the unstreamed (first and second-year) group.

Category 41: "The purpose of school is to help each of us to develop his or her personality."

Unstreamed	pupils:	used by	1.5%
Certificate	"	" "	8.8%
Non-	"	" "	1.1%
Fifth-year	"	" "	3.9%

$$(X^2 = 16.83920 \text{ with } 3 \text{ d.f. , sig} = < 0.001)$$

This category also was used predominantly by certificate and fifth-year pupils, (compare the results for Categories 36 and 37, already discussed, which also dealt with the area of personal and social development). However, Category 41 was used more than twice as frequently by third and fourth-year certificate pupils than it was by the fifth-year group.

Category 42: "The purpose of school is to develop our intelligence."

Unstreamed	pupils:	used by	1.1%
Certificate	"	" "	8.8%
Non-	"	" "	2.2%
Fifth-year	"	" "	3.9%

$$(X^2 = 17.01399 \text{ with } 3 \text{ d.f. , sig} = < 0.001)$$

The results for Category 42 are very similar to those for Category 41, above. Again the category was used most frequently by members of the two academic groups, whilst again certificate third and fourth-year pupils used it more than twice as frequently as the fifth-year group.

Category 43: "The purpose of school is to teach us to respect our elders."

Unstreamed	pupils:	used by	0.0%
Certificate	"	" "	4.8%
Non-	"	" "	2.2%
Fifth-year	"	" "	11.8%

$$(X^2 = 25.95657 \text{ with } 3 \text{ d.f. , sig} = < 0.001)$$

This category too was used most often by the two academic groups, although it was used more than twice as often, interestingly, by the oldest (fifth-year) group than it was by the third and fourth-year certificate group.

It was interesting also that the category was not used at all by the unstreamed first and second-year group. Thus concern about "respect for one's elders" appears to increase with the age of the pupils concerned.

Category 45: "The purpose of school is to help us find out what things we're good at."

Unstreamed	pupils:	used by	6.4%
Certificate	"	" "	17.0%
Non-	"	" "	2.2%
Fifth-year	"	" "	19.6%

$$(X^2 = 24.16324 \text{ with } 3 \text{ d.f. , sig} = < 0.001)$$

Again, concern about this "purpose of school" was greatest amongst academic pupils. It was least amongst the non-certificate group, and it might be conjectured that this is because many pupils in this group have had it instilled into them by the school that they have few talents or abilities to be developed. The unstreamed first and second-year group of pupils used the category nearly three times as frequently as did the non-certificate group of third and fourth-years.

The results for the 18 categories that proved to differentiate at a statistically significant level between the stream-groups, but which were not included in the "top-six" lists of any of the groups, thus proved to be of considerable interest. Certificate third and fourth-year pupils, and pupils in the fifth year, appeared to be more concerned than junior unstreamed and third and fourth-year non-certificate pupils about areas of personal and social development. Thus the more academic pupils were more likely to consider that a purpose of school is to teach pupils the difference

between right and wrong; how to get on with other people, (generally and in a work situation); how to behave in different situations; discipline; to help pupils to develop their personality and intelligence; to respect their elders and to develop their talents. (Some of these categories were used equally frequently by certificate third and fourth-year pupils and the fifth-year group, whilst others were used with greater frequency by one or other of the groups, as has already been discussed).

Understandably, more pupils in the two academic groups than in the junior unstreamed and third and fourth-year non-certificate groups believed that a purpose of school is to prepare them for university or college. Perhaps less understandably, they also expressed the view, more frequently than pupils in the other two groups, that a purpose of school is to help pupils to choose an occupation, and to provide extra-curricular activities.

Fifth-year pupils were also shown to be more likely than pupils in any of the other groups to express the somewhat cynical view that a purpose of school is to provide jobs for teachers, cleaners and cooks, and also to state that a purpose of school is to give them somewhere to have a good time. It has been suggested earlier that fifth-year pupils centre their social life on the school more than other pupils do.

Certificate pupils were more likely than any others to express the opinion that a purpose of school is to teach manners and politeness and punctuality, whilst finally, unstreamed first and second-year pupils used Category 28: "The purpose of school is to teach us a foreign language", more than any other group. It has been suggested that this result revealed early enthusiasm on the part of first-year pupils newly-arrived in secondary school for the novelty of learning a foreign language. (An enthusiasm that seemed rapidly to disappear).

TABLE 86

THE "PURPOSE of SCHOOL" SYSTEM.

Group Four.      I.Q. Band 5.      (No. = 20).      (I.Q. Range = 121 +)

<u>Category.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>%</u>
21	To teach us lots of different subjects.	70.0%
46	To prepare us for standing on our own feet in the world.	55.0%
{ 4	To help us pass exams and get qualifications.	35.0%
{ 8	To help us get a well-paid job.	35.0%
{ 14	To give us some where to meet friends.	35.0%
{ 32	To teach us to read, write and count.	35.0%

Group Three.      I.Q. Band 4.      (No. = 34)      (I.Q. Range = 111 - 120)

<u>Category.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>%</u>
8	To help us get a well-paid job.	67.6%
21	To teach us lots of different subjects.	55.9%
{ 4	To help us pass exams and get qualifications.	41.2%
{ 14	To give us somewhere to meet friends.	41.2%
{ 5	To teach us subjects that can be used directly in a job.	35.3%
{ 46	To prepare us for standing on our own feet in the world.	35.3%

TABLE 86 (cont.)

Group Two.      I.Q. Band 3.      (No. = 36).      (I.Q. Range = 101 - 110).

<u>Category.</u>	<u>Definition: "The Purpose of School is..."</u>	<u>%</u>
21	To teach us lots of different subjects.	72.2%
8	To help us get a well-paid job.	63.9%
4	To help us pass exams and get qualifications.	44.4%
( 5	To teach us subjects that can be used directly in a job.	36.1%)
( 14	To give us somewhere to meet friends.	36.1%)
32	To teach us to read, write and count.	33.3%

Group One.      I.Q. Bands 1 & 2.      (No. = 20).      (I.Q. Range = 80-100).

<u>Category.</u>	<u>Definition: "The Purpose of School is..."</u>	<u>%</u>
8	To help us get a well-paid job.	73.3%
21	To teach us lots of different subjects.	60.0%
5	To teach us subjects that can be used directly in a job.	46.7%
( 31	To teach us different sports and how to keep fit.	33.3%)
( 32	To teach us to read, write and count.	33.3%)
14	To give us somewhere to meet friends.	26.7%

Once again, it is the similarity of these results for the different groups that is striking. Category 21 was placed either first or second according to frequency of use by all four groups, whilst Category 8 was placed either first or second by three of the four groups. Only eight categories in all were used in the "top-six" lists of the four groups.

Ranked first by the most intelligent group (group four, I.Q. 121 +) was Category 21: "The purpose of school is to teach us lots of different subjects" (used by 70% of the group). Category 21 was ranked second by group three pupils (used by 55.9%), first by group two (used by 72.2%) and second by group one (used by 60.0%).

Ranked second by group four children was Category 46: "The purpose of school is to prepare us for standing on our own feet in the world," (used by 55.0%). This category was ranked joint fifth by group three (used by 35.3%) but did not appear in the "top-six" list of either of the least intelligent groups. It was however used by 30.6% of group two pupils, and by only 5.0% of group one children (the least intelligent group). The results suggest that concern with the school's role in preparing pupils for leading an independent adult life increases with the intelligence of the pupils concerned, perhaps because the most intelligent pupils are often less worldly and "mature" in other respects and might have fears and doubts about their ability to cope in the adult world that do not occur to the less intelligent. It is also interesting that the more intelligent pupils expect the school to help them in this area of personal development, whereas many pupils of lower intelligence who will be in the non-academic classes that are frequently "anti-school" in outlook, perhaps believe that school retards their development into adults. They perhaps have fewer self-doubts about their ability to become independent adults, and it might be conjectured that the complexity of their future social and occupational roles will be less than that of the corresponding roles of the more intelligent pupils. In addition, such introspection requires a sophisticated level of language since the thought-processes and concepts involved are complicated in themselves.

Ranked joint third by the most intelligent group was Category 4: "The purpose of school is to help us pass exams and get qualifications" (used by 35.0%). The category was also ranked third by group 3 pupils (used by 41.2%), and by group 2, (used by

44.4%). Significantly, however, it did not appear in the "top-six" list of the least intelligent group; it was used by only 10% of this group, who presumably realised that examination successes were unlikely to come their way, and thus relegated the importance of this "purpose of school" in favour of other purposes more applicable to their own situation.

Category 8: "The purpose of school is to help us get a well-paid job" was also ranked joint third by group four, the most intelligent group. It was used by 35.0% of this group. However, this category was ranked in a higher position by all three of the other I.Q. groups. It was ranked first by group three pupils (used by 67.6% of the group), and by group one (used by 73.3%), and was ranked second by group two pupils (used by 63.9%). Thus, interestingly, the greatest importance was attached to the school's function in aiding pupils to obtain a well-paid job by pupils in the lowest intelligence group, (as expressed by the percentage of pupils in each group using the category). More than twice as many pupils in the lowest I.Q. group than in the highest used the category, whilst nearly twice as many children in groups two and three did so.

It might be conjectured that this is because the most intelligent pupils believe that school has other functions apart from the purely "utilitarian" one of preparing children for work. Thus, as has been discussed already, this group ranked Category 46: "The purpose of school is to help us to stand on our own feet in the world" second by frequency of use, whilst neither of the two lowest I.Q. groups included this category in their "top-six".

It is also interesting to conjecture how the pupils in the lowest I.Q. group believed that school could help them to obtain a "well-paid job." (See the discussion of results for category 5, p. 161). This function was the prime role of the school in their eyes, and yet the prospect of any examination successes for pupils in this group was presumably remote. Thus, as has also been discussed, the highest I.Q. group ranked Category 4: "The purpose of school is to help us to pass exams and to get qualifications" joint third according to frequency of use, whilst the least intelligent group did not include the category in its "top-six". How then, if not via training for examinations, was the school to assist pupils in finding a "good job"? It has been commented previously in these pages that examination success no

longer guarantees a job that is more highly-paid than one which requires no qualifications. And yet the school does not provide any specific training in crafts or trades that might be useful in obtaining high-paid employment later, (see results for category 5), for instance, brick-laying, electrical work, lorry-driving, etc. Thus it would appear that the least intelligent pupils are to some extent "duped" into believing in the mystique of the school's role in "allocating" children to a certain occupational status. They believe that this is the school's main function, and yet the school clearly will fail to meet their expectations, for reasons that have just been discussed. Thus they must become disillusioned as the reality occurs to them, leading presumably to an "anti-school" attitude arising out of a sense of the futility and purposelessness of attending school. Ironically, those pupils for whom the school does provide the route to a well-paid job, via examination success, (the most intelligent group), appear to attach the least value to this role of the school, (although they still value it highly), possibly because they take it for granted, or perhaps because they believe that this success is due not to the school, but to their own efforts.

Also ranked third by the intelligent group (group 4) was Category 14: "The purpose of school is to give us somewhere to meet friends." (Used by 35.0% of the group). This category was ranked fourth by group 3, (used by 41.2% of the group), joint fourth by group 2, (used by 36.1%), and sixth by group one (the least intelligent group; used by 26.7%). Thus there is slight evidence that pupils in the lowest I.Q. group attach less importance to this "function" of school than children in the other three groups do, but it is important to emphasise that by virtue of its appearance in the "top-six" of the lowest I.Q. group, this "purpose of school" was clearly of relatively high importance to these pupils also.

The other category which the most intelligent group ranked joint third was Category 32: "The purpose of school is to teach us to read, write and count." It was used by 35.0% of this group. The category was not included in the "top-six" of group three, although it was used by 29.4% of the pupils in this group. It was also ranked joint sixth by group two (used by 33.3%) and joint fourth by group one (used by 33.3%). Thus there is a slight suggestion that the least intelligent pupils attach a higher

importance to this basic function of school than pupils in any of the other groups, (estimated by the ranking of the categories), possibly because in some cases they do not yet have a command of these basic skills. The fact that the category is included at all in the "top-six" of the most intelligent group is also of interest; it would appear that these children, who presumably have long passed the need for instruction in basic literacy and numeracy, nevertheless remain aware of the importance of the "platform" upon which their academic success in secondary school is based.

Only two categories which did not appear in the "top-six" of the most intelligent group did appear in the corresponding lists of one or more of the other groups. Category 5: "The purpose of school is to teach us subjects that can be used directly in a job", was placed joint fifth according to frequency of use by group three (used by 35.3%), joint fourth by group two (used by 36.1%) and third by group one (used by 46.7%). Whilst it was not included in the "top-six" list of group four, (the most intelligent group), it was used by 25% of this group. These results again indicate that concern with job-related aspects of the curriculum increases as the I.Q. of the pupils concerned falls, a finding that is of considerable interest. The results for this category should be considered together with those for category 4, already discussed: ("The purpose of school is to help us pass exams and get qualifications."). Whereas this category was placed joint third by the most intelligent group, it was not included at all in the corresponding list of the lowest I.Q. group. Thus it would seem that whereas examinations provide an "end in themselves" for the most intelligent pupils, or at any rate a necessary passport to a career, pupils in the lowest group require to be taught subjects and skills that have a direct relation to likely future occupations. Whilst the other three groups all rank category 4 above category 5, pupils in group one clearly see little relevance in work that is purely academic, and appear to require more actual job-training than theoretical work. Unfortunately in most secondary schools a watered-down academic curriculum is all that is offered to these pupils (plus woodwork, cookery etc.). Some kind of day-release or work experience programme would meet the needs of these pupils better than the classroom does at present.

Finally, Category 31: "The purpose of school is to teach us different sports and how to keep fit", was ranked joint fifth

by group one, (the least intelligent group), and was not included in the "top-six" lists of any of the other groups. It was used by 33.3% of the pupils in group one, 11.1% of group two, 20.6% of group three, and by none of group four. Clearly pupils in the lowest I.Q. group valued this "function" of school more than pupils in any other group did, whilst pupils in the highest I.Q. group valued it least. It is often the case, of course, that non-academic pupils find that they can excel in the school system and achieve status only through sport. The fact that not one pupil in the top I.Q. group mentioned this "purpose of school" is in itself interesting. Obviously for them sport is an "extra" that is relatively unimportant when it is compared to other "functions" of the school.

TABLE 87

MOST FREQUENTLY-USED CATEGORIES BY SOCIAL CLASS.

<u>Group One.</u>	<u>(SOCIAL CLASSES 1 &amp; 2. No. = 9).</u>	
<u>Category.</u>	<u>Definition: "The Purpose of School is..."</u>	<u>%</u>
21	To teach us lots of different subjects.	77.8%
8	To help us get a well-paid job.	66.7%
( 4	To help us pass exams and get qualifications.	44.4%)
( 46	To prepare us for standing on our own feet in the world.	44.4%)
( 5	To teach us subjects that can be used directly in a job.	33.3%)
( 14	To give us somewhere to meet friends.	33.3%)
<u>Group Two.</u>	<u>(SOCIAL CLASS 3 N.M. No. = 31).</u>	
<u>Category.</u>	<u>Definition: "The Purpose of School is..."</u>	<u>%</u>
21	To teach us lots of different subjects.	64.5%
8	To help us get a well-paid job.	58.1%
46	To prepare us for standing on our own feet in the world.	51.6%
4	To help us pass exams and get qualifications.	48.4%
14	To give us somewhere to meet friends.	35.5%
32	To teach us to read, write and count.	32.3%

TABLE 87 (cont.)

<u>Group Three.</u> (SOCIAL CLASS 3 M. No. = 9).		
<u>Category.</u>	<u>Definition: "The Purpose of School is..."</u>	<u>%</u>
8	To help us get a well-paid job.	100.0%
21	To teach us lots of different subjects.	66.7%
( 4	To help us pass exams and get qualifications.	44.4%)
( 5	To teach us subjects that can be used directly in a job.	44.4%)
( 14	To give us somewhere to meet friends.	44.4%)
( 16	To provide clubs and sports in the lunch-hour and after school.	33.3%)
( 32	To teach us to read, write and count.	33.3%)
( 45	To help us find out what things they're good at.	33.3%)
<u>Group Four.</u> (SOCIAL CLASS 4. No. = 44).		
<u>Category.</u>	<u>Definition: "The Purpose of School is..."</u>	<u>%</u>
21	To teach us lots of different subjects.	54.5%
8	To help us get a well-paid job.	47.7%
( 5	To teach us subjects that can be used directly in a job.	31.8%)
( 14	To give us somewhere to meet friends.	31.8%)
46	To prepare us for standing on our own feet in the world.	29.5%
4	To help us pass exams and get qualifications.	27.3%

TABLE 87 (cont.)

Group Five. (SOCIAL CLASSES 5 and 6. No. = 10)

<u>Category.</u>	<u>Definition: "The Purpose of School is..."</u>	<u>%</u>
{ 8	To help us get a well-paid job.	70.0%)
{ 21	To teach us lots of different subjects.	70.0%)
{ 32	To teach us to read, write and count.	70.0%)
5	To teach us subjects that can be used directly in a job.	60.0%
14	To give us some where to meet friends.	40.0%
{ 19	To keep us off the streets.	30.0%)
{ 33	To teach us practical skills that will be useful at home.	30.0%)

Only 11 categories in all appeared in the "top-six" lists of the five social-class groups. Category 21: "The purpose of school is to teach us lots of different subjects" was ranked first or joint first according to frequency of use by four out of the five groups; groups 1, 2, 4 and 5. It was ranked second by group 3.

Percentage results were:

Group One.	77.8%
Group Two.	64.5%
Group Three.	66.7%
Group Four.	54.5%
Group Five.	70.0%

Thus pupils' social class did not appear to affect their use of this category.

Ranked second by groups 1, 2 and 4 was Category 8: "The purpose of school is to help us get a well-paid job." This category was ranked first by group 3 and joint first by group 5. Percentage figures were as follows:

Group One.	66.7%
Group Two.	58.1%
Group Three.	100.0%
Group Four.	47.7%
Group Five.	70.0%

Since groups 1, 3 and 5 were very small, however, more importance should be attached to relative rank orders than to actual percentage figures. On both bases, pupils of all social-class groups attached great importance to this "purpose of school", though as has been pointed out previously, it is uncertain how pupils who were not successful academically believed that the school would help them to achieve this goal of a "well-paid job". It appears as though they placed their faith in training in subjects that can be used directly in a job, although as has been discussed, schools in general provide little specific job-training.

Ranked joint third by social-class group one was Category 4: "The purpose of school is to help us pass exams and get qualifications". (Used by 44.4% of this group). The category was ranked fourth by group two (used by 48.4%); joint third by group three (used by 44.4%); sixth by group four (used by 27.3%); and was not included in the "top-six" of group five, although it was used by 20.0% of this group.

These results indicate that whilst this "purpose of school" is viewed as very important by social class groups one, two and three, with little difference between them, it is less important to groups four and five. Possibly some of the pupils in these two groups were relatively poor academically and saw relatively less likelihood of gaining qualifications than did pupils in the three higher social-class groups. Even so, it must still be emphasised that over 20% of the pupils in both group four and group five used this category, and so this "purpose of school" was still important to them.

The other category which was ranked joint third by group one was Category 46: "The purpose of school is to prepare us for standing on our own feet in the world" (used by 44.4%). Category 46 was also ranked third according to frequency of use by group two (used by 51.6%). However it was not included in the "top-six" of group three or of group five. (Used by 22.2% and 10.0% of these groups respectively). It was ranked fifth by group four (used by 29.5%).

Thus children of social groups one and two appear to value this "purpose of school" more highly than pupils in the lower social-class groups. This conclusion may be arrived at both by comparing relative rank positions of the category and relative percentage use.

Ranked joint fifth by group one was Category 5: "The

purpose of school is to teach us subjects that can be used directly in a job", (used by 33.3%). This category was not included in the "top-six" of group two (although it was used by 29.0%). It was however, ranked joint third by group three (used by 44.4% of the group) and joint third also by group four (used by 31.8%). It was ranked fourth by group five (used by 60.0% of the group). These results indicate that this "purpose of school" was valued more highly by pupils in the lower social-class groups (three, four and five) than it was by groups one and two. It is interesting to compare these results to those for category 4, (already discussed), which concerned preparation for examinations. Category four was ranked highest by social-class groups one and two. Thus pupils in the lower three groups are more concerned that the subjects that they are taught should be job-orientated rather than examination-orientated, whilst for the two highest social-class groups, the reverse is the case. These results mirror those obtained for the I.Q. variable already discussed. It must be stressed however, that the highest social-class group still attached sufficient importance to this "purpose of school" to rank it fifth according to frequency of use, whilst over 29% of both this group and group two used the category.

The second category which was ranked joint fifth by group one was Category 14: "The purpose of school is to give us somewhere to meet friends". (Used by 33.3%). This category was ranked fifth according to frequency of use by group two, (used by 35.5%); joint third by group three (used by 44.4%) and by group four, (used by 31.8%); and fifth by group five (used by 40.0%).

The category was thus ranked most highly by groups three and four, although this "social" purpose of school which is perhaps often ignored or not considered at all by teachers, is clearly of major importance to all social classes of pupils, since the category appeared in the "top-six" lists of all groups.

A further five categories that did not appear in the "top-six" list of social class group one did appear in the corresponding lists of one or more of the other groups. Category 32: "The purpose of school is to teach us to read, write and count" was ranked sixth by pupils in group two and was used by 32.3% of this group. This category was also ranked joint sixth by group three (used by 33.3%). It did not appear in the "top-six" lists of group one or group four pupils (used by 22.2% and 22.7% respectively),

but it was ranked joint first by group five pupils, and was used by 70.0% of this group. It was clearly pupils of the lowest social-class group who were most concerned with the school's function in providing a basic education in literacy and numeracy.

Category 16: "The purpose of school is to provide clubs and sports in the lunch-hour and after school" was ranked joint sixth by social-class group three; (it was used by 33.3%). This category was not included in the "top-six" list of any of the other four groups, although it was used by 22.2% of group one; 25.8% of group three; 15.9% of group four and 10.0% of group five. From these percentage results, it would appear that extra-curricular activities are valued more by pupils in the top three social-class groups than they are by pupils in the two lowest groups.

Also ranked joint sixth according to frequency of use by social-class group three was Category 45: "The purpose of school is to help us find out what things we're good at." This category was also used by 33.3%. It did not appear, however, in the "top-six" list of any of the other four groups. Percentage figures for these groups were:

Group One	0.0%
Group Two	25.8%
Group Four	20.5%
Group Five	20.0%

The use of the category was thus fairly consistent across the groups, (reaching a peak in group three), with the exception of social-class group one, who somewhat strangely did not use the category at all.

Ranked joint sixth by social-class group five was Category 19: "The purpose of school is to keep us off the streets." (Used by 30.0% of this group). None of the other four groups included this rather cynical point of view in their "top-six" list of categories. It was however used by 22.2% of group one; 12.9% of group two; 22.2% of group three, and 20.5% of group four. The extent of this category's use amongst the higher social-class groups is perhaps surprising, in view of the fact that its use seems to imply an accusation that the more "meaningful" purposes of school as recognised by teachers and others are in fact subservient to the "baby-sitting" and social control function of "keeping children off the streets." It must be emphasised however that this view was

most strongly held by the lowest social-class group, who apparently see less point in other functions of the school.

Also ranked joint sixth by social-class group five was Category 33: "The purpose of school is to teach us practical skills that will be useful at home." (Used by 30.0%). Again, this category was not included in the "top-six" of any of the other groups. It was used by 11.1% of group one; 12.9% of group two; 11.1% of group three, and 9.1% of group four. Thus the results suggest that pupils of the lowest social-class group are more concerned about being taught practical skills that they see as being useful and relevant to their lives later on (outside of the work situation) than any of the other groups are. These results should be compared to those for Category 5: "The purpose of school is to teach us specific subjects and skills that are of direct use in a job", which have already been discussed. Category 5 was also used by a higher percentage of pupils in social-class group five than any other group, reinforcing the suggestion that children in this social-class group value classes and subjects in which they are taught practical skills that are "useful" (in their own opinion).

APPENDIX 6.

Examples of Student-Teachers' Statements on the  
"Characteristics of A Good Teacher" and the  
"Purpose of School".

## Characteristics of a good teacher

## Purposes of school

Patience	To help pupils develop an understanding of subjects of general interests, which they might not be able to acquire entirely on their own
Ability to interest pupils	To help them develop socially as well as mentally & intellectually
Ability to explain lucidly	To provide them with some sort of vocational training - not in a specialised way
Humour	
Ability to control without being over dominant	
Fairness	
Willingness to listen to pupils in discussion - not condemn their views outright	

## Pupils Expectation of the Teacher.

1. To keep discipline, To be able to control the class.
2. Consistency.
3. To teach lots of facts about the subject.
4. To be able to explain things.
5. To make lessons interesting.
6. To be fair to all pupils and not 'pick' on certain members of the class.

## 4 Purpose of the School. — pupils views.

1. To enable pupils to gain qualifications to get good jobs.
2. To fit pupils for life outside school.
3. To allow pupils to gain knowledge of various subjects.
4. To enable pupils to learn various techniques and skills to fit them to the world of work.

## The purpose of school

- to prepare pupils for working life
- to broaden their sphere of experience
- to teach them basic skills  
e.g. r. wr. at.
- to give them opportunities to do things they couldn't otherwise
- to socialize pupils / space for development of the individual personality

## Characteristics of a good teacher

Consistent	Well-informed
Kind	Humorous
Quiet	Tolerant
Clear	Fair
Clean	Not too dominant in
Tidy	classroom situation
a good listener	

Teacher

FIRMNESS - as authority, in authority, Discipline  
 { Fairness - children must know where they stand  
 } Unambiguousness

Purpose of School

1. To master basic techniques of numeracy & literacy.
2. To receive education in wide sense.
3. To enable them to learn about themselves and other people, to solve problems and to appreciate their complete environment.
4. To equip children as fully as possible, mentally, physically & spiritually for life as a whole.

## Purpose of Teaching

A "Good" teacher should be :

1. able to communicate his subject & make it intelligible (& interesting) to pupils, as well as being competent in it.
2. able to exercise control over his class without resorting to oppressive, alienating techniques, & without needing to compromise his standards to obtain the pupils' favour.
3. sensitive to pupils as individuals & their individual needs & difficulties.
- 4.

## Character Purpose of School

1. To help form well-integrated (socially), balanced adult members of society
2. To give a "liberal" education to children :-
  - (a) practical
  - (b) general about life, the moral & religious
  - (c) specific & specialist
  - (d) introd. to disciplines of many fields of study

Good disciplinarian

Fairness

Consistency

Pleasant

Well-prepared

Interested + Interesting

Enthusiastic

Purpose of school:

developing interests + relationships

socialisation

vocational to a certain extent

teaching children to be aware of

their environment through various subjects

## Teacher

Consistency

Well organised & prepared

Firm, not too strict

Sense of humour

## Purpose of School

To provide basic skills - literacy numeracy, and reasoning etc.  
 knowledge

stimulate child's own interest in any topics

encourage leisure-time interests

- maintain good discipline
- have a good relationship with the class
- explain things very clearly.
- give interesting lessons (activities) vary the activities in the classroom.
- Consistency in the teacher: homework set <sup>on</sup> a certain day  
introduce a certain competition in the classroom regular tests  
as a form of assessment

APPENDIX 7.

An Early Pilot Form of the Questionnaire.

Here are 4 lists of statements about a GOOD TEACHER. Look at the lists ONE AT A TIME, starting with LIST A, then LIST B, etc. In LIST A, tick the 6 statements that you think are most important. (Just think about the statements in LIST A while you are doing this.) Then go on to LIST B and tick the 6 that you think are most important there. Then tick 6 in LIST C and 6 in LIST D in just the same way.

LIST A

- Has a good sense of humour. ✓
- Doesn't punish pupils who can't do the work. ✓
- Doesn't make pupils afraid.
- Can explain things clearly. ✓
- Runs clubs or sports teams at lunch-time or after school.
- Makes pupils work hard.
- Is interested in what he or she is teaching. ✓
- Isn't sarcastic. ✓
- Knows the subject well. ✓
- Can belt hard.
- Sometimes lets pupils choose the work they are going to do.
- Doesn't give homework.

LIST B

- Doesn't hit pupils except with a belt on the hand.
- Tries to get to know pupils personally.
- Is fair about punishment. ✓
- Doesn't talk down to pupils.
- Lets pupils help one another with their work. ✓
- Listens to pupils' opinions.
- Is good-tempered. ✓
- Knows the level of work that the class can do. ✓
- Gives tests sometimes.
- Doesn't make a fool of pupils in front of the class. ✓
- Is young.
- Is well-mannered. ✓

LIST C

- Can keep control of the class without being too strict. ✓
- Lets pupils talk quietly while they are working.
- Doesn't give a class the same sort of work every lesson.
- Speaks clearly.
- Gives lessons that are interesting. ✓
- Is patient. ✓
- Doesn't pick on the same people all the time.
- Doesn't threaten pupils.
- Makes pupils realise who is boss right from the start. ✓
- Is understanding about pupils' problems. ✓
- Lets pupils take an active part in the lesson. ✓
- Doesn't give much homework.

LIST D

- Helps pupils who are slow at their work. ✓
- Plans his lessons in advance.
- Can keep control of the class. ✓
- Doesn't have favourites. ✓
- Teaches things that pupils think are useful.
- Uses modern methods of teaching.
- Gives homework regularly.
- Doesn't use the belt.
- Is cheerful and friendly. ✓
- Dresses tidily. ✓
- Isn't nervous or easily flustered.
- Comes round the class to help pupils while they are working. ✓

Now copy down the statements that you have ticked in each list, as you are shown here

LIST W

- Has a good sense of humour. .... (6 from List A)
- Doesn't punish pupils who can't do the work. .... (6 from List A)
- Can explain things clearly. .... (6 from List A)
- Is interested in what he or she is teaching. .... (6 from List A)
- Isn't sarcastic. .... (6 from List A)
- Knows the subject well. .... (6 from List A)
- Is fair about punishment. .... (6 from List B)
- Lets pupils help one another with work. .... (6 from List B)
- Is good tempered. .... (6 from List B)

LIST X

- Can keep control of the class without being too strict. .... (6 from List C)
- Gives lessons that is interesting. .... (6 from List C)
- Is patient. .... (6 from List C)
- Makes pupils realise who is boss right from the start. .... (6 from List C)
- Is understanding about pupils' problems. .... (6 from List C)
- Lets pupils take an active part in the lesson. .... (6 from List D)
- Helps pupils who are slow at their work. .... (6 from List D)

Now you have made two new lists (called W and X). Look at them one at a time, and in each list, tick the 6 statements that you think are MOST IMPORTANT, just like you did before.

- Knows the level of work the class can do. .... (6 from List W)
- Doesn't make a fool of pupils in front of class. .... (6 from List W)
- Is well-mannered. .... (6 from List X)

Before you turn over, try to think if there are any other points about a good teacher that weren't included in these lists, and which you think are even more important than the 6 that you have ended with. If there are, then write them here. If you think that your list really does have in it the 6 things that you think are most important about a good teacher, then TURN OVER.

Beside each statement that you have written, put a number to show where it would come in your list. For example, if you think that the colour of a teacher's eyes is more important than any of the things in your last list of 6, then write; "Has blue eyes" No. 1.

When you have done this with all the points that you have added, TURN OVER.

- Can keep control of the class. ....
- Doesn't have favorites. ....
- Is cheerful and friendly. ....
- Dresses tidily. ....
- Comes round the class to help people while they are at their work. ....

Now put a figure 1 by the side of the statement that you think is MOST IMPORTANT OF ALL. Then put a figure 2 by the one you think is NEXT MOST IMPORTANT, and so DOWN TO NUMBER 6.

THIS IS NOT A TEST. THERE ARE NO RIGHT OR WRONG ANSWERS.

Pupils in lots of schools in the Central Region are being asked to give their ideas about WHAT SCHOOL IS FOR and about the things that make a GOOD TEACHER. The ideas of hundreds of pupils will be added together to give students who are training to become teachers a picture of what things pupils really think are important.

Over the page there are four lists of statements about a GOOD TEACHER, and further on there are another four lists about WHAT SCHOOL IS FOR. All the statements in the lists have been taken from essays that pupils in schools in this area have written.

If you follow the instructions, you will end up with a final list of the things that you think are most important. This is a chance for you to say what you really think about good teachers and about the purpose of school. Remember that your own ideas are wanted, so don't just copy someone else's. There really are no right or wrong answers, and your ideas are just as important as anyone else's.

NAME: William Simpson.....

SEX: MALE.....

CLASS: 3.....

SCHOOL: DENNY HIGH.....

YEAR: 1976.....

APPENDIX 8.

The Questionnaire Completed by Pupils and  
Student-Teachers.

THIS IS NOT A TEST OF ANY KIND

Questionnaire forms part of a research project being undertaken at the University of Durham by a fully-registered teacher employed in a comprehensive school in the Central Region. The research is financed by the Social Science Research Council. This schedule will also be completed by student-teachers in another College of Education and by a cross-section of teachers in a comprehensive school in central Scotland.

Purpose of this research is to compare the views of pupils of different ages and abilities and the views of student-teachers on the characteristics of a good teacher and the purpose of school. It is hoped that the findings will be of use in the training of future teachers.

There are four sets of statements about a "good teacher", and a further four sets concerning the "purpose of school". There are also two final lists on the back page. All the statements listed have been taken from the essays of secondary school pupils on these two topics, and are phrased in the language of the pupils themselves. Instructions are placed above the lists. Answer according to your own opinions, since there can be no "right" or "wrong" answers.

It would also help the research very much if after completing the rest of the questionnaire you would be kind enough to supply details requested below. The information will be treated as strictly confidential, and will be used only for the statistical comparison of different groups of students and teachers. (E.g. teachers of different subjects). In the interests of confidentiality, the questionnaire is completed anonymously.

For the results to be representative of student-teacher opinion, it is vital that the highest possible percentage of questionnaires be completed and returned. Thank you very much for your co-operation and for giving up your time.

TICK THE BOXES AS APPROPRIATE.

AGE: 23 or under [X] 1 MARITAL STATUS: M [X] 1
[X] 2 24 - 30 [ ] 2 S [ ] 2
over 30 [ ] 3

IF YOU ARE MARRIED DO YOU HAVE ANY CHILDREN OF JUNIOR SCHOOL AGE? Yes [ ] No [X]
OF SECONDARY SCHOOL AGE? Yes [ ] No [X]

WRITE HERE THE TYPE(S) OF SECONDARY SCHOOL THAT YOU ATTENDED YOURSELF: (e.g. comprehensive; senior secondary, direct grant, etc.)

SENIOR SECONDARY

IN WHICH COUNTRY DID YOU ATTEND SECONDARY SCHOOL?

[X] 1 ENGLAND [ ] 2 WALES [ ] 3 NORTHERN IRELAND [ ] 4 OTHER [ ] 5

WRITE HERE THE NAME OF THE UNIVERSITY OR COLLEGE YOU ATTENDED:

UNIVERSITY OF GLASGOW

GIVE YOUR TYPE OF QUALIFICATION: (e.g. M.A. (Honours) ... B.Sc. HONOURS

YOUR MAIN TEACHING SUBJECT? ... BIOLOGY

TAKING THE DIPLOMA IN EDUCATION COURSE? Yes [ ] 1 No [X] 2

PERIODS OF TEACHING PRACTICE HAVE YOU SPENT SO FAR IN CO-EDUCATIONAL COMPREHENSIVE (i.e. non-sex segregated schools)?

[ ] 1
[X] 2
[ ] 3

GIVE THE TYPE(S) OF SCHOOLS IN WHICH YOU SPENT YOUR REMAINING PERIODS OF PRACTICE:

COMPREHENSIVE SINGLE SEX SCHOOL

OF YOUR PERIODS OF TEACHING PRACTICE BEEN SPENT IN THE CENTRAL REGION? Yes [ ] 1 No [X] 2

HAVE YOU EVER BEEN EMPLOYED AS A TEACHER BEFORE COMING ON THIS COURSE? Yes [ ] 1 No [X] 2

IF YOU ANSWER IS YES PLEASE GIVE DETAILS OF TYPE(S) OF SCHOOL, LENGTH OF TIME YOU SPENT THERE, AND DATE WHEN YOU WERE CERTIFICATED.

DO YOU EXPECT TO BE TEACHING FULL-TIME NEXT SESSION? Yes [X] 1 No [ ] 2

DO YOU WISH TO DO SO? Yes [ ] 1 No [ ] 2

FOR OFFICE USE ONLY

[ ] [ ] [ ]

[ ] [ ]

[ ]

[ ]

[ ] [ ]

[ ] [ ] [ ]

There are four lists of statements concerning a "good teacher" (they refer to secondary school teachers). Consider the lists one at a time and in each of the four, tick the six points that you consider to be the most important. Then place a line through the six points in each list that you have not ticked. Then, SEE BELOW THE LISTS.

~~Doesn't give much homework.~~  
~~Expects pupils to take an active part in the lesson.~~  
~~Expects pupils to talk quietly while they are working.~~  
~~Keeps control of the class without being too strict.~~  
~~Speaks clearly.~~  
~~Doesn't give a class the same sort of work every lesson.~~  
 Is patient.  
 Gives lessons that are interesting.  
~~Doesn't threaten pupils.~~  
 Doesn't pick on people.  
~~Shows understanding about pupils' problems.~~  
~~Makes pupils realise who is boss right from the start.~~  
 -----  
~~Doesn't give homework at all.~~  
~~Sometimes lets pupils choose the work.~~  
 Doesn't punish pupils who can't do the work.  
 Has a good sense of humour.  
 Can explain things clearly.  
~~Doesn't frighten pupils.~~  
 Makes pupils work hard.  
~~Has clubs or sports teams at lunch-time or after school.~~  
~~Is very energetic.~~  
~~Is interested in what he or she is teaching.~~  
~~Doesn't belt hard.~~  
 Shows the subject well.

~~Comes round to help pupils while they are working.~~  
 ✓ Isn't nervous or easily flustered.  
 ✓ ~~Plans his or her lessons in advance.~~  
 ✓ ~~Helps pupils who are slow at their work.~~  
 ✓ Doesn't have favourites.  
 2 ✓ Can keep control of the class.  
~~Uses modern methods of teaching.~~  
~~Teaches things that pupils think are useful.~~  
~~Doesn't use the belt.~~  
 ✓ Gives regular homework.  
~~Looks neat and tidy.~~  
~~Is cheerful and friendly.~~  
 -----  
 ✓ Is well-mannered.  
~~Is young~~  
~~Tries to get to know pupils personally.~~  
 ✓ ~~Doesn't hit pupils except on the hand with a belt.~~  
 ✓ ~~Doesn't "talk down" to pupils.~~  
 6 ✓ Is fair and consistent about punishment.  
 ✓ ~~Listens to pupils' views on things.~~  
 ✓ ~~Lets pupils help one another with their work.~~  
~~Knows the level of work that the class can do.~~  
~~Is good tempered.~~  
~~Doesn't make a fool of pupils in front of the class.~~  
~~Gives tests sometimes.~~

Now treat the twelve statements remaining within the right-hand solid box as one list, and the twelve remaining in the left-hand box as another.

In each of the two lists, eliminate a further six statements by scoring through them as before.

You are now left with twelve statements. Treating these as one list, please place a figure 1 on the left of the point that you consider to be most important, a figure 2 on the left of the next important, and so on down to and including number 6.

Four lists of statements concern the "purpose of school". The procedure is as before, except that you are asked to tick four points within each list that represent to you the most important purposes of secondary school. Then put a line through the four points in each list that you have not ticked. You will be left with two lists of eight statements. Eliminate further four on each side by scoring through them, and then treating the eight statements that you have left as one list, write a figure 1 on the left of the point that you consider to be most important, and so on down to and including number 4.

~~teach pupils good manners.~~

~~take pupils somewhere to meet friends.~~

teach pupils to read, write and count.

~~help pupils get a job that they will like.~~

teach pupils how to express themselves clearly.

~~help pupils choose a job.~~

~~teach pupils how Britain is run and governed.~~

teach pupils the difference between right and wrong.

-----

develop pupils' intelligence.

~~teach pupils to respect their elders.~~

~~take pupils during the day so that their parents can go out to work.~~

~~take pupils somewhere to have a good time.~~

~~help pupils find out what things they're good at.~~

~~teach pupils subjects that can be used directly in a job.~~

~~prepare pupils for working with other people when they leave.~~

~~teach pupils lots of different subjects.~~

To teach pupils how people in other countries live and think.

~~To teach pupils different sports and how to keep fit.~~

~~To take pupils on trips and visits outside school.~~

~~To provide clubs and sports in the lunch hour and after school.~~

1 To prepare pupils for standing on their own feet in the world.

~~To prepare pupils for University or College.~~

~~To help pupils get a well-paid job.~~

~~To teach pupils how to behave in different situations.~~

-----

To keep pupils off the streets.

~~To teach pupils to speak a foreign language.~~

~~To provide jobs for teachers, cleaners and cooks.~~

4 To help pupils pass exams and get qualifications.

~~To teach pupils how to get on with different kinds of people.~~

~~To teach pupils practical skills that will be useful at home.~~

To teach pupils discipline.

To help each pupil to develop his or her personality.

If you feel that your final lists do not fully reflect the points that you consider to be most important on these two issues, use the space below to write any additional points, numbering them to indicate where in your final list they would come. ("A good teacher has blue eyes", No.1.)

mentioned before, this questionnaire will also be completed by a cross-section of pupils in a comprehensive school in Scotland. Pupils of all ages and abilities will be equally represented. Although it is difficult to put yourself in the place of unknown pupils, please use the knowledge that you have gained on teaching-practice and tick in each list the elements out of the twelve given in each list which you believe the sample of pupils will have ranked most highly. For answers to the entire questionnaire are averaged.

ROSE OF SCHOOL IS:

- help us to pass exams and get qualifications.
- teach us how to get on with different kinds of people.
- teach us how to behave in different situations.
- teach us to read, write and count.
- help each pupil to develop his or her personality.
- help us to get a job that we will like.
- prepare us for standing on our own feet in the world.
- teach us subjects that can be used directly in a job.
- help us to find out what things we're good at.
- help us to get a well-paid job.
- teach us lots of different subjects.
- develop our intelligence.

A GOOD TEACHER:

- Gives lessons that are interesting.
- Isn't nervous or easily flustered.
- Has a good sense of humour.
- Tries to get to know pupils personally.
- Is patient.
- Can explain things clearly.
- Is fair and consistent about punishment.
- Helps pupils who are slow at their work.
- Is not sarcastic.
- Makes pupils work hard.
- Can keep control of the class.
- Sometimes lets pupils choose the work.

\*\*\*\*\*

uation of personal details

BACK ON YOUR PERIODS OF TEACHING PRACTICE, WOULD YOU SAY THAT ON THE WHOLE WITH REFERENCE TO DISCIPLINE YOU HAVE ENCOUNTERED:

- (a) Very few problems
- (b) Not all that many problems.
- (c) An average number of problems.
- (d) Quite a lot of problems.
- (e) A great many problems.

ou very much.

APPENDIX .9.

The Notes for College of Education Tutors Who  
Administered the Questionnaire to Student-Teachers.



## TUTORS' NOTES

48 Old Elvet, Durham, DH1 3JH

Telephone: Durham 64466 (STD code 0385)

Professor G R Batho MA, FRHistS

(N.B. Please do not show or read these notes to students. Clear instructions for them are to be found on the questionnaire itself.)

This questionnaire forms part of a research project being undertaken at the University of Durham by a fully-registered teacher who taught until October of last year in a Central Region secondary school, and who is returning to teaching this Autumn.

The purpose of the research is to compare the ideas on the characteristics of a good teacher and the purpose of school of a sample of students who are about to enter secondary teaching with the ideas of a sample of secondary-school pupils of different ages and abilities, on these two topics. (Both groups will be completing a similar questionnaire). It is hoped that any differences which may emerge between the beliefs of these two groups will be of interest to those involved in teacher-training. Also incorporated in the questionnaire is a section designed to ascertain what students believe to be the attitudes of pupils on these two topics.

On page two of the questionnaire there are four sets of statements concerning the characteristics of a good teacher, and on page three there are four further sets concerning the purpose of school. (N.B. The lists are paired differently in alternative forms of the test, and the statements within the lists are also rotated in order to avoid bias occurring from the order of presentation). The statements were derived from the essays of 550 secondary pupils drawn from three Central Region schools. Pupils of different ages and of different ability bands were appropriately represented. A reliable category system was developed to code the essays, which were then analysed for content by three teachers; the statements presented in the lists are those made most frequently by the pupil sample as a whole and by the various sub-groups within it, e.g. by age, sex, stream, school. Pilot work has indicated that these statements encompass all points likely to be made with any frequency by student teachers; however, space is left on the questionnaire for students to make any additional points that they wish to.

### PAGE 1:

Students are asked to provide the personal details requested after they have completed the rest of the questionnaire. The details will be used only for the purpose of comparing different groups of students; in the interests of confidentiality, the questionnaire is completed anonymously.

### PAGE 2: The "Good Teacher" Statements (4 lists)

- (a) Students are asked to consider the four lists one at a time and in each list to tick the six points that they consider to be most important; they are then asked to put a line through the six in each list that they have not ticked.

- 2 -

- (b) Treating the twelve statements remaining in the left-hand solid box as one list, and the twelve remaining in the right-hand solid box as a second list, students are asked to eliminate a further six statements in each box.
- (c) Six statements now remain on the left, and 6 on the right. Treating these twelve statements as one list, students are asked to indicate which of these final twelve they consider to be most important by placing a figure 1 to the left of the most important statement, a figure 2 by the side of the statement they consider to be next most important, and so on down to and including no. 6.

It has been determined after careful pretests that this elimination method is the most suitable way of making respondents consider their priorities. Some of the statements may appear to be similar; however the final statements selected will also be classified in broader categories (e.g. statements referring to the teacher's personality).

#### Page 3: The "Purpose of School" Statements

The procedure is identical to that for page 2, with the exception that four statements in each of the four lists are eliminated, and so on. Students are requested to rank their top four points.

There is also space on page 3 for students to write any points not included in the lists which they consider to be even more important than their final choices.

#### Page 4:

Two final lists are presented. Students are asked to tick in each list the four statements that they consider a representative sample of secondary school pupils would rank most highly of those given.

The questionnaire will take approximately 20 minutes to complete. It is hoped that it will provide interesting material for discussion in tutorials, and to this end the Principal Lecturer in Education has been supplied with copies of a summary of the results of the coding of the pupils' essays in which the statements made most frequently by the pupils on the two topics are listed. It is earnestly requested, however, that these results are in no way communicated to the students until all questionnaires have been completed and returned, since it is the personal opinion of the trainees that is of interest and any premature discussion might bias the results.

Tutors are asked to encourage the completion of as many questionnaires as possible in the interests of obtaining an unbiased sample. It would also be extremely helpful to the research if tutors could spare the time to supply the basic details listed below of any non-respondents:

1. Total number of students in tutorial group: 13

2. Total number present when questionnaire was administered: 5

Sex of those absent: No. Male: 2 No. Female: 3

Main teaching subject of those absent: .....

*Male! - English*  
*Chemistry*

*Female English*  
*Home Economics*  
*Music*

3. Number of completed questionnaires returned: 8

Sex of non-respondents: No. Male: ~~4~~ No. Female: ~~4~~

Main teaching subject of non-respondents: .....

4. Are there any other characteristics which in your opinion the following groups have in common:

(a) Those students absent? *Having met the tutorial group for the first time today, I cannot comment*

*[Signature]* PTO

.....

.....

.....

.....

.....

(b) The non-respondents? .....

.....

.....

.....

.....

.....

.....

5. Could you please indicate any questionnaires which were not completed in a tutorial, but which were instead completed privately in the respondent's own time, by writing the letter 'X' on the top left-hand corner of page one of the questionnaires involved.

Finally, thank you very much indeed for your co-operation and help in administering the tests. A copy of the findings of the research will be sent to the Principal Lecturer, and it is hoped that this may be of interest to you.

M. Everett, B.A., Dip.Ed.,  
 Department of Education,  
 University of Durham,  
 48 Old Elvet,  
 Durham,  
 DH1 3JH.

APPENDIX 10.

The Instructions to Teachers Who Administered  
the Questionnaire to Pupils.

APPENDIX 10.INSTRUCTIONS TO TEACHERS

The Rector of your school has given permission for pupils in the school to participate in a research project being undertaken at the University of Durham by a teacher employed in a secondary school in                   Region. The research has also been sanctioned by the Director of Education.

The object of the inquiry is to find whether graduate student-teachers who are about to leave College to take up teaching posts in secondary schools fully realise the views of pupils regarding the characteristics of "good teachers" and the pupils' view of "the purpose of schools". The hypothesis is that many student-teachers may leave College with unrealistic expectations about their role which are subsequently modified the hard way.

On the basis of 1,100 essays on the two topics mentioned above, which were written by a cross-section of pupils of all ages and abilities in three secondary schools in the Central Region, the statements most frequently made have been selected for inclusion in this questionnaire. The views of both academic and non-academic pupils are represented. There are four lists of statements about a "good teacher" and four more concerning "the purpose of school". The questionnaire will also be completed by graduate student-teachers at Jordanhill and Moray House Colleges of Education.

PAGE 1:

Pupils are requested to ignore page 1, but to write their sex and school year at the head of the page. In the interests of confidentiality, the questionnaire is completed anonymously.

PAGE 2:        The "Good Teacher" Statements       (4 lists)

- (a) Pupils are asked to consider the four lists one at a time and in each list to tick the six points that they consider to be most important; they are then asked to put a line through the six in each list that they have not ticked,
- (b) Treating the twelve statements remaining in the left-hand solid box as one list, and the twelve remaining in the right-hand solid box as a second list, pupils are asked to eliminate a further six statements in each box.

(c) Six statements now remain on the left, and 6 on the right.

Treating these twelve statements as one list, pupils are asked to indicate which of these final twelve they consider to be most important by placing a figure 1 to the left of the most important statement, a figure 2 by the side of the statement they consider to be next most important, and so on down to and including No. 6.

It has been determined after careful pretests that this elimination method is the most suitable way of making respondents consider their priorities. Some of the statements may appear to be similar; however the final statements selected will also be classified in broader categories (e.g. statements referring to the teacher's personality).

PAGE 3:            The "Purpose of School Statements.

The procedure is identical to that for page 2, with the exception that four statements in each of the four lists are eliminated, and so on. Pupils are requested to rank their top four points.

There is also space on page 3 for pupils to write any points not included in the lists which they consider to be even more important than their final choices.

It is expected that when the results of pupils' questionnaires are compared with those of the student-teachers', the findings will show that the members of the pupil group attach significantly more importance to the areas of teachers' discipline and skill at explaining the subject-matter than student-teachers do. Also, it is thought that pupils will have a more "utilitarian" view of school than the students. (Stressing job prospects, etc.). Results such as these would indicate that beginning teachers do not share pupils' view of the function of teachers and the function of school, and would clearly have implications for teacher-training. Thank you for your co-operation in allowing your class to be given the test, and for administering it yourself.

Please make sure that all pupils have filled in all the details (class, year, sex,) on the front of the questionnaire.

Thank you.

Martin Everett.

Assistant Principal Teacher of English,  
Chryston High School, Glasgow.  
Part-time research student,  
Faculty of Education,  
University of Durham.

APPENDIX 11.

Pupils' Questionnaire Results According to the  
Variables of Sex and Year.

There follows an analysis of pupils' questionnaire results according to pupils' sex and school year, and of student-teachers' answers according to college, sex and teaching subject.

The tables for each variable will show:

- a) The most frequent first choices for each group.
- b) The statements which each group placed most frequently in their top six choices ("good teacher" section) or top four choices ("purpose of school" section).

TABLE 88

PUPILS - SEX.

Boys' Most Popular First Choices - "Good Teacher" Statements.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices</u> (Max=162)	<u>% of Group.</u>
22.	Knows the subject well. (T)	23	14.20%
17.)	Can explain things clearly. (T)	13	8.02
53.)	Has a good sense of humour. (P)	13	8.02
12.	Doesn't punish pupils who can't do the work. (C)	12	7.41
65.	Is understanding about pupils' problems. (P)	8	4.94
2.)	Can keep control of the class without being too strict. (C)	7	4.32
23.)	Helps pupils who are slow at their work. (T)	7	4.32
25.)	Knows the level of work that the class can do. (T)	7	4.32
72.	Runs clubs or sports teams at lunch-time or after school. (P)	6	3.70
1.)	Can keep control of the class. (C)	5	3.09
16.)	Gives lessons that are interesting. (T)	5	3.09
42.)	Doesn't have favourites. (T)	5	3.09

(NB. 38 of the 48 statements were ranked first at least once).

TABLE. 88 (cont.)

Girls' Most Popular First Choices - "Good Teacher" Statements.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices</u> (Max=162)	<u>% of Group.</u>
2.	Can keep control of the class without being too strict. (C)	21	12.96%
22.	Knows the subject well. (T)	20	12.35
12.	Doesn't punish pupils who can't do the work. (C)	15	9.26
17.	Can explain things clearly. (T)	11	6.79
1.	Can keep control of the class. (C)	9	5.55
53.	Has a good sense of humour. (P)	8	4.94
23.)	Helps pupils who are slow at their work. (T)	6	3.70
26.)			
13.)	Doesn't frighten pupils. (C)	5	3.09
43.)			
	Doesn't pick on people. (T)	5	3.09

(NB. 37 of the 48 statements were ranked first at least once).

A comparison of the two previous tables indicates that boys placed considerably more emphasis than girls on the teacher qualities of: sense of humour; understanding of pupils' problems (sig = < 0.01); knowing the level of work that the class can do; running clubs or sports teams at lunch-time or after school, and not having favourites; whilst girls placed considerably more emphasis on: keeping control of the class without being too strict (sig = < 0.01); keeping control of the class; being interested in what he or she is teaching; not frightening pupils and not picking on people. Interestingly, girls appeared to be slightly more concerned with the teacher's control, and less concerned with the teacher's personality than boys were. Only one statement referring to personality was included in the list of the ten statements that were most often ranked first by girls, whilst four referred to control. The boys group however, included three 'P' statements in their twelve most frequent first choices, and only three statements referring to control.

TABLE 89

<u>Stat. No.</u>	<u>"Good Teacher" Statements That Were Most Frequently Ranked In Top Six - Boys.</u>	<u>No. of Choices</u> (Max=162)	<u>% of Group.</u>
17.	Can explain things clearly. (T)	61	37.65%
22.	Knows the subject well. (T)	54	33.33
12.	Doesn't punish pupils who can't do the work. (C)	52	32.10
23.	Helps pupils who are slow at their work. (T)	51	31.48
65.	Is understanding about pupils' problems. (P)	45	27.78
2.	Can keep control of the class without being too strict. (C)	40	24.69
11.	Is fair and consistent about punishment. (C)	37	22.84
25.	Knows the level of work that the class can do. (T)	36	22.22
16.)	Gives lessons that are interesting. (T)	34	20.99)
53.)	Has a good sense of humour. (P)	34	20.99)

(NB. All 48 statements were ranked in the top six at least once).

TABLE 89 (cont.)

<u>Stat. No.</u>	<u>"Good Teacher" Statements That Were Most Frequently Ranked In Top Six - Girls.</u>	<u>No. of Choices</u> (Max=162)	<u>% of Group.</u>
17.	Can explain things clearly. (T)	76	46.91%
12.	Doesn't punish pupils who can't do the work. (C)	64	39.51
2.)	Can keep control of the class without being too strict. (C)	59	36.42)
23.)	Helps pupils who are slow at their work. (T)	59	36.42)
1.)	Can keep control of the class. (C)	38	23.46)
68.)	Doesn't make a fool of pupils in front of the class. (P)	38	23.46)
11.)	Is fair and consistent about punishment. (C)	34	20.99)
55.)	Is patient. (P)	34	20.99)
47.	Listens to pupils' views on things. (T)	33	20.37
22.	Knows the subject well. (T)	32	19.75

(NB. 47 of the 48 statements were ranked in the top six at least once).

These two tables highlight very similar trends to those identified in the tables of most popular first choices that have already been discussed: boys attached considerably more importance than girls to knowing the subject well (sig. =  $<$  0.01) and understanding pupils' problems (sig. =  $<$  0.05), and slightly more importance to knowing the level of work that the class can do, giving interesting lessons and having a good sense of humour. In addition two statements not included in the tables above were selected significantly more often by boys than by girls: No. 35, "Comes round to help pupils while they are working" was placed in the top six by 28 boys and by only 15 girls (sig. =  $<$  0.05), and No. 72, "Runs clubs or sports teams at lunch-time or after school" was chosen by 19 boys but only 3 girls; (sig. =  $<$  0.001).

The girls' group attached significantly more importance to the teacher keeping control of the class without being too strict (sig. = 0.05), and placed slightly more emphasis on keeping control of the class, not making a fool of pupils in front of the class, and patience. One further statement not included in the tables above was used significantly more often by girls than by boys: No. 73, "Speaks clearly" was chosen by 23 girls and by only 11 boys (sig. =  $<$  0.05).

TABLE 90PUPILS - YEAR.

First-Year Pupils' Most Popular First Choices  
- "Good Teacher" Statements.

<u>Stat.</u> <u>No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of</u> <u>Choices</u> (Max=81)	<u>% of</u> <u>Group.</u>
53.	Has a good sense of humour. (P)	9	11.11%
2.	Can keep control of the class without being too strict. (C)	7	8.64
12.)	Doesn't punish pupils who can't do the work. (C)	6	7.41)
22.)			
23.)	Helps pupils who are slow at their work. (T)	5	6.17)
68.)			
72.)	Runs clubs or sports teams at lunch-time or after school. (P)	5	6.17)

(NB. 31 of the 48 statements were ranked first at least once).

TABLE 90 (cont.)

Second-Year Pupils' Most Popular First  
Choices - "Good Teacher" Statements.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices</u> (Max = 79)	<u>% of Group.</u>
22.	Knows the subject well. (T)	16	20.25%
12.	Doesn't punish pupils who can't do the work. (C)	7	8.86
53.	Has a good sense of humour. (P)	6	7.59
73.	Speaks clearly. (P)	5	6.33
2. )	Can keep control of the class without being too strict. (C)	4	5.06)
16. )	Gives lessons that are interesting. (T)	4	5.06)
25. )	Knows the level of work that the class can do. (T)	4	5.06)

(NB. 29 of the 48 statements were ranked first at least once).

TABLE 90 (cont.)

Third-Year Pupils' Most Popular First  
Choices - "Good Teacher" Statements.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices</u> (Max = 83)	<u>% of Group.</u>
2.	Can keep control of the class without being too strict. (C)	12	14.46%
17.	Can explain things clearly. (T)	10	12.05
22.	Knows the subject well. (T)	8	9.64
12.	Doesn't punish pupils who can't do the work. (C)	7	8.43
1. )	Can keep control of the class. (C)	5	6.02)
25. )	Knows the level of work that the class can do. (T)	5	6.02)

(NB. 27 of the 48 statements were ranked first at least once).

TABLE 90 (cont.)

<u>Fourth-Year Pupils' Most Popular First</u>						
<u>Choices - "Good Teacher" Statements.</u>						
<u>Stat.</u> <u>No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of</u> <u>Choices</u> (Max = 81)	<u>% of</u> <u>Group.</u>			
22.	Knows the subject well. (T)	13	16.05%			
17.	Can explain things clearly. (T)	11	13.58			
12.	Doesn't punish pupils who can't do the work. (C)	7	8.64			
23.	Helps pupils who are slow at their work. (T)	6	7.41			
2. )	Can keep control of the class without being too strict. (C)	5	6.17)			
26. )				Is interested in what he or she is teaching. (T)	5	6.17)
53. )						

(NB. 25 of the 48 statements were ranked first at least once).

A comparison of the four previous tables shows that whilst all year-groups stressed the importance of the teacher's class control, subject-knowledge and reluctance to punish pupils who cannot do the work set, first-year pupils, and to a lesser extent second-year pupils, attached more importance to the teacher's personal characteristics than 3rd and 4th-year pupils did. Three 'P' statements were included amongst first-year pupils' seven most popular first choices, and two in the corresponding list for second-year pupils. However, there were no 'P' statements amongst the six most frequent first choices of the third-year group, and there was only one in the fourth-year list.

There were also statistically significant differences at the 0.05 level between the number of times that first-year pupils ranked the two "P" statements, Nos. 68 and 72, first when compared to the three other groups. ("Doesn't make a fool of pupils in front of the class" and "runs clubs or sports teams at lunch-time or after school"). Similarly, second-year pupils selected the 'P' statement No. 73 ("Speaks clearly") significantly more often than pupils in any of the other three groups. (sig. =  $< 0.001$ ). Statement No. 53, "Has a good sense of humour" was included in the list of statements that were most frequently ranked first by three of the four groups

(years 1, 2 and 4), and thus proved to be in pupils' opinion, the most important personal characteristic of teachers. (This statement was also the one that was most frequently made in the pupils' essays that were discussed earlier).

Conversely, whilst junior pupils attached more importance than third and fourth-years to the teacher's personal characteristics, senior pupils placed more stress than first and second-year pupils on the teacher's clarity of explanation (sig.  $< 0.005$ ), and fourth-year pupils gave more importance to the teacher's interest in his subject than any of the other three groups.

Finally, first and fourth-year pupils ranked statement No. 23: "helps pupils who are slow at their work" first more frequently than either the second or third-year groups, whilst second and third-year pupils ranked statement No. 25, "knows the level of work that the class can do" first more often than first-year or fourth-year pupils.

TABLE 91

"Good Teacher" Statements That Were Most Frequently  
Ranked in the Top Six: First-Year Pupils.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices (Max=81)</u>	<u>% of Group.</u>
12.	Doesn't punish pupils who can't do the work. (C)	33	40.74%
11.	Is fair and consistent about punishment. (C)	30	37.04
23.	Helps pupils who are slow at their work. (T)	28	34.57
2.	Can keep control of the class without being too strict. (C)	25	30.86
17.)	Can explain things clearly. (T)	22	27.16)
43.)	Doesn't pick on people. (T)	22	27.16)
53.)	Has a good sense of humour. (P)	19	23.46)
65.)	Is understanding about pupils' problems. (P)	19	23.46)
72.	Runs clubs and sports teams at lunch-time and after school. (P)	18	22.22
68.	Doesn't make a fool of pupils in front of the class. (P)	17	20.99

(NB. All 48 statements were ranked in the top six at least once).

TABLE 91 (cont.)

"Good Teacher" Statements That Were Most Frequently  
Ranked In The Top Six: Second-Year Pupils.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices (Max=79)</u>	<u>% of Group.</u>
17.	Can explain things clearly. (T)	31	39.24%
12.	Doesn't punish pupils who can't do the work. (C)	29	36.71
23.	Helps pupils who are slow at their work. (T)	27	34.18
22.	Knows the subject well. (T)	25	31.65
1.	Can keep control of the class.(C)	21	26.58
65.	Is understanding about pupils' problems. (P)	20	25.32
2.	Can keep control of the class without being too strict. (C)	19	24.05
25.)	Knows the level of work that the class can do. (T)	18	22.78)
53.)			
68.	Doesn't make a fool of pupils in front of the class. (P)	17	21.52

(NB. 46 of the 48 statements were ranked in the top six at least once).

TABLE 91 (cont.)

"Good Teacher" Statements That Were Most Frequently  
Ranked In The Top Six: Third-Year Pupils.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices (Max=83)</u>	<u>% of Group.</u>
17.	Can explain things clearly. (T)	43	51.81%
2.	Can keep control of the class without being too strict. (C)	31	37.35
12.	Doesn't punish pupils who can't do the work. (C)	27	32.53
23.	Helps pupils who are slow at their work. (T)	26	31.33
55.	Is patient. (P)	21	25.30
1.)	Can keep control of the class. (C)	19	22.89)
11.)	Is fair and consistent about punishment. (C)	19	22.89)
22.)	Knows the subject well. (T)	19	22.89)
25.)	Knows the level of work that the class can do. (T)	19	22.89)
47.)	Listens to pupils' views on things. (T)	19	22.89)

(NB. 46 of the 48 statements were ranked in the top six at least once).

TABLE 91 (cont.)

"Good Teacher" Statements That Were Most Frequently  
Ranked In The Top Six: Fourth-Year Pupils.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices (Max=81)</u>	<u>% of Group.</u>
17.	Can explain things clearly. (T)	41	50.62%
23.	Helps pupils who are slow at their work. (T)	29	35.80
22.	Knows the subject well. (T)	28	34.57
12.	Doesn't punish pupils who can't do the work. (C)	27	33.33
2.	Can keep control of the class without being too strict. (C)	24	29.63
25.)	Knows the level of work that the class can do. (T)	21	25.93)
47.)			
1.)	Can keep control of the class. (C)	19	23.46)
16.)	Gives lessons that are interesting. (T)	19	23.46)
65.)			
68.)	Is understanding about pupils' problems. (P)	19	23.46)
	Doesn't make a fool of pupils in front of the class. (P)	19	23.46)

(NB. 44 of the 48 statements were ranked in the top six at least once).

The preceding four tables reveal that by the measure of the frequency with which statements were ranked in the top six, first and second-year pupils still attached more importance to the teacher's personal characteristics than third and fourth-year pupils did. The first-year group included four "P" statements in their list of ten statements which were most often ranked in the top six. Second-year pupils included three, third-year pupils only one, and fourth-year pupils two (out of eleven statements).

First and second-year pupils placed more emphasis than senior pupils on the teacher's sense of humour, and first-year pupils considered help with extra-curricular activities to be more important than any of the other three groups did. (sig.=  $< 0.001$ ) First-year pupils also attached significantly more importance than the other groups to the teacher looking neat and tidy (sig. =  $< 0.05$ ), whilst third-year pupils placed significantly less importance than the other three groups on the clarity of the teacher's speech. (sig.=  $< 0.05$ ). Third and fourth-year pupils, however, considered the teacher's patience to be significantly more important than junior pupils did; (sig.=  $< 0.01$ ).

All four groups placed strong emphasis on the teacher's control, but first-year pupils stressed the importance of the teacher's fairness and consistency about punishment significantly more than pupils in the other year-groups did; (sig.=  $< 0.001$ ). Similarly, all groups attached great importance to not punishing pupils who could not do the work set. Junior pupils however, especially the second-year group, placed significantly more emphasis than older pupils on the teacher not striking them, except on the hand with the belt.(sig.=  $< 0.005$ )

All groups stressed the importance of the teacher's clarity of explanation, though the third and fourth-year group emphasised it significantly more than first-year pupils, (sig.=  $< 0.005$ ). Similarly, all groups regarded the teacher's help with pupils who are slow at their work to be highly important. First-year pupils stressed the teacher's subject-knowledge significantly less than the other three groups, especially when compared to fourth-year pupils, who stressed it most; (sig.=  $< 0.05$ ). Fourth-year pupils were also more concerned about interesting lessons than pupils in the other groups, and third and fourth-years placed more importance on the teacher being willing to listen to

pupils' views than the two junior groups did. Finally, first-year pupils placed significantly less emphasis than pupils in the other groups on the teacher knowing the appropriate level of work to give the class (sig.=  $<$  0.05), but more emphasis than the other groups on the importance of the teacher not picking on individuals. (The choice of this statement declined as the age of the pupils concerned rose). Third-year pupils were significantly more concerned that the teacher should not "talk down" to his classes than the other groups, (especially years one and two) were; (sig.=  $<$  0.01). Overall, fourth and fifth-year pupils included more 'T' statements (5) in their ten (or eleven) most frequent choices than either the second year group (4) or the first-year group (3), suggesting that whilst the teacher's personal characteristics have more significance for junior pupils than they do for seniors, the reverse is true of teaching methods and teaching skill.

TABLE 92

PUPILS - SEX.Boys' Most Popular First Choices - "Purpose of School" Statements.

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices</u> (Max=163)	<u>% of Group.</u>
4.	To help pupils pass exams and get qualifications. (J)	29	17.79%
46.	To prepare pupils for standing on their own feet in the world. (P)	25	15.34
42.	To develop pupils' intelligence. (P)	23	14.11
32.	To teach pupils to read, write and count. (S.S.)	19	11.66
8.	To help pupils get a well-paid job. (J)	15	9.20
45.	To help pupils find out what things they're good at. (P)	11	6.75

(NB. 21 of the 32 statements were ranked first at least once).

TABLE 92 (cont.)

Girls' Most Popular First Choices - "Purpose of School" Statements.

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices (Max=159)</u>	<u>% of Group.</u>
32.	To teach pupils to read, write and count. (S.S.)	39	23.93%
4.	To help pupils pass exams and get qualifications. (J)	35	21.47
46.	To prepare pupils for standing on their own feet in the world. (P)	25	15.34
42.	To develop pupils' intelligence. (P)	22	13.50
5.	To teach pupils subjects that can be used directly in a job. (J)	7	4.40

(NB. 18 of the 32 statements were ranked first at least once).

A comparison of the two preceding tables shows that the four statements which were most frequently ranked first by boys were also those which were most often chosen by the girls' group, although the order of priorities of the two groups was slightly different. Boys placed greatest emphasis on the school's function of helping pupils to pass exams and get qualifications; 17.79% of the boys' group ranked this "purpose of school" first, and although more girls than boys actually placed this statement first, (21.47%), the girls' most popular first choice was "to teach pupils to read, write and count", which was ranked first by 23.93% of the girls' group. This was the fourth most popular first choice of the boys' group, (chosen by 11.66% of boys), and there was a statistically significant difference at the 0.005 level between the number of times that this statement was ranked first by the two groups.

Both groups also attached great importance to the school's function of "helping pupils to stand on their own feet", (the second most popular first choice of the boys' group, chosen by 15.34% of boys, and the third most frequent first choice of girls, again selected by 15.34% of the group); and also to "developing pupils' intelligence", the third most popular first choice of boys (ranked first by 11.66% of the group) and the fourth most frequent first choice of girls (selected by 13.5% of the female group).

The other two most popular first choices of the boys'

group were statement Nos. 8 and 45: "to help pupils get a well-paid job" and "to help pupils find out what things they're good at", (selected by 9.2% and 6.75% of the boys' group respectively). Statement No. 8, "to help pupils get a well-paid job" was ranked first by only 1.88% of girls, and there was a statistically significant difference of 0.01 between the level of selection of this statement by the two groups.

The girls' other most frequent first choice was statement No. 5: "to teach pupils subjects that can be used directly in a job", (selected by 4.40% of the group). This statement was the seventh most popular choice of boys for first place (not shown in table) and was used by 4.29% of the boys' group.

Girls' and boys' opinions on the "purpose of school" were thus shown to be very similar; the main differences were that boys attached more importance to the school's helping them to obtain a well-paid job, whilst girls placed more emphasis on the teaching of the "basics" of reading, writing and counting.

TABLE 93

"Purpose of School" Statements That Were Most Frequently  
Ranked In Top Four - Boys.

Stat. No.	<u>Definition: "The Purpose of School Is..."</u>	No. of Choices (Max=163)	% of Group.
4.	To help pupils pass exams and get qualifications. (J)	83	50.92%
42.	To develop pupils' intelligence. (P)	65	39.87
46.	To prepare pupils for standing on their own feet in the world. (P)	63	38.65
32.	To teach pupils to read, write and count. (S.S.)	49	30.06
8.	To help pupils get a well-paid job. (J)	47	28.83
7.	To help pupils get a job that they will like. (J)	37	22.70
5.	To teach pupils subjects that can be used directly in a job. (J)	35	21.47
45.	To help pupils find out what things they're good at. (P)	34	20.86
3.	To help pupils choose a job. (J)	30	18.41
2.)	To prepare pupils for working with other people when they leave. (J)	27	16.56
6.)	To prepare pupils for university or college. (J)	27	16.56

(NB. 31 of the 32 statements were ranked in the top four at least once).

TABLE 93 (cont.)

"Purpose of School" Statements That Were Most Frequently  
Ranked In Top Four - Girls.

Stat. No.	<u>Definition: "The Purpose of School Is..."</u>	No. of Choices (Max=159)	% of Group.
4.	To help pupils pass exams and get qualifications. (J)	102	64.15%
46.	To prepare pupils for standing on their own feet in the world. (P)	73	45.91
42.	To develop pupils' intelligence. (P)	70	44.02
32.	To teach pupils to read, write and count. (S.S.)	68	42.77
6.	To prepare pupils for university or college. (J)	41	25.79
5.	To teach pupils subjects that can be used directly in a job. (J)	36	22.84
7.	To help pupils get a job that they will like. (J)	34	21.38
45.	To help pupils find out what things they're good at. (P)	29	18.24
8.	To help pupils get a well-paid job. (J)	26	16.35
2.	To prepare pupils for working with other people when they leave. (J)	24	15.09

(NB. 27 of the 32 statements were ranked in the top four at least once).

The two preceding tables show the statements that girls and boys most frequently ranked in their top four choices. Again, the same four statements were chosen most frequently by both groups, (Nos. 4, 32, 42 and 46), and these four statements were also those which were ranked first most often by both girls and boys, as has already been discussed.

Of interest is the fact that the most popular choice of both groups was the statement "the purpose of school is to help us pass exams and get qualifications". (Although this statement was ranked in the top four significantly more often by girls (64.15%) than by boys (50.92%), sig. =  $< 0.05$ ).

Overall, the priorities of the two groups were remarkably similar; seven of the eleven statements that were most often ranked in the top four by boys referred to jobs and careers, whilst six of the girls' ten most frequent choices did so. However, girls attached more importance than boys to the school's role in preparing them for university or college, (ranked in the top four by 25.79% of girls and by only 16.56% of boys), whilst the boys' group gave significantly more weight to the school's part in helping them to obtain a well-paid job than girls did; (selected by 28.83% of boys and by only 16.35% of girls; sig. =  $< 0.01$ ), and also gave more emphasis to the school helping them to choose a job; (selected by 18.41% of boys and by only 11.95% of girls).

Both groups also emphasised the same three "personal development" statements, (Nos. 42, 45 and 46), and the same "subjects and skills" function: "to teach pupils to read, write and count", although this statement was selected significantly more often by girls than by boys; (42.77% of girls and 30.06% of boys, sig. =  $< 0.05$ ).

Two other statements not shown in the tables proved to differentiate at a statistically significant level between the two groups: Nos. 16 and 31. Statement No. 16: "to provide clubs and sports in the lunch-hour and after school" was chosen by 4.29% of boys, but by no girls at all, (sig. =  $< 0.05$ ), whilst No. 31: "to teach pupils different sports and how to keep fit" was selected by 3.68% of boys and by no girls; (sig. =  $< 0.05$ ). It should be remembered that boys also selected running clubs and sports teams as an important characteristic of good teachers significantly more often than girls did; (see p. 197 ).

TABLE 94

PUPILS - YEAR.First-Year Pupils' Most Popular First Choices -  
"Purpose of School" Statements.

Stat. No.	Definition: "The Purpose of School Is..."	No. of Choices (Max=81)	% of Group.
4.	To help pupils pass exams and get qualifications. (J)	23	28.40%
32.)	To teach pupils to read, write and count. (S.S.)	13	16.05}
46.)	To prepare pupils for standing on their own feet in the world. (P)	13	16.05}
42.	To develop pupils' intelligence. (P)	11	13.58
8.	To help pupils get a well-paid job. (J)	4	4.94

(NB. 17 of the 32 statements were ranked first at least once).

TABLE 94 (cont.)

Second-Year Pupils' Most Popular First Choices -  
"Purpose of School" Statements.

Stat. No.	Definition: "The Purpose of School Is..."	No. of Choices (Max=81)	% of Group.
4.	To help pupils pass exams and get qualifications. (J)	17	20.98%
32.	To teach pupils to read, write and count. (S.S.)	16	19.75
46.	To prepare pupils for standing on their own feet in the world. (P)	8	9.88
6.)	To prepare pupils for university or college. (J)	6	7.41}
8.)	To help pupils get a well-paid job. (J)	6	7.41}

(NB. 16 of the 32 statements were ranked first at least once).

TABLE 94 (cont.)

Third-Year Pupils' Most Popular First Choices -  
"Purpose of School" Section.

Stat. No.	<u>Definition: "The Purpose of School Is..."</u>	No. of Choices (Max=81)	% of Group.
32.	To teach pupils to read, write and count. (S.S.)	16	19.75%
46.	To prepare pupils for standing on their own feet in the world. (P)	13	16.05
42.	To develop pupils' intelligence. (P)	11	13.58
4.	To help pupils pass exams and get qualifications. (J)	10	12.35
8.	To help pupils get a well-paid job. (J)	8	9.88

(NB. 16 of the 32 statements were ranked first at least once).

TABLE 94 (cont.)

Fourth-Year Pupils' Most Popular First Choices -  
"Purpose of School" Section.

Stat. No.	<u>Definition: "The Purpose of School Is..."</u>	No. of Choices (Max=79)	% of Group.
42.	To develop pupils' intelligence. (P)	18	22.78%
46.	To prepare pupils for standing on their own feet in the world. (P)	16	20.25
4.	To help pupils pass exams and get qualifications. (J)	14	17.72
32.	To teach pupils to read, write and count. (S.S.)	13	16.46
45.	To help pupils find out what things they're good at. (P)	8	10.13

(NB. 13 of the 32 statements were ranked first at least once).

A comparison of the four previous tables reveals great uniformity of opinion amongst the four year-groups on the importance of the school's role in helping pupils to pass exams and get qualifications; teaching pupils to read, write and count; and preparing pupils to stand on their own feet. These three statements were amongst the five that were most frequently ranked first by all four year-groups.

However, whilst Statement No. 4: "To help pupils pass exams and get qualifications", was the most popular first choice for first and second-year pupils (chosen by 28.4% of first-years and 20.98% of second-years), it was only the fourth most popular first choice of the third-year group, and the third most popular first choice of fourth-year pupils. (Placed first in importance by 12.35% of third-years and 17.72% of fourth-year pupils). Interestingly, therefore, junior pupils (especially first-years) placed more emphasis on this function of the school than senior pupils did, (sig. =  $< 0.05$ ), (although fourth-year pupils regarded it as being more important than third-years did, perhaps because 'O' grade examinations are taken in fourth year).

Statement No. 46: "to prepare pupils for standing on their own feet in the world", was regarded as being highly important by all four year-groups; it was the second most frequent first choice of first-year pupils, (chosen by 16.05%); the third most frequent first choice of second-years, (selected by 9.88%); the second most popular first choice of the third-year group, (chosen by 16.05%) and was also the second most popular first choice of fourth-year pupils, (ranked first by 20.25%).

Similarly, Statement No. 32: "to teach pupils to read, write and count", was given great emphasis by all year-groups especially years 1 - 3. This statement was the second most frequent first choice of first-year pupils, (chosen by 16.05%), and of second-year pupils, (selected by 19.75%), whilst it was the most popular first choice of the third-year group (chosen by 19.75%). However the statement was only the fourth most popular first choice of the fourth-year group, (ranked first by 16.46% of this group).

Only four other statements were included anywhere in the five most popular first choices of the four year-groups. These were Statements 8 and 42: "to help pupils get a well-paid job"

and "to develop pupils' intelligence", which were both included amongst the five statements most frequently ranked first by three of the four year-groups; whilst statements 6 and 45: "to prepare pupils for university or college" and "to help pupils find out what things they're good at" were amongst the five most popular first-choices of one year-group only.

Statement No. 8: "to help pupils get a well-paid job", was the fifth most frequent first choice of first-year pupils, (chosen by 4.94% of the group); the joint fourth most popular first choice of the second-year group (selected by 7.41%); and the fifth most frequent first choice of third-year pupils, (ranked first by 9.88% of the group). Perhaps strangely, it was not ranked first in importance by any fourth-year pupils at all (sig. =  $< 0.05$ ), despite the fact that pupils in this age-group are actually nearer to the world of work than younger pupils are. When this result is viewed in conjunction with results for statements 4 and 46, (already discussed), it is evident that fourth-year pupils appear to place less emphasis than junior pupils on the school's function of helping them to pass exams and obtain a well-paid job, but more emphasis than junior pupils on the school helping them to stand on their own feet. Thus fourth-year pupils appear to hold a less "functional" view of the school's aims than younger children do.

Statement No. 42: "to develop pupils' intelligence" was the fourth most popular first choice of first-year pupils, (chosen by 13.58% of the group); the third most frequent first choice of the third-year group, (also selected by 13.58%); and the most popular first choice of fourth-year pupils, (ranked first by 22.78% of the group). The statement was ranked first by only 6.17% of second-year pupils, (sig. =  $< 0.05$ ). Thus older pupils appeared to attach more importance to this area of personal development than younger pupils did.

Statement No. 6: "to prepare pupils for university or college", was amongst the five most popular first choices of the second-year group only. It was their joint fourth most popular first choice, and was selected by 7.41% of the group. It was not selected for first place by any first-year pupils, and by only 2.47% of third-years and 1.27% of fourth-years. Somewhat strangely, therefore, enthusiasm for this function of school was seen to be

greatest amongst second-year pupils and decreased with age thereafter.

Finally, statement No. 45: "to help pupils find out what things they're good at", was amongst the five most popular first choices of the fourth-year group only; (ranked first by 10.13% of the group). It was ranked first by only 2.47% of first-years, 2.47% of second-years, and 3.7% of third-years. Again, therefore, fourth-year pupils were shown to have a less "functional" view of the school than younger children, and in fact held opinions closer to those of student-teachers, placing more emphasis on areas of personal development, than younger pupils did.

TABLE 95

"Purpose of School" Statements That Were Most Frequently  
Ranked In The Top Four: First-Year Pupils.

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices. (Max=81)</u>	<u>% of Group.</u>
4.	To help pupils pass exams and get qualifications. (J)	58	71.60%
42.	To develop pupils' intelligence. (P)	38	46.91
32.	To teach pupils to read, write and count. (S.S.)	31	38.27
46.	To prepare pupils for standing on their own feet in the world. (P)	28	34.57
7.	To help pupils get a job that they will like. (J)	24	29.63
6.)	To prepare pupils for university or college. (J)	23	28.40
8.)	To help pupils get a well-paid job. (J)	23	28.40
5.)	To teach pupils subjects that can be used directly in a job. (J)	13	16.05
45.)	To help pupils find out what things they're good at. (P)	13	16.05

(NB. 28 of the 32 statements were ranked in the top four at least once.

TABLE 95 (cont.)

"Purpose of School" Statements That Were Most Frequently  
Ranked In The Top Four: Second-Year Pupils.

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices (Max=81)</u>	<u>% of Group.</u>
4.	To help pupils pass exams and get qualifications. (J)	46	56.79%
32.	To teach pupils to read, write and count. (S.S.)	34	41.98
46.	To prepare pupils for standing on their own feet in the world. (P)	25	30.86
42.	To develop pupils' intelligence. (P)	23	28.40
8.	To help pupils get a well-paid job. (J)	22	27.16
6.	To prepare pupils for university or college. (J)	21	25.93
5.	To teach pupils subjects that can be used directly in a job. (J)	19	23.46
3.	To help pupils choose a job. (J)	17	20.99
7.)	To help pupils get a job that they will like. (J)	15	18.52)
45.)	To help pupils find out what things they're good at. (P)	15	18.52)

(NB. 29 of the 32 statements were ranked in the top four at least once).

TABLE 95 (cont.)

"Purpose of School" Statements That Were Most Frequently  
Ranked In Top Four: Third-Year Pupils.

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices (Max=81)</u>	<u>% of Group.</u>
46.	To prepare pupils for standing on their own feet in the world. (P)	41	50.62%
4.	To help pupils pass exams and get qualifications. (J)	35	43.21
42.	To develop pupils' intelligence. (P)	34	41.98
32.	To teach pupils to read, write and count. (S.S.)	30	37.04
5.	To teach pupils subjects that can be used directly in a job. (J)	24	29.63
2.	To prepare pupils for working with other people when they leave. (J)	21	25.93
8.	To help pupils get a well-paid job. (J)	20	24.69
7.	To help pupils get a job that they will like. (J)	17	20.99
45.	To help pupils find out what things they're good at. (P)	15	18.52

(NB. 30 of the 32 statements were ranked in the top four at least once.)

TABLE 95 (cont.)

"Purpose of School" Statements That Were Most Frequently  
Ranked In Top Four: Fourth-Year Pupils.

<u>Stat.</u> <u>No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of</u> <u>Choices</u> (Max=79)	<u>% of</u> <u>Group.</u>
4.	To help pupils pass exams and get qualifications. (J)	46	58.23%
46.	To prepare pupils for standing on their own feet in the world. (P)	42	53.16
42.	To develop pupils' intelligence. (P)	40	50.63
32.	To teach pupils to read, write and count. (S.S.)	22	27.85
45.	To help pupils find out what things they're good at. (P)	20	25.32
5.)	To teach pupils subjects that can be used directly in a job. (J)	15	18.99)
6.)	To prepare pupils for university or college. (J)	15	18.99)
7.)	To help pupils get a job that they will like. (J)	15	18.99)
3.)	To help pupils choose a job. (J)	13	16.46)
38.)	To teach pupils how to express themselves clearly. (P)	13	16.46)
40.)	To teach pupils discipline. (P)	13	16.46)

(NB. 24 of the 32 statements were ranked in the top four at least once).

A comparison of the four preceding tables shows that Statement No. 4: "the purpose of school is to help pupils pass exams and get qualifications", was the statement most often ranked in the top four by first-year pupils, (chosen by 71.6%); second-year pupils, (chosen by 56.79%); and fourth-year pupils, (58.23%). It was also the second most popular top-four choice of the third-year group, (selected by 43.21%). Enthusiasm for this function of the school was thus again shown to be greatest amongst first-year pupils, perhaps strangely the group farthest removed from the reality of examinations.

The second most popular top-four choice of the first-year group was Statement No. 42: "the purpose of school is to develop pupils' intelligence", (chosen by 46.91% of the group). This statement was the fourth most frequent choice of second-year pupils (28.4%); the third most popular choice of third-years (41.98%) and the third most frequent selection of fourth-years (chosen by 50.63%). Thus the greatest emphasis was placed on this "purpose of school" by first and fourth-year pupils. (sig. =  $< 0.05$ ).

The first-year group's third most popular top-four choice was statement No. 32: "the purpose of school is to teach pupils to read write and count", (ranked in the top four by 38.27% of first-year pupils). This statement was the second most popular choice of the second-year group (chosen by 41.98%); the fourth most popular third-year choice, (37.04%); and was also the fourth most popular selection of the fourth-year group, (27.85%). Enthusiasm for this function of school was thus least amongst the fourth-year group, who could be presumed to have reached a point at which they felt their numeracy and literacy were unlikely to improve further.

The fourth most popular choice of the first-year group was Statement No. 46: "the purpose of school is to prepare pupils for standing on their own feet in the world", (ranked in the top four by 34.57% of the group). This statement was the third most frequent top-four selection of the second-year group (30.86%), and was in fact the most popular choice of third-year pupils (selected by 50.62%). It was also the second most popular top-four choice of the fourth-year group (chosen by 53.16%). (There was a statistically significant difference of 0.005 between the choice

of this statement by the two youngest year-groups and the two older groups). However, this function of school, and indeed the three other statements that have already been discussed, were clearly of major importance to all four year-groups. Remarkably, the same four statements were ranked most often in the "top four" by all years, revealing a marked uniformity of opinion on the most important functions of school, with differences being those of emphasis only.

Three other statements were also amongst the ten most frequent "top four" choices of all four groups. These were: Statement No. 5, "the purpose of school is to teach pupils subjects that can be used directly in a job", chosen by 16.05% of first-year pupils; 23.46% of second-years; 29.63% of third-years and 18.99% of fourth-years; Statement No. 7: "the purpose of school is to help pupils get a job they will like", which was selected by 29.63% of first-year pupils; 18.52% of second-years; 20.99% of third-years, and 18.99% of fourth-years, and Statement No. 45, "the purpose of school is to help pupils find out what things they're good at", ranked in the top four by 16.05% of first-years; 18.52% of the second-year and third-year groups and by 25.32% of fourth-year pupils.

Interestingly, these three results suggest that the emphasis on job-related subjects is greatest amongst second and third-year pupils, whilst belief that the school should help pupils to find an enjoyable job is at its peak in first year. Fourth-year pupils, however, seem to value highly the less "functional" aim of Statement No. 45, thus bringing their ideas more into line with those of student-teachers, discussed in the main body of this thesis.

A further two statements were amongst the ten most frequent choices of three of the four groups. These were Statement Nos. 6, 8 and Statement No. 6, "the purpose of school is to prepare pupils for university or college", ranked in the top four by 28.4% of first-years; 25.93% of second-years; 11.11% of third-years, and 18.99% of fourth-years. (Thus, perhaps strangely, interest in this function of school was at its greatest amongst junior pupils. (sig. =  $< 0.05$ ).

Statement No. 8, "the purpose of school is to help pupils get a well-paid job" was ranked in the top four by 28.4%

of first-year pupils; 27.16% of second-years; 24.69% of third-years, and by only 10.13% of fourth-years. (sig. =  $< 0.05$ ). Again, the emphasis placed on this purpose of school was greatest amongst first-year pupils and declined gradually with the age of the pupils concerned, until falling drastically in fourth-year. It could be suggested that these results indicate that older pupils no longer believe that the school can fulfil these functions, but other results such as those for Statement No. 45, already discussed, illustrate that in fact the fourth-year group's opinions were closer to those of the student-teacher group, stressing areas of personal development rather than job-related aims.

One further statement was included in the lists of the ten statements most frequently ranked in the top four of two of the year-groups only. This was Statement No. 3: "the purpose of school is to help pupils choose a job", which was selected by 11.11% of first-years; 20.99% of second-years; 12.35% of third-years, and 16.46% of fourth-years. Again, interest in this job-related function of school reached a peak in second year.

Three statements appeared only once in the lists of the ten statements most frequently ranked in the top four by each of the four year-groups. These were Statements 2, 38 and 40. Statement No. 2, "the purpose of school is to prepare pupils for working with other people when they leave" was chosen by 7.41% of first-years; 16.05% of second-years; 25.93% of third-years and 13.92% of the fourth-year group, (sig. =  $< 0.01$ ).

Statement No. 38, "the purpose of school is to teach pupils how to express themselves clearly" was selected by 2.47% of first-year pupils; 11.11% of second-years; 8.64% of third-years and 16.46% of fourth-years, (sig. =  $< 0.05$ ), showing a dramatic increase in importance when first-year results are compared to those for fourth-year pupils.

Finally, Statement No. 40, "the purpose of school is to teach pupils discipline", was ranked in the top four by 6.18% of third-years and 16.46% of fourth-year pupils, again being rated much more highly by the fourth-year group than by first years.

Three other statements proved to differentiate statistically between year groups; these were: Statements 11, 28 and 41. Statement No. 11, "to teach pupils how Britain is run and

governed", was ranked in the top four by 7.41% of the first-year group, by only 1.2% of second and third-years, and by no fourth-year pupils at all. (sig.=  $<$  0.01).

Statement No. 28, "to teach pupils to speak a foreign language", was selected by 7.41% of first-years, 3.7% of second-years and by no third or fourth-year pupils at all. (sig.=  $<$  0.01).

Finally, Statement No. 41, "to help each pupil to develop his or her personality" was chosen by no first-year pupils at all; by 11.11% of the second-year group; by 16.05% of third-years, and by 10.19% of fourth-years. (sig.=  $<$  0.005).

Overall, pupils' school year was found to be a much more significant variable in affecting their responses to the questionnaire than their sex. Nine out of the thirty-two statements were found to discriminate statistically between year groups, whilst only five did so for the variable of sex.

The same four statements were selected most frequently for the top four by all four year-groups, and three further statements appeared in the lists of the ten most frequently-chosen statements for all four groups, indicating a high extent of agreement between the year groups regarding the "purpose of school". There were differences of emphasis, however, and in general junior pupils appeared to stress the functional aims of the school, whilst fourth-year pupils emphasised more areas of personal development, including 5 'P' statements in the list of their most frequent 11 choices, compared to 3 in the top 9 or 10 choices of the other year-groups. This result suggests that senior pupils' opinions are in fact nearer to those of student-teachers than are the views of junior pupils.

APPENDIX 12.

Student-Teachers' Questionnaire Results  
According to the Variables of:

College

Sex

Teaching Subject

TABLE 96Student-Teachers' First "Good Teacher" Choices - College.College 1.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices.</u> (Max=73)	<u>% of Group.</u>
26.	Is interested in what he or she is teaching. (T)	17	23.29%
16.	Gives lessons that are interesting. (T)	11	15.07
1.	Can keep control of the class. (C)	9	12.33
17.	Can explain things clearly. (T)	8	10.96
2.	Can keep control of the class without being too strict. (C)	6	8.22
27.	Plans his or her lessons in advance. (T)	5	6.85

(NB. 17 of the 48 statements were ranked first at least once).

TABLE 96 (cont.)Student-Teachers' First "Good Teacher" Choices - College.College 2.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices.</u> (Max=91)	<u>% of Group.</u>
26.	Is interested in what he or she is teaching. (T)	17	18.68%
22.	Knows the subject well. (T)	12	13.18
1.	Can keep control of the class. (C)	11	12.09
2.	Can keep control of the class without being too strict. (C)	9	9.90
17.	Can explain things clearly. (T)	8	8.79
25.	Knows the level of work that the class can do. (T)	8	8.79

(NB. 19 of the 48 statements were ranked first at least once).

A comparison of the two preceding tables shows that students from both Colleges of Education ranked Statement No. 26, "is interested in what he or she is teaching" first in importance most frequently when considering the characteristics of a good teacher, although it was chosen by more students from College 1.

Also, Statements 1, 2 and 17: "can keep control of the class", "can keep control of the class without being too strict" and "can explain things clearly" were amongst the six statements that were most often ranked first by both groups of students.

Differences, however, arose between their choice of Statements 16, 27, 22 and 25. 15.07% of students from College 1 ranked Statement No. 16 first: "gives lessons that are interesting". (This was in fact the second most popular first choice of College 1 students). However, only 6.59% of students from College 2 did so. Similarly, whilst 6.85% of College 1 students ranked statement No. 27: "plans his or her lessons in advance", first, only 3.29% of College 2 students did so.

Conversely, the second most popular choice of College 2 students was Statement No. 22: "knows the subject well", which was ranked first by 13.18% of this group, but by only 4.11% of College 1 students. Also, whilst 8.79% of College 2 students ranked Statement No. 25: "knows the level of work that the class can do" first, only 1.37% of College 1 students did so.

These variations perhaps may suggest differences of emphasis in the courses offered by the colleges. Of more importance, however, is the fact that both groups of students stressed the importance of discipline, of clarity of explanation, and of the teacher's interest in his subject-matter. In addition, it is noteworthy that neither group ranked any statements referring to the teacher's personality first with any frequency. The six statements that were most often ranked first by both groups of students referred either to teaching methods or to class control.

TABLE 97

"Good Teacher" Statements That Were Most Frequently  
Ranked In "Top Six" - College 1.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices. (Max=73)</u>	<u>% of Group.</u>
17.	Can explain things clearly. (T)	46	63.01%
16.	Gives lessons that are interesting. (T)	37	50.69
26.	Is interested in what he or she is teaching. (T)	31	42.47
2.	Can keep control of the class without being too strict. (C)	27	36.99
1.)	Can keep control of the class. (C)	26	35.62)
20.)	Lets pupils take an active part in the lesson. (T)	26	35.62)
25.	Knows the level of work that the class can do. (T)	23	31.51
11.	Is fair and consistent about punishment. (C)	22	30.14
27.	Plans his or her lessons in advance. (T)	19	26.03
63.	Tries to get to know pupils personally. (P)	16	21.98

(NB. 36 of the 48 statements were ranked in the top six at least once).

TABLE 97 (cont.)

"Good Teacher" Statements That Were Most Frequently  
Ranked In "Top Six" - College 2.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices (Max=91)</u>	<u>% of Group.</u>
11.)	Is fair and consistent about punishment. (C)	51	56.04%
26.)	Is interested in what he or she is teaching. (T)	51	56.04
17.	Can explain things clearly. (T)	50	54.95
16.	Gives lessons that are interesting. (T)	38	41.76
2.	Can keep control of the class without being too strict. (C)	36	39.56
25.	Knows the level of work that the class can do. (T)	34	37.36
1.	Can keep control of the class. (C)	33	36.26
27.	Plans his or her lessons in advance. (T)	31	34.07
22.	Knows the subject well. (T)	30	32.97
65.	Is understanding about pupils' problems. (P)	21	23.08

(NB. 37 of the 48 statements were ranked in the top six at least once).

The two preceding tables again illustrate the similarity of the views on the characteristics of a "good teacher" of students from College 1 and College 2. Eight of the ten statements which were most frequently ranked in the top six by students from College 1 were also amongst the ten that were ranked in the top six most often by College 2 students. In addition, both groups gave overwhelming emphasis to the importance of the teacher's class control and teaching methods, rather than to his personality. The nine statements that were most often ranked in the top six by students from both colleges all referred either to class control or to teaching methods, and these results indicate quite clearly students' priorities when considering the importance of teacher characteristics.

Over 54% of students from both colleges ranked Statement

No. 17: "can explain things clearly", in the top six. Over 42% of both groups included Statement No. 26: "is interested in what he or she is teaching", and over 41% from both Colleges selected Statement No. 16: "gives lessons that are interesting". Similarly, over 36% of both groups ranked Statement No. 2: "Can keep control of the class without being too strict" in their top six choices. These four statements were the four that were most often ranked in the top six by students from College 1, and they also represented four of the five most frequent selections of students from College 2.

Despite this high level of agreement, there were some differences of emphasis between the two groups, however. Statement No. 11, "is fair and consistent about punishment" was the statement most often ranked in the top six by College 2 students, (selected by 56.04% of the group), but it was chosen by only 30.14% of students from College 1, (sig.=  $< 0.001$ ), for whom it was only the eighth most popular choice.

Similarly, Statement No. 20, "lets pupils take an active part in the lesson", was ranked in the top six by 35.62% of College 1 students, (and was their joint fifth most popular choice), but was chosen by only 14.29% of students from College 2. (sig.=  $< 0.005$ ).

Two other statements which were not amongst the ten most frequent top six choices of either group of students also proved to differentiate at a statistically significant level between the groups. These were Statements Nos. 14 and 47.

Statement No. 14, "makes pupils work hard" was selected by 16.44% of College 1 students, but by only 5.5% of students from College 2, (sig.=  $< 0.05$ ), whilst Statement No. 47, "listens to pupils' views on things", was ranked in the top six by 19.18% of students from College 1, but by only 7.69% of College 2 students, (sig.=  $< 0.05$ ).

The results for Statements 11, 20 and 47 appear to suggest that College 1 students had more "liberal" views, at any rate in these areas, than students from College 2.

Apart from Statement No. 20, already discussed, only one other statement was included in the list of the ten statements that were most frequently ranked in the top six by College 1 students that did not also appear in the corresponding list of

College 2 students. This was Statement No. 63: "tries to get to know pupils personally", which was ranked in the top six by 21.98% of College 1 students, but by only 15.38% of students from College 2. Again this result suggests greater "liberalism" on the part of students from College 1.

Two statements that were included in the "top ten" list of College 2 students did not appear in the corresponding list of students from College 1. These were Statements 22 and 65: "knows the subject well" and "is understanding about pupils' problems". Statement No. 22 was chosen by 32.97% of College 2 students, but by only 19.18% of students from College 1, whilst Statement No. 65 was ranked in the top six by 23.08% of students from College 2, and by 20.55% of College 1 students.

TABLE 98

Student-Teachers' First "Purpose of School"Choices - College 1.

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices</u> (Max=70)	<u>% of Group.</u>
32.	To teach pupils to read, write and count. (S.S.)	18	25.71%
42.	To develop pupils' intelligence. (P)	12	17.14
41.)	To help each pupil to develop his or her personality. (P)	10	14.29
46.)	To prepare pupils for standing on their own feet in the world. (P)	10	14.29
45.	To help pupils find out what things they're good at. (P)	6	8.57

(NB. 13 of the 32 statements were ranked first at least once).

TABLE 98 (cont.)

Student-Teachers' First "Purpose of School"Choices - College 2.

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices</u> (Max=89)	<u>% of Group.</u>
46.	To prepare pupils for standing on their own feet in the world. (P)	24	26.97%
42.	To develop pupils' intelligence. (P)	16	17.98
32.)	To teach pupils to read, write and count. (S.S.)	13	14.61
41.)	To help each pupil to develop his or her personality. (P)	13	14.61
45.	To help pupils find out what things they're good at. (P)	7	7.87

(NB. 12 of the 32 statements were ranked first at least once).

As the two preceding tables show, there was complete consensus between the two groups on the five most important "purposes of school". The same five statements were most often ranked first by both groups of students. Importantly, four of these five statements referred to areas of personal development, whilst the other referred to literacy and numeracy. None of the five statements related to the area of jobs and careers.

The only differences were those of relative emphasis; students from College 1 ranked Statement No. 32, "to teach pupils to read, write and count" first most frequently, (chosen by 25.71% of the group), whilst this statement was only the joint third most popular first choice of College 2 students (selected by 14.61%). Similarly, whilst College 2 students ranked Statement No. 46, "to prepare pupils for standing on their own feet in the world" first most often, (selected by 26.97% of the group), this statement was the joint third most frequent choice of College 1 students, (ranked first by 14.29%). Results for the other 3 most popular statements were almost identical for both groups.

TABLE 99

"Purpose of School" Statements That Were Most Frequently  
Ranked in Top Four - College 1.

<u>Stat.</u> <u>No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of</u> <u>Choices</u> <u>(Max=70)</u>	<u>% of</u> <u>Group.</u>
41.	To help each pupil to develop his or her personality. (P)	43	61.43%
46.	To prepare pupils for standing on their own feet in the world. (P)	42	60.00
32.	To teach pupils to read, write and count. (S.S.)	32	45.71
42.	To develop pupils' intelligence. (P)	26	37.14
38.	To teach pupils how to express themselves clearly. (P)	24	34.29
{ 36.	To teach pupils how to get on with different kinds of people. (P)	21	30.00
{ 45.	To help pupils find out what things they're good at. (P)	21	30.00
2.	To prepare pupils for working with other people when they leave. (J)	17	24.29

(NB. 20 of the 32 statements were ranked in the top four at least once).

TABLE 99 (cont.)

"Purpose of School" Statements That Were Most Frequently  
Ranked in Top Four - College 2.

<u>STAT.</u> <u>No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of</u> <u>Choices</u> <u>(Max=89)</u>	<u>% of</u> <u>Group.</u>
41.	To help each pupil to develop his or her personality. (P)	59	66.29%
46.	To prepare pupils for standing on their own feet in the world. (P)	53	59.55
42.	To develop pupils' intelligence. (P)	40	44.94
38.	To teach pupils how to express themselves clearly. (P)	38	42.70
32.	To teach pupils to read, write and count. (S.S.)	32	35.96
45.	To help pupils find out what things they're good at. (P)	23	25.84
2.	To prepare pupils for working with other people when they leave. (J)	19	21.35
4.	To help pupils pass exams and get qualifications. (J)	18	20.22

(NB. 22 of the 32 statements were ranked in the top four at least once).

The two preceding tables again reveal an overwhelming level of agreement on the most important "purposes of school" between students from the two Colleges of Education concerned. Seven of the eight statements that were most frequently ranked in the top four by students from College 1 were also chosen by students from College 2. The emphasis of both groups was firmly on the area of personal development, with six of College 1 students' eight most popular choices referring to this area, and five of College 2 students' most frequent selections doing so.

Students from both Colleges ranked Statement No. 41: "to help each pupil to develop his or her personality" in the top four most frequently, and both groups also ranked No. 46: "to prepare pupils for standing on their own feet in the world" in the top four second most frequently.

The only statement referring to jobs and careers which was included in the list of the eight most popular top four choices of College 1 students was No. 2, "to prepare pupils for working with other people when they leave". This statement was the eighth most popular choice of College 1 students, and was also the seventh most frequent choice of students from College 2. The College 2 group, however, also included Statement No. 4, "to help pupils pass exams and get qualifications" amongst their eight most frequent top four choices, which College 1 students did not.

The only one of the College 1 group's eight most popular top four choices which was not also amongst the eight most frequent choices of College 2 students was No. 36: "to teach pupils how to get on with different kinds of people", which was ranked in the top four by 30.00% of College 1 students, but by only 13.32% of the College 2 group, (sig. =  $< 0.05$ ).

TABLE 100

Students' Estimates of Pupils' Four Most Popular  
"Good Teacher" Choices - College 1.

<u>Statement No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>Total No. of Choices</u> (Max=73)	<u>% of Group</u>
16	Gives lessons that are interesting. (T)	56	76.71%
1	Can keep control of the class.(C)	52	71.23
17	Can explain things clearly. (T)	41	56.16
11	Is fair and consistent about punishment. (C)	39	53.43
53	Has a good sense of humour. (P)	38	52.06

(NB. All 12 statements were ranked in the top four at least once).

Students' Estimates of Pupils' Four Most Popular  
"Good Teacher" Choices - College 2.

<u>Statement No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>Total No. of Choices</u> (Max=91)	<u>% of Group</u>
16	Gives lessons that are interesting. (T)	68	74.73%
53	Has a good sense of humour. (P)	59	64.84
11	Is fair and consistent about punishment. (C)	57	62.64
1	Can keep control of the class. (C)	51	56.04
17	Can explain things clearly. (T)	48	52.78

(NB. All 12 statements were ranked in the top four at least once).

The two previous tables show which four statements, from a given list of twelve, students from College 1 and College 2 thought that pupils would rank highest in importance. (Students were asked merely to tick these four statements, and not to rank them in order).

Both groups of students identified the same five statements as being of highest importance to pupils, four of these five referring to class control and teaching methods, whilst the other referred to the teacher's sense of humour. Students from both Colleges were thus shown to be aware of the general areas of priority for pupils, and both groups correctly assessed that the most important personal characteristic of teachers as far as pupils were concerned was a sense of humour. Students from both Colleges made a major error, however, in underestimating the importance to pupils of Statement No. 23: "Helps pupils who are slow at their work", which was in fact the second most frequent "top six" selection of pupils, (out of the twelve statements listed on this part of the questionnaire).

Otherwise, differences were only those of relative emphasis. Both groups of students overemphasised the importance of interesting lessons to pupils, and both groups underestimated the importance of clarity of explanation, though College 2 students did so to a greater extent than students from College 1. College 1 students, however, interestingly overemphasised the relative importance to pupils of class control, whilst students from College 2 overemphasised the importance of the teacher's sense of humour.

Interestingly also, for both groups of students, especially those from College 1, the estimates were in fact closer to the students' own order of relative importance than they were to pupils', as may be seen by a comparison of the two tables overleaf with those on pages 517 and 518 of Volume 1.

TABLE 101

Students' Estimates of Pupils' Four Most Popular  
"Purpose of School" Choices - College 1.

<u>Stat.</u> <u>No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>Total No.</u> <u>of Choices</u> (Max=73)	<u>% of</u> <u>Group</u>
4	To help pupils pass exams and get qualifications. (J)	53	72.60%
32	To teach pupils to read, write and count. (S.S.)	50	68.49
7	To help pupils get a job that they will like. (J)	28	38.36
(21	To teach pupils lots of different subjects. (S.S.)	27	36.99)
(45	To help pupils find out what things they're good at. (P)	27	36.99)

(NB. All 12 statements were selected at least once).

Students' Estimates of Pupils' Four Most Popular  
"Purpose of School" Choices - College 2.

<u>Stat.</u> <u>No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>Total No.</u> <u>of Choices</u> (Max=91)	<u>% of</u> <u>Group</u>
4	To help pupils pass exams and get qualifications. (J)	81	89.01%
32	To teach pupils to read, write and count. (S.S.)	66	72.52
8	To help pupils get a well-paid job. (J)	39	42.86
7	To help pupils get a job that they will like. (J)	35	38.46
21	To teach pupils lots of different subjects. (S.S.)	33	36.26

(NB. 10 of the 12 statements were ranked in the top four at least once).

The previous table shows the "purpose of school" statements that students from the two Colleges believed that pupils would rank most highly from the given list of twelve. As may be seen, the opinions of the two groups of students diverged more widely on this issue than they did on the "characteristics of a good teacher". In addition, students from College 1 were less correct in assessing pupils' responses to this section than they had been in the case of the "good teacher" section.

As has been discussed, students' own opinions about the "purpose of school" differed markedly from those of pupils. Of the twelve statements listed in this section, five of the six ranked by students most frequently in their "top four" referred to areas of personal development; it is of great interest, therefore, that both groups of students correctly realised that pupils would rank Statement No. 4, "to help pupils to pass exams and get qualifications" most highly, (the students themselves ranked this statement only seventh out of the twelve). In addition, student-teachers from both Colleges actually over-emphasised the importance to pupils of the school's role in helping pupils to find an enjoyable job, and College 2 students also over-emphasised the importance to pupils of the school's function in helping pupils to obtain a well-paid job. Both of these aims had little importance for the students themselves.

Students from College 1, however, were wrong in believing that pupils would be more interested in finding an enjoyable job than a well-paid one. They also over-emphasised the importance to pupils of the school's role in helping pupils to find out what things they're good at.

Both groups of students also greatly over-emphasised the importance to pupils of the school's function in teaching lots of different subjects, and both also slightly over-estimated the importance to pupils of the school's part in teaching literacy and numeracy.

In general, however, the main failing of the students was their gross underestimate of the importance to pupils of the school's function in developing pupils' intelligence and preparing them to stand on their own feet. In fact, pupils and students were in complete agreement about these two aims of the school, but students from both Colleges of Education failed to realise the importance of these functions to pupils.

TABLE 102

Students' First "Good Teacher" Choices - Sex.Male.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices</u> (Max=71)	<u>% of Group.</u>
26.	Is interested in what he or she is teaching. (T)	12	16.90%
1.)	Can keep control of the class. (C)	9	12.68 )
17.)	Can explain things clearly. (T)	9	12.68 )
2.)	Can keep control of the class without being too strict. (C)	7	9.86 )
16.)	Gives lessons that are interesting. (T)	7	9.86 )
22.	Knows the subject well. (T)	5	7.04

(NB. 21 of the 48 statements were ranked first at least once).

TABLE 102 (cont.)

Students' First "Good Teacher" Choices - Sex.Female.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices</u> (Max=93)	<u>% of Group.</u>
26.	Is interested in what he or she is teaching. (T)	22	23.66%
1.	Can keep control of the class. (C)	11	11.83
16.)	Gives lessons that are interesting. (T)	10	10.75 )
22.)	Knows the subject well. (T)	10	10.75 )
2.	Can keep control of the class without being too strict. (C)	8	8.60
17.	Can explain things well. (T)	7	7.53

(NB. 17 of the 48 statements were ranked first at least once).

The two preceding tables show that there was virtually no difference between male and female students' views on the most important characteristic of a good teacher. Both groups ranked Statement No. 26, "is interested in what he or she is teaching" first most frequently, (though it was placed first by 23.66% of female students and by only 16.9% of males). Similarly, both groups also ranked Statement No. 1, "can keep control of the class" first the second most frequently.

The only noticeable difference between the choices of the two groups was that male students were more likely than females to rank Statement No. 17, "can explain things clearly", first. (12.68% of males and 7.53% of females placed this statement first in importance).

However, the major finding was that both male and female students selected the same six statements as the most important characteristics of a good teacher. Four of these statements referred to teaching methods, two to class control, and none at all to the teacher's personality.

TABLE 103

"Good Teacher" Statements That Were Most  
Frequently Ranked In "Top Six".

Male.

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices (Max=71)</u>	<u>% of Group.</u>
17.	Can explain things clearly. (T)	46	64.79%
16.	Gives lessons that are interesting. (T)	32	45.07
26.	Is interested in what he or she is teaching. (T)	31	43.66
11.	Is fair and consistent about punishment. (C)	26	36.62
1.	Can keep control of the class. (C)	25	35.21
25.)	} Knows the level of work that the class can do. (T)	24	33.80
27.)		24	33.80
2.	Can keep control of the class without being too strict. (C)	22	30.99
20.	Lets pupils take an active part in the lesson. (T)	20	28.17
22.)	} Knows the subject well. (T)	19	26.76
63.)		19	26.76
	} Tries to get to know pupils personally. (P)		

(NB. 38 of the 48 statements were ranked in the top six at least once).

TABLE 103 (cont.)

<u>"Good Teacher" Statements That Were Most Frequently Ranked In "Top Six".</u>			
<u>Female.</u>			
<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices (Max=93)</u>	<u>% of Group.</u>
26.	Is interested in what he or she is teaching. (T)	51	54.84%
17.	Can explain things clearly. (T)	50	53.76
11.	Is fair and consistent about punishment. (C)	47	50.54
16.	Gives lessons that are interesting. (T)	43	46.24
2.	Can keep control of the class without being too strict. (C)	41	44.09
1.	Can keep control of the class. (C)	34	36.56
25.	Knows the level of work that the class can do. (T)	33	35.48
27.	Plans his or her lessons in advance. (T)	26	27.96
22.	Knows the subject well. (T)	25	26.88
53.	Has a good sense of humour. (P)	22	23.66

(NB. 38 of the 48 statements were ranked in the top six at least once).

Again, the two previous tables, which show the "good teacher" statements that were most frequently ranked in the top six by male and female student-teachers, reveal that there was very little difference between the views of the two groups on this topic. The same eight statements were selected most frequently by both males and females, and all eight statements referred either to the area of control or to teaching methods. The only statistically significant difference between the two groups occurred over their selection of Statement No. 63, "tries to get to know pupils personally". Whereas 26.76% of male students ranked this statement in the top six, only 11.83% of females did so. (sig.=  $< 0.05$ ). This result is perhaps the reverse of what might have been expected.

Other differences, none of which were statistically significant, are summarised below:

Male students were more likely than females to consider the following teacher characteristics to be important: clarity of explanation; planning lessons in advance, and allowing pupils to take an active part in the lesson.

Female students were more likely than their male counterparts to consider important: the teacher's interest in his or her subject-matter; fairness and consistency about punishment; ability to control the class without being too strict, and a good sense of humour.

It must be stressed however, that differences were only those of degree: with the exception of Statements 63 and 53, all the statements listed above were in fact among the most important teacher characteristics to both groups of student-teachers.

TABLE 104

Students' First "Purpose of School" Choices - Sex.Male.

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices</u> (Max=71)	<u>% of Group.</u>
46.	To prepare pupils for standing on their own feet in the world. (P)	16	22.54%
32.)	To teach pupils to read, write and count. (S.S.)	13	18.31
42.)	To develop pupils' intelligence. (P)	13	18.31
41.	To help each pupil to develop his or her personality. (P)	12	16.90
45.	To help pupils find out what things they're good at. (P)	7	9.86

(NB. 13 of the 32 statements were ranked first at least once).

TABLE 104 (cont.)

Students' First "Purpose of School" Choices - Sex.Female.

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices</u> (Max=93)	<u>% of Group.</u>
32.)	To teach pupils to read, write and count. (S.S.)	18	19.36%
46.)	To prepare pupils for standing on their own feet in the world. (P)	18	19.36
42.	To develop pupils' intelligence. (P)	15	16.13
41.	To help each pupil to develop his or her personality. (P)	11	11.83
45.	To help pupils find out what things they're good at. (P)	6	6.45

(NB. 15 of the 32 statements were ranked first at least once).

The two previous tables show that the opinions of male and female student-teachers regarding the most important "purpose of school" were virtually identical. Both groups of students ranked the same five statements first most frequently; four of the five most popular first choices of both groups referred to areas of personal development, whilst the other related to basic literacy and numeracy. Students of both sexes were agreed that the most important functions of school were to prepare pupils for standing on their own feet in the world, to develop their intelligence, and to teach them to read, write and count. The two other functions that were placed first in importance most often by both groups were: helping pupils to find out what things they're good at, and developing pupils' personalities.

TABLE 105

"Purpose of School" Statements That Were Most  
Frequently Ranked in "Top Four".

		<u>Male.</u>	
<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices</u> (Max=71)	<u>% of Group.</u>
41.	To help each pupil to develop his or her personality. (P)	46	64.79%
46.	To prepare pupils for standing on their own feet in the world. (P)	36	50.70
42.	To develop pupils' intelligence. (P)	34	47.89
38.	To teach pupils how to express themselves clearly. (P)	31	43.66
32.	To teach pupils to read, write and count. (S.S.)	29	40.85
45.	To help pupils find out what things they're good at. (P)	23	32.39
36.	To teach pupils how to get on with other kinds of people. (P)	15	21.12

(NB. 20 of the 32 statements were ranked in the top 4 at least once).

TABLE 105 (cont.)

"Purpose of School" Statements That Were Most  
Frequently Ranked in "Top Four".

		<u>Female.</u>	
<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices</u> (Max=93)	<u>% of Group.</u>
46.	To prepare pupils for standing on their own feet in the world. (P)	59	63.44%
41.	To help each pupil to develop his or her personality. (P)	56	60.22
32.	To teach pupils to read, write and count. (S.S.)	36	38.70
42.	To develop pupils' intelligence. (P)	32	34.41
38.	To teach pupils how to express themselves clearly. (P)	27	29.03
2.	To prepare pupils for working with other people when they leave. (J)	26	27.96
45.	To help pupils find out what things they're good at. (P)	21	22.58

(NB. 21 of the 32 statements were ranked in the top four at least once).

Again, the previous two tables show that the opinions of male and female student-teachers regarding the most important "purposes of school" were remarkably similar. Of the seven statements that were most frequently ranked in the "top four" by male students, six were also amongst the seven most frequent choices of female students. Again, therefore, with one exception, differences were those of the degree of emphasis which was placed on each function, rather than disagreement over the most important functions of school.

Interestingly, male student-teachers placed more emphasis than their female counterparts on pupils' personal development; the four statements that were most frequently ranked in the "top four" by males referred to this area, and six of their most popular seven choices did so. (The other statement being No. 32, "to teach pupils how to read, write and count", which was the male group's fifth most frequent "top four" choice). Statement No. 32 was, however, the female group's third most popular "top four" choice, and they also included a statement referring to jobs and careers (No. 2, "to prepare pupils for working with other people when they leave") amongst their seven most frequent "top four" choices. Statement No. 2 was ranked in the "top four" by 27.96% of the female students, but by only 14.08% of the males, (sig.= < 0.05).

In summary, male students attached more importance than females to the school's function in developing pupils' intelligence, teaching pupils to express themselves clearly and helping pupils to find out what things they're good at, whilst female students placed more emphasis than males on helping pupils to stand on their own feet, and in preparing them to work with other people when they leave.

TABLE 106

Students' Estimates of Pupils' Four Most Popular"Good Teacher" Choices - Sex.Male

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices</u> (Max=71)	<u>% of Group.</u>
16	Gives lessons that are interesting. (T)	52	73.24%
1	Can keep control of the class. (C)	45	63.38
17	Can explain things clearly. (T)	44	61.97
11	Is fair and consistent about punishment. (C)	37	52.11
53	Has a good sense of humour. (P)	36	50.70

(NB. All 12 statements were ranked in the top four at least once).

Students' Estimates of Pupils' Four Most Popular"Good Teacher" Choices - Sex.Female

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices</u> (Max=93)	<u>% of Group.</u>
16	Gives lessons that are interesting. (T)	72	77.42%
53	Has a good sense of humour. (P)	61	65.59
11	Is fair and consistent about punishment. (C)	59	63.44
1	Can keep control of the class. (C)	58	62.37
17	Can explain things clearly. (T)	45	48.39

(NB. All 12 statements were ranked in the top four at least once).

TABLE 106 (cont.)

Student-Teachers' Estimates of Pupils' Four MostPopular "Purpose of School" Choices - Sex.Male

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices (Max=71)</u>	<u>% of Group.</u>
4	To help pupils pass exams and get qualifications. (J)	56	78.87%
32	To teach pupils to read, write and count. (S.S.)	53	76.65
8	To help pupils get a well-paid job. (J)	32	45.07
7	To help pupils get a job that they will like. (J)	25	35.21

(NB. All 12 statements were ranked in the top four at least once).

Student-Teachers' Estimates of Pupils' Four MostPopular "Purpose of School" Choices - Sex.Female

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices (Max=93)</u>	<u>% of Group.</u>
4	To help pupils pass exams and get qualifications. (J)	78	83.87%
32	To teach pupils to read, write and count. (S.S.)	63	67.74
7	To help pupils get a job that they will like. (J)	38	40.86
21	To teach pupils lots of different subjects. (S.S.)	37	39.79

(NB. All 12 statements were ranked in the top four at least once).

As the first part of Table 106 indicates, there was little difference between male and female student-teachers' estimates of pupils' most important "good teacher" choices; both groups selected the same five statements from the twelve given, although the order in which they placed these five was different. Interestingly, in the case of both groups, especially males, the estimates were in fact closer to the students' own choices than they were to pupils'.

Both male and female students greatly overestimated the importance to pupils of the teacher's ability to give interesting lessons, which they believed pupils would rank first in importance. (In fact this teacher characteristic was only the joint fifth most frequent top six choice of pupils). Male students also slightly overestimated the importance to pupils of the teacher's class control, whilst female students overestimated to quite an extent the importance of the teacher's sense of humour to pupils.

Conversely, both groups of students, especially females, underestimated the importance to pupils of clarity of explanation, whilst male students slightly underestimated the importance of the teacher's fairness and consistency of punishment.

The most glaring error of both groups however, was greatly to underestimate the importance to pupils of the teacher's willingness to help pupils who are slow at their work, which was in fact the second most popular "top six" choice of pupils out of the twelve statements given, being selected by 33.95% of the sample.

However, overall, both male and female student-teachers were successful in identifying the fact that, in general, the teacher's skill at teaching and his class control would be of more importance to pupils than his personal characteristics, and both groups also assessed correctly that the teacher's sense of humour would be the most important personal characteristic of the teacher for pupils.

Finally, males were significantly more likely than females to believe that pupils would select Statement No. 63, "tries to get to know pupils personally", as one of their four most frequent "top six" choices. (sig. =  $< 0.05$ ).

The second section of Table 106 shows that male and female student-teachers were agreed that the most important purpose of school for pupils out of the twelve listed, was its function

in helping pupils to pass examinations and get qualifications, and that the second most important function for pupils was the school's role in teaching basic literacy and numeracy. The student-teachers were correct in their assessment of the importance for pupils of the "examination" function of school, which is of interest since this was only the seventh most important "purpose of school" out of the twelve listed for the students themselves. However, both male and female student-teachers in fact slightly overestimated the importance for pupils of the school's teaching of literacy and numeracy, which was only the fourth most frequent top-four choice of the pupil sample.

Male students correctly assessed that pupils would rate the school's function in helping them to obtain a well-paid job more highly than its part in finding them an enjoyable job, but female students wrongly believed that pupils would value help to find an enjoyable job more highly. Both groups, however, in fact overemphasised the importance of these two job-related functions to pupils, which is perhaps surprising since student-teachers themselves did not value these functions, especially that connected with well-paid employment, at all highly. (In fact not one student in the entire sample included Statement No. 8: "to help pupils get a well-paid job", in his or her "top four" ranked choices).

Finally, female students greatly overemphasised the importance to pupils of the school's role in teaching lots of different subjects. The major failing of both male and female student-teachers, however, was their great underestimate of the importance to pupils of the school's function in preparing them to stand on their own feet, and in developing their intelligence. This result is again surprising, since the students themselves valued these functions of school extremely highly. Clearly, they did not realise that pupils also set great store by them.

TABLE 107Student-Teachers' First "Good Teacher" Choices - Subject.Group 1: (English; Mod.Lang. ; Latin).

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices</u> (Max=36)	<u>% of Group.</u>
26.	Is interested in what he or she is teaching. (T)	9	25.0%
1.	Can keep control of the class. (C)	8	22.22
2.	Can keep control of the class without being too strict. (C)	6	16.66

(NB. 11 of the 48 statements were ranked first at least once).

TABLE 107 (cont.)Student-Teachers' First "Good Teacher" Choices - Subject.Group 2: (History; Geography; Modern Studies; Economics).

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices</u> (Max=27)	<u>% of Group.</u>
26.	Is interested in what he or she is teaching. (T)	7	25.93%
1.)	Can keep control of the class. (C)	4	14.82
16.)	Gives lessons that are interesting. (T)	4	14.82

(NB. 10 of the 48 statements were ranked first at least once).

TABLE 107 (cont.)

Student-Teachers' First "Good Teacher" Choices - Subject.Group 3: (Maths; Chemistry; Physics; Biology).

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices</u> (Max=43)	<u>% of Group.</u>
17.	Can explain things clearly. (T)	9	20.93%
22.	Knows the subject well. (T)	7	16.28
1.)	Can keep control of the class. (C)	4	9.30
2.)	Can keep control of the class without being too strict. (C)	4	9.30
26.)	Is interested in what he or she is teaching. (T)	4	9.30

(NB. 17 of the 48 statements were ranked first at least once).

TABLE 107 (cont.)

Student-Teachers' First "Good Teacher" Choices - Subject.Group 4: (Drama; Art; Music).

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices</u> (Max=17)	<u>% of Group.</u>
26.	Is interested in what he or she is teaching. (T)	5	29.41%
16.	Gives lessons that are interesting. (T)	4	23.53
27.	Plans his or her lessons in advance. (T)	2	11.76

(NB. 9 of the 48 statements were ranked first at least once).

TABLE 107 (cont.)

Student-Teachers' First "Good Teacher" Choices - Subject.Group 5: (Home Economics; Business Studies).

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices (Max=44)</u>	<u>% of Group.</u>
26.	Is interested in what he or she is teaching. (T)	9	20.45%
22.	Knows the subject well. (T)	8	18.18
27.	Plans his or her lessons in advance. (T)	4	9.09

(NB. 12 of the 48 statements were ranked first at least once).

As the preceding tables indicate, there were relatively few differences between the opinions of student-teachers of different subjects on the "characteristics of a good teacher".

Four out of the five subject-groups ranked Statement No. 26: "is interested in what he or she is teaching" first most frequently.

The exception was Group 3, comprising student-teachers of Maths, Physics, Chemistry, and Biology, who ranked Statement No. 17, "can explain things clearly" first most often, (selected by 20.93% of the group), and Statement No. 26 first only the joint third most frequently, (chosen by 9.3%).

Group 3 students and those of Group 5 (Home Economics and Business Studies) ranked Statement No. 22, "knows the subject well" first the second most frequently, (chosen by 16.28% of Group 3, and by 18.18% of Group 5). However, not one student in any of the other three groups ranked this statement first in importance. (sig. = < 0.005):

Students in Group 1 (English, Modern Languages and Latin); Group 2 (History, Geography, Modern Studies and Economics) and Group 3 all included Statement No. 1, "can keep control of the class" amongst their three most frequent first choices, whilst students in Group 4 (Art, Drama and Music) and Group 5 did not. (Group 1 and Group 3 student-teachers also included Statement No. 2, "can keep control of the class without being too strict" amongst their three most popular first choices, in addition to Statement No. 1).

Other findings were that student-teachers in Groups 2

and 4 appeared to place more emphasis than students in the other three groups on interesting lessons, whilst students in Groups 4 and 5 (the more "practical" subjects) were more concerned than other students about planning lessons in advance.

TABLE 108

"Good Teacher" Statements That Were Most Frequently  
Ranked In "Top Six" - Subject.  
Group 1: (English; Modern Languages; Latin).

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices (Max=36)</u>	<u>% of Group.</u>
2.)	Can keep control of the class without being too strict. (C)	17	47.22%
16.)	Gives lessons that are interesting.(T)	17	47.22
17.)	Can explain things clearly. (T)	17	47.22
26.	Is interested in what he or she is teaching. (T)	16	44.44
1.)	Can keep control of the class. (C)	13	36.11
11.)	Is fair and consistent about punishment. (C)	13	36.11
27.)	Plans his or her lessons in advance. (T)	13	36.11

(NB. 35 of the 48 statements were ranked in the top six at least once).

TABLE 108 (cont.)

"Good Teacher" Statements That Were Most Frequently  
Ranked In "Top Six" - Subject.

Group 2: (History; Geography; Modern Studies; Economics).

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices</u> (Max=27)	<u>% of Group.</u>
17.	Can explain things clearly. (T)	17	62.96%
25.	Knows the level of work that the class can do. (T)	15	55.55
16.)	Gives lessons that are interesting. (T)	14	51.85
26.)	Is interested in what he or she is teaching. (T)	14	51.85
2.	Can keep control of the class without being too strict. (C)	9	33.33
1.)	Can keep control of the class. (C)	8	29.63
11.)	Is fair and consistent about punishment. (C)	8	29.63
20.)	Lets pupils take an active part in the lesson. (T)	8	29.63

(NB. 30 of the 48 statements were ranked in the top six at least once).

TABLE 108 (cont.)

"Good Teacher" Statements That Were Most Frequently  
Ranked In "Top Six" - Subject.

Group 3: (Maths; Chemistry; Physics; Biology).

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices</u> (Max=43)	<u>% of Group.</u>
17.	Can explain things clearly. (T)	31	72.09%
11.	Is fair and consistent about punishment. (C)	26	60.47
16.	Gives lessons that are interesting. (T)	20	46.51
2.)	Can keep control of the class without being too strict. (C)	17	39.53
26.)	Is interested in what he or she is teaching. (T)	17	39.53
1.	Can keep control of the class. (C)	16	37.21
22.	Knows the subject well. (T)	15	34.88

(NB. 36 of the 48 statements were ranked in the top six at least once).

TABLE 108 (cont.)

"Good Teacher" Statements That Were Most Frequently  
Ranked In "Top Six" - Subject.  
Group 4: (Drama; Art; Music).

<u>Stat.</u> <u>No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of</u> <u>Choices</u> (Max=17)	<u>% of</u> <u>Group.</u>
17.	Can explain things clearly. (T)	11	64.71%
26.	Is interested in what he or she is teaching. (T)	10	58.82
16.	Gives lessons that are interesting. (T)	9	52.94
1.)	Can keep control of the class. (C)	8	47.06
20.)	Lets pupils take an active part in the lesson. (T)	8	47.06
11.	Is fair and consistent about punishment. (C)	6	35.29
63.	Tries to get to know pupils personally. (P)	5	29.41

(NB. 25 out of the 48 statements were ranked in the top six at least once).

TABLE 108 (cont.)

"Good Teacher" Statements That Were Most Frequently  
Ranked In "Top Six" - Subject.  
Group 5: (Home Economics; Business Studies).

<u>Stat.</u> <u>No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of</u> <u>Choices</u> (Max=44)	<u>% of</u> <u>Group.</u>
26.	Is interested in what he or she is teaching. (T)	25	56.82%
11.)	Is fair and consistent about punishment. (C)	20	45.46
17.)	Can explain things clearly. (T)	20	45.46
22.	Knows the subject well. (T)	18	40.91
2.	Can keep control of the class without being too strict. (C)	16	36.36
16.)	Gives lessons that are interesting. (T)	15	34.09
25.)	Knows the level of work that the class can do. (T)	15	34.09

(NB. 31 out of the 48 statements were ranked in the top six at least once).

As the previous five tables indicate, the most frequent top-six choice of four out of the five student-teacher subject-groups was Statement No. 17, "can explain things clearly". The exception was Group No. 5, (Home Economics and Business Studies), whose second most popular choice it was.

Group 5 students in fact ranked Statement No. 26, "is interested in what he or she is teaching" in the "top six" most often, and this statement was also the second most popular choice of Group 4 students, (Drama; Art and Music); the joint third most frequent selection of Group 2, (History; Geography; Modern Studies; Economics), and the fourth most popular choice of Group 1, (English; Modern Languages and Latin) and Group 3, (Maths; Chemistry; Physics and Biology).

In addition to Statement No. 17, Group 1 students ranked two additional statements in the "top six" equally as most popular choices. These were Statement No. 2, "can keep control of the class without being too strict" and No. 16 "gives lessons that are interesting". Statement No. 2 was also the fourth most frequent selection of Group 3, and the fifth most popular choice of Groups 2 and 5. It was not amongst the seven most frequent selections of Group 4, at all; (Drama; Art and Music). Interestingly, whilst student-teachers in Groups 1, 2 and 3, (broadly speaking, the teachers of traditional "academic" subjects), included both Statements Nos. 1 and 2, referring to discipline, amongst their seven most frequent "top six" choices, student-teachers of Drama; Art; Music; Home Economics and Business Studies, (groups 4 and 5), did not do so, although they each included one of these discipline statements amongst their seven most popular selections. It also appears from the results as though students preparing to teach English, Modern Languages and Latin gave most emphasis to discipline, as Statement No. 2 was their equal first most popular choice.

In addition to Statements Nos. 16, 17 and 26, Statement No. 11, "is fair and consistent about punishment", was also amongst the seven most frequent "top six" choices of all five subject-groups.

Other results suggest that Group 1 students gave most emphasis to planning lessons in advance, and Group 2 students least; that Group 2 student-teachers gave markedly more emphasis

than students belonging to the other subject-groups to knowing the level of work that a class can do, (Group 5 students also included this statement amongst their seven most frequent choices; teachers of Drama, Art and Music - Group 4 - valued this characteristic least).

Conversely, however, Group 4 students gave more emphasis than any of the others to allowing pupils to take an active part in the lesson; Group 2 students also selected this characteristic more frequently than Groups 1, 3 and 5. Group 5 students (Home Economics and Business Studies) appeared to give less weight than students in any other group to this characteristic.

Students of the science subjects (Group 3), and of Home Economics and Business Studies, (Group 5), ranked Statement No. 22, "knows the subject well", more highly than students in the other three groups, (sig.= < 0.005). Group 2 and Group 4 students appeared to value this characteristic least.

Students in Group 4, however, attached markedly more importance to "getting to know pupils personally" (Statement No. 63) than students in the other four groups did. Group 2 students also ranked this characteristic more highly than students in the other three groups; students of the science subjects, and of Home Economics and Business Studies valued it least.

Finally, students of Home Economics and Business Studies, (Group 5) were significantly less likely than students in the other four groups to rank Statement No. 14, "makes pupils work hard" in the "top six", (sig.= < 0.05). No student from Group 5 selected this statement, whilst Group 1 and Group 4 students chose it most frequently. (Selected by 16.66% and 23.53% respectively).

TABLE 109

Student-Teachers' First "Purpose of School" Choices - Subject.Group 1: (English; Modern Languages; Latin).

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices</u> (Max=36)	<u>% of Group.</u>
46.	To prepare pupils for standing on their own feet in the world. (P)	9	25.00%
41.	To help each pupil develop his or her personality. (P)	6	16.67
36.)	To teach pupils how to get on with different kinds of people. (P)	4	11.11
42.)	To develop pupils' intelligence. (P)	4	11.11
45.)	To help pupils find out what things they're good at. (P)	4	11.11

(NB. 10 of the 32 statements were ranked first at least once).

TABLE 109 (cont.)

Student-Teachers' First "Purpose of School" Choices - Subject.Group 2: (History; Geography; Modern Studies; Economics).

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices</u> (Max=27)	<u>% of Group.</u>
32.	To teach pupils to read, write and count. (S.S.)	7	25.92%
46.	To prepare pupils for standing on their own feet in the world. (P)	6	22.22
41.)	To help each pupil to develop his or her personality. (P)	5	18.52
42.)	To develop pupils' intelligence. (P)	5	18.52

(NB. 7 of the 32 statements were ranked first at least once).

TABLE 109 (cont.)

Student-Teachers' First "Purpose of School" Choices - Subject.Group 3: (Maths; Chemistry; Physics; Biology).

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices</u> (Max=43)	<u>% of Group.</u>
42.	To develop pupils' intelligence. (P)	11	25.58%
41.	To teach each pupil to develop his or her personality. (P)	8	18.60
46.	To prepare pupils for standing on their own feet in the world. (P)	7	16.28
32.	To teach pupils to read, write and count. (S.S.)	6	13.95
45.	To help pupils find out what things they're good at. (P)	4	9.30

(NB. 10 of the 32 statements were ranked first at least once).

TABLE 109 (cont.)

Student-Teachers' First "Purpose of School" Choices - Subject.Group 4: (Drama; Art; Music).

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices</u> (Max=17)	<u>% of Group.</u>
32.	To teach pupils to read, write and count. (S.S.)	5	29.41%
46.	To prepare pupils for standing on their own feet in the world. (P)	4	23.53
41.)	To teach each pupil to develop his or her personality. (P)	2	11.77
42.)	To develop pupils' intelligence. (P)	2	11.77

(NB. 6 of the 32 statements were ranked first at least once).

TABLE 109 (cont.)

Student-Teachers' First "Purpose of School" Choices - Subject.  
Group 5: (Home Economics and Business Studies).

Stat. No.	<u>Definition: "The Purpose of School Is..."</u>	No. of Choices (Max=41)	% of Group.
32.	To teach pupils to read, write and count. (S.S.)	10	24.39%
46.	To prepare pupils for standing on their own feet in the world. (P)	8	19.51
42.	To develop pupils' intelligence. (P)	6	14.63
2.	To prepare pupils for working with other people when they leave. (J)	3	7.32

(NB. 13 of the 32 statements were ranked first at least once).

Again, few differences were identified between student-teachers of different subjects regarding the most important "purpose of school".

The most popular choice of three of the five subject-groups was Statement No. 32, "to teach pupils to read, write and count", (selected by 25.92% of Group 2; 29.41% of Group 4 and by 24.39% of Group 5).

The most frequent choice of Group 1 students, however, (English; Modern Languages and Latin), was Statement No. 46: "to prepare pupils for standing on their own feet in the world", which was ranked first by 25.00% of this group. Interestingly, Statement No. 32 did not appear as one of the five most frequent first choices of this Group.

Group 3 students, (Maths; Chemistry; Physics; Biology), selected Statement No. 42, "to develop pupils' intelligence" most often as first in importance. This statement was ranked first by 25.58% of the group. Statement No. 32 was their fourth most frequent first choice.

These results tend to suggest that student-teachers of mathematics and science see the main aims of the school in terms of intellectual development, whilst students of English and languages (especially, one would surmise, the former), see the school's main function in terms of developing the all-round

maturity of the individual and his or her ability to cope with life outside the school. Student-teachers of "creative" subjects (Art; Drama; Music), together with students of Home Economics, Business Studies, History, Geography, Modern Studies and Economics, view education for literacy and numeracy as the school's most important function.

However, Statement No. 46, the most frequent first choice of Group 1 students, was also the second most popular choice of Groups 2, 4 and 5, and the third most frequent first choice of Group 3, whilst Statement No. 42, the most popular first choice of Group 3 students, was also the third or equal third most frequent first choice of all the other groups. Consequently, these differences, which were not statistically significant, are matters of relative emphasis only. Statements Nos. 42 and 46 were amongst the four most popular first choices of all five groups.

One further statement, in addition to No. 32, was included amongst the four most popular first choices of four of the five subject-groups. This was Statement No. 41, "to help each pupil to develop his or her personality", which was ranked first in importance by 16.67% of Group 1 students; by 18.52% of Group 2; 18.60% of Group 3; and 11.77% of Group 4. It was not amongst the four most frequent first choices of Group 5 students, and was ranked first by only 4.88% of this Group.

Statement No. 45, "to help pupils find out what things they're good at" was amongst the five most popular first choices of Groups 1 and 3, being selected by 11.11% of Group 1 students, and by 9.3% of Group 3.

Two further statements were amongst the most frequent first choices of one group only; Statement No. 36, "to teach pupils how to get on with different kinds of people", was ranked first by 11.11% of Group 1, (English, Modern Languages and Latin), whilst Statement No. 2, "to prepare pupils for working with other people when they leave", was placed first in order of importance by 7.32% of Home Economics and Business Studies teachers. (Group 5).

Overall, it is remarkable that the four (or five) most popular first choices of every subject-group, (a possible 22 statements), referred to the personal development of pupils, with the exception of Statement No. 32, "to teach pupils to read, write and count", chosen by four groups, and Statement No. 2, (above)

selected by one group only. Thus, in general terms, there seems to be remarkable unanimity amongst student-teachers of different subjects regarding the most important functions of school.

TABLE 110

Student-Teachers' Most Frequent "Top Four" Choices - Subject.Group 1: (English; Modern Studies; Latin).

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices</u> (Max=36)	<u>% of Group.</u>
41.	To help each pupil to develop his or her personality. (P)	24	66.67%
46.	To prepare pupils for standing on their own feet in the world. (P)	23	63.89
32.)	To teach pupils to read, write and count. (S.S.)	12	33.33
36.)	To teach pupils how to get on with different kinds of people. (P)	12	33.33
38.)	To teach pupils how to express themselves clearly. (P)	12	33.33
45.)	To help pupils find out what things they're good at. (P)	12	33.33

(NB. 18 of the 32 statements were ranked in the top four at least once).

TABLE 110 (cont.)

Student-Teachers' Most Frequent "Top Four" Choices - Subject.Group 2: (History; Geography; Modern Studies; Economics).

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices</u> (Max=27)	<u>% of Group.</u>
41.	To help each pupil to develop his or her personality. (P)	18	66.67%
38.	To teach pupils how to express themselves clearly. (P)	15	55.56
46.	To prepare pupils for standing on their own feet in the world. (P)	14	51.85
32.	To teach pupils to read, write and count. (S.S.)	13	48.15
42.	To develop pupils' intelligence. (P)	11	40.74
45.	To help pupils find out what things they're good at. (P)	10	37.04

(NB. 18 of the 32 statements were ranked in the top four at least once).

TABLE 110 (cont.)

Student-Teachers' Most Frequent "Top Four" Choices - Subject.Group 3: (Maths; Chemistry; Physics; Biology).

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices (Max=43)</u>	<u>% of Group.</u>
41.	To help each pupil to develop his or her personality. (P)	28	65.12%
42.	To develop pupils' intelligence. (P)	26	60.47
46.	To prepare pupils for standing on their own feet in the world. (P)	23	53.49
32.	To teach pupils to read, write and count. (S.S.)	20	46.51
38.	To teach pupils how to express themselves clearly. (P)	14	32.56
36.	To teach pupils how to get on with different kinds of people. (P)	9	20.93

(NB. 18 of the 32 statements were ranked in the top four at least once).

TABLE 110 (cont.)

Student-Teachers' Most Frequent "Top Four" Choices - Subject.Group 4: (Drama; Art; Music).

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices (Max=17)</u>	<u>% of Group.</u>
41.	To help each pupil to develop his or her personality. (P)	10	58.82%
46.	To prepare pupils for standing on their own feet in the world. (P)	9	52.94
38.	To teach pupils how to express themselves clearly. (P)	6	35.29
32.)	To teach pupils to read, write and count. (S.S.)	5	29.41
42.)	To develop pupils' intelligence. (P)	5	29.41
45.)	To help pupils find out what things they're good at. (P)	5	29.41

(NB. 17 of the 32 statements were ranked in the top four at least once).

TABLE 110 (cont.)

Student-Teachers' Most Frequent "Top Four" Choices - Subject.Group 5: (Home Economics and Business Studies).

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices</u> (Max=41)	<u>% of Group.</u>
46.	To prepare pupils for standing on their own feet in the world. (P)	26	63.41%
41.	To help each pupil to develop his or her personality. (P)	22	53.66
2.)	To prepare pupils for working with other people when they leave. (J)	15	36.59 )
32.)	To teach pupils to read, write and count. (S.S.)	15	36.59 )
42.	To develop pupils' intelligence. (P)	13	31.71
38.	To teach pupils how to express themselves clearly. (P)	11	26.83

(NB. 19 of the 32 statements were ranked in the top four at least once).

The findings of the previous section are borne out by the tables which show the most frequent "top-four" "purpose of school" choices of the five subject-groups. The six most popular "top-four" choices of all five groups referred to areas of personal development, with the exception of Statement No. 32, "to teach pupils to read, write and count", which was amongst the six most frequent choices of all groups, and Statement No. 2, "to prepare pupils for working with other people when they leave", which was included by Group 5 students, (Home Economics and Business Studies) only. This statement, which was ranked in the "top-four" by 36.59% of Group 5, was also selected by 22.22% of Group 1; 18.61% of Group 3 and 23.53% of Group 4, but by only 3.7% of Group 2, (History; Geography; Modern Studies and Economics). (sig.= < 0.05).

Most often ranked in the "top-four" by all groups except Group 5, (Home Economics and Business Studies), was Statement No. 41, "to help each pupil to develop his or her personality", which was selected by over 58% of Groups 1 - 4. This statement was in fact the second most popular choice of Group 5 students (chosen by 53.66%); their most frequent selection was Statement No. 46, "to prepare pupils for standing on their own feet in the world". This statement was the second most popular choice of Groups 1 and 4, and the third most frequent selection of Groups 2 and 3.

In addition to Statements Nos. 32, 41 and 46, one further statement, No. 38, "to teach pupils how to express themselves clearly", was also amongst the six most popular "top-four" choices of all five subject-groups. This function of the school was given most emphasis by Group 2 students, (History; Geography; Modern Studies; Economics), and least by students of Home Economics and Business Studies; (Group 5).

One additional statement, No. 42, "to develop pupils' intelligence", was amongst the six most popular "top-four" choices of four of the five groups, the exception being Group 1 (English; Modern Languages and Latin). The statement was in fact the second most popular "top-four" choice of Group 3 students, (Maths; Chemistry; Physics; Biology), being selected by 60.47% of this group, compared to only 30.56% of Group 1 students, 29.41% of Group 4 students, and 31.71% of Group 5. (sig.= < 0.05). (The

statement was also ranked in the "top-four" by 40.74% of Group 2).

A further statement, No. 45, "to help pupils find out what things they're good at", was amongst the six most frequent selections of Groups 1, 2 and 4, being chosen by over 29% of each of these groups. This statement, however, was selected by only 16.28% of Science students (Group 3).

Finally, Statement No. 36, "to teach pupils how to get on with different kinds of people", was included amongst the six most popular choices of two groups only; Group 1 and Group 3. It was selected most often by Group 1 students (33.33%), and least often by Group 5 students (Home Economics and Business Studies), only 7.32% of whom chose it.

One further statement, No. 6, "to prepare pupils for university or college", proved to differentiate at a statistically significant level between subject groups. This statement was amongst the six most popular "top-four" choices for 6.98% of Group 3 students, and for 12.20% of Group 5, but was not ranked in the "top-four" by any students in any of the other three groups. (sig. =  $< 0.05$ ).

TABLE 111

Students' Estimates of Pupils' Four Most Popular  
"Good Teacher" Choices - Subject.  
Group 1: (English; Modern Languages; Latin).

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices.</u> (Max=36)	<u>% of Group.</u>
1	Can keep control of the class. (C)	28	77.78%
16	Gives lessons that are interesting. (T)	27	75.00
11	Is fair and consistent about punishment. (C)	19	52.78
{ 17	Can explain things clearly. (T)	17	47.22)
{ 53	Has a good sense of humour. (P)	17	47.22)

(NB. All 12 statements were ranked in the top four at least once).

Students' Estimates of Pupils' Four Most Popular  
"Good Teacher" Choices - Subject.  
Group 2: (History; Geography; Modern Studies; Economics).

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices.</u> (Max=27)	<u>% of Group.</u>
16	Gives lessons that are interesting. (T)	22	81.48%
1	Can keep control of the class. (C)	19	70.37
{ 17	Can explain things clearly. (T)	16	59.26)
{ 53	Has a good sense of humour. (P)	16	59.26)

(NB. All 12 statements were ranked in the top four at least once).

TABLE 111 (cont.)

Student-Teachers' Estimates of Pupils' Four Most Popular "Good Teacher" Choices - Subject.

Group 3: (Maths; Chemistry; Physics; Biology).

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices.</u> (Max=43)	<u>% of Group.</u>
16	Gives lessons that are interesting. (T)	33	76.74%
53	Has a good sense of humour. (P)	29	67.44
{ 1	Can keep control of the class. (C)	27	62.79)
{ 11	Is fair and consistent about punishment. (C)	27	62.79)

(NB. 11 of the 12 statements were ranked in the top four at least once).

Student-Teachers' Estimates of Pupils' Four Most Popular "Good Teacher" Choices - Subject).

Group 4: (Drama; Art; Music).

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices.</u> (Max=17)	<u>% of Group.</u>
16	Gives lessons that are interesting. (T)	13	76.47%
11	Is fair and consistent about punishment. (C)	12	70.59
17	Can explain things clearly. (T)	9	52.94
{ 1	Can keep control of the class. (C)	8	47.06)
{ 53	Has a good sense of humour. (P)	8	47.06)

(NB. 9 of the 12 statements were ranked in the top four at least once).

Student-Teachers' Estimates of Pupils' Four Most Popular "Good Teacher" Choices - Subject.

Group 5: (Home Economics and Business Studies).

<u>Stat. No.</u>	<u>Definition: "A Good Teacher..."</u>	<u>No. of Choices.</u> (Max=44)	<u>% of Group.</u>
16	Gives lessons that are interesting. (T)	29	65.91%
53	Has a good sense of humour. (P)	27	61.36
11	Is fair and consistent about punishment. (C)	25	56.82
17	Can explain things clearly. (T)	22	50.00

(NB. All 12 statements were ranked in the top four at least once).

As the preceding table shows, there were very few differences between the estimates of the five student-teacher subject-groups regarding pupils' four most frequent "good teacher" selections. Four of the five groups (2, 3, 4 and 5) believed that from the twelve statements given, pupils would rank most highly the teacher's ability to give interesting lessons. Group No. 1, (English; Modern Languages; Latin), believed that this teacher characteristic would be second in importance to pupils. In fact all the groups greatly over-estimated its importance, since as Table 68 on p. 517 of Volume 1 indicates, Statement No. 16 was only the joint fifth most popular selection of pupils.

Least accurate of the five groups in their assessment was Group 5, (Home Economics and Business Studies). In addition to over-estimating the importance of the teacher's ability to give interesting lessons, this group also over-estimated the importance to pupils of the teacher's sense of humour, (as did Group 3 students: Maths; Chemistry; Physics; Biology), and under-estimated the importance of clarity of explanation, as in fact did all the other groups, especially 1 and 3. Most accurate in their assessment was Group 4, (Drama; Art and Music).

Other findings were that Groups 1 and 2 over-estimated the importance that pupils would attach to the teacher's class control, whilst Group 2 students also under-estimated the importance of the teacher's fairness and consistency about punishment.

Overall, however, all five student subject-groups correctly identified that pupils would be predominantly concerned with the teacher's control and teaching ability, rather than with his personality. They also all realised correctly that the teacher's sense of humour would be his most important personal characteristic for pupils. However, all five groups failed to recognise the importance of the teacher's willingness to help pupils who are slow at their work; (Statement No. 23), which was in fact pupils' second most frequent "top six" choice, (from the twelve statements given), although Group 5 students were significantly more likely, and Group 1 students significantly less likely than students in the other three groups correctly to identify the importance of this characteristic.

Finally, it was notable that the estimates of all five groups were in fact nearer to students' own selections than they were to those of pupils.

TABLE 112

Student-Teachers' Estimates of Pupils' Four Most  
Popular "Purpose of School" Choices - Subject.  
Group 1: (English; Modern Languages; Latin).

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices. (Max=36)</u>	<u>% of Group.</u>
4	To help pupils pass exams and get qualifications. (J)	32	88.89%
32	To teach pupils to read, write and count. (S.S.)	27	75.00
7	To help pupils get a job that they will like. (J)	17	47.22
5	To teach pupils subjects that can be used directly in a job. (J)	14	38.89
45	To help pupils find out what things they're good at. (P)	13	36.11

(NB. 9 of the 12 statements were ranked in the top four at least once).

Student-Teachers' Estimates of Pupils' Four Most  
Popular "Purpose of School" Choices - Subject.  
Group 2: (History; Geography; Modern Studies; Economics).

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices. (Max=27)</u>	<u>% of Group.</u>
4	To help pupils pass exams and get qualifications. (J)	23	85.19%
32	To teach pupils to read, write and count. (S.S.)	21	77.78
21	To teach pupils lots of different subjects. (S.S.)	14	51.85
7	To help pupils get a job that they will like. (J)	13	48.15

(NB. 9 of the 12 statements were ranked in the top four at least once).

TABLE 112 (cont.)

Student-Teachers' Estimates of Pupils' Four Most Popular "Purpose of School" Choices - Subject. Group 3: (Maths; Chemistry; Physics; Biology).

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices.</u> (Max=43)	<u>% of Group.</u>
4	To help pupils pass exams and get qualifications. (J)	35	
32	To teach pupils to read, write and count. (S.S.)	33	
8	To help pupils get a well-paid job. (J)	21	
45	To help pupils find out what things they're good at. (P)	18	
5	To teach pupils subjects that can be used directly in a job. (J)	16	

(NB. 11 of the 12 statements were ranked in the top four at least once).

Student-Teachers' Estimates of Pupils' Four Most Popular "Purpose of School" Choices - Subject. Group 4: (Drama; Art; Music).

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices.</u> (Max=17)	<u>% of Group.</u>
{ 4	To help pupils pass exams and get qualifications. (J)	10	
{ 32	To teach pupils to read, write and count. (S.S.)	10	
8	To help pupils get a well-paid job. (J)	9	
21	To teach pupils lots of different subjects. (S.S.)	8	
46	To prepare pupils for standing on their own feet in the world. (P)	6	

(NB. 9 of the 12 statements were ranked in the top four at least once).

TABLE 112 (cont.)

Student-Teachers' Estimates of Pupils' Four Most Popular "Purpose of School" Choices - Subject-Group 5: (Home Economics and Business Studies).

<u>Stat. No.</u>	<u>Definition: "The Purpose of School Is..."</u>	<u>No. of Choices.</u> (Max=44)	<u>% of Group.</u>
4	To help pupils pass exams and get qualifications. (J)	34	
32	To teach pupils to read, write and count. (S.S.)	25	
7	To help pupils get a job that they will like. (J)	17	
45	To help pupils find out what things they're good at. (P)	16	
21	To teach pupils lots of different subjects. (S.S.)	15	

(NB. 9 of the 12 statements were ranked in the top four at least once).

As the preceding table indicates, all five student-teacher subject-groups estimated correctly that pupils would place greatest emphasis on the school's function in helping them to pass exams and get qualifications. This result is again of interest since this function of school was in fact only seventh in order of priority out of the twelve possible choices for the student group themselves, as Table 72 on p. 524 of Volume 1 shows.

Similarly, all the subject-groups believed that second, (or in the case of Group 4, joint first), in importance to pupils would be Statement No. 32: "to teach pupils to read, write and count." Thus student-teachers of all subjects overestimated the importance to pupils of this function of school, since it was in fact only pupils' fourth most frequent top four choice from the twelve statements given.

Four of the five subject-groups (1, 3, 4 and 5) believed that pupils would rank either Statement 7 or Statement 8 in their top four third most frequently. (Again, these were statements to which students themselves attached little importance). Group 1, (English; Modern Languages; Latin), and Group 5, (Home Economics

and Business Studies) believed that Statement No. 7, "to help pupils get a job that they will like" would be third in pupils' order of priority. Student-teachers in Group 3, (Maths; Chemistry; Physics; Biology), and Group 4, (Drama; Art; Music) believed that Statement No. 8, "to help pupils get a well-paid job" would be third in importance to pupils. In fact, all groups overestimated the importance to pupils of these job-related functions: Statement No. 8 was pupils' fifth most frequent top four choice from the twelve statements given, whilst Statement No. 7 was sixth equal in frequency of choice.

Other findings were that Groups 2, 4 and 5 greatly overestimated the importance to pupils of the school's function of teaching them lots of different subjects, (Statement No. 21), whilst Groups 1, 3 and 5 overestimated the importance to pupils of the school's role in helping pupils to find out what they're good at, (Statement No. 45).

In general, however, whilst students of all subject-groups correctly identified and indeed even overemphasised pupils' emphasis on job-related functions of the school, all groups greatly underestimated the importance to pupils of Statement Nos. 42 and 46: "to develop pupils' intelligence" and "to prepare pupils for standing on their own feet in the world", which were in fact pupils' second and third most frequent top four choices, out of the twelve statements given.

Most accurate in their estimates of pupils' priorities were students of Maths; Chemistry; Physics and Biology, (Group 3), whilst least accurate, as they were for the "good teacher" statements, were teachers of Home Economics and Business Studies, (Group 5).

Other Statements Which Proved To Differentiate At A  
Statistically Significant Level Between Different  
Sub-Groups Of The Student-Teacher Sample.

Results are briefly summarised below.

(1) Age:

- a) Student-teachers aged between 24 and 30 were significantly more likely than those students under 24 or over 30 to select "Good Teacher" Statements Nos. 17 and 20, "can explain things clearly" and "lets pupils take an active part in the lesson" as being one of the six most important characteristics of a good teacher. (sig.=  $<$  0.05 for both statements).
- b) Students aged between 24 and 30, and those over 30 were significantly more likely than students under 24 to include "Good Teacher" Statement No. 27, "plans his or her lessons in advance" as one of the six most important characteristics of a good teacher. (sig.=  $<$  0.05).
- c) Student-teachers over 30 were significantly more likely than younger students to include "Good Teacher" Statement No. 54, "is well-mannered" as one of the six most important characteristics of a good teacher. (sig.=  $<$  0.05).
- d) Student-teachers over 30 years of age were significantly more likely to rank "Good Teacher" Statement No. 18, "teaches things that pupils think are useful", first in importance (sig.=  $<$  0.001); they were also more likely than younger students to rank "Good Teacher" Statements No. 53, "has a good sense of humour", and No. 73 "speaks clearly" first in importance. (sig.=  $<$  0.05 for both statements).
- e) Students over 30 were significantly more likely than younger students to rank "Purpose of School" Statement No. 6, "to prepare pupils for university or college" first in order of importance. (sig.=  $<$  0.001).

- f) Student-teachers over 24 years of age were significantly more likely than younger students to believe that pupils would choose "Purpose of School" Statement No. 32, "to teach pupils to read, write and count" most frequently as their most important function of school. (sig.=  $<$  0.05).

(2) School Attended:

- a) Student-teachers who had themselves attended a comprehensive school were significantly more likely to rank "Good Teacher" Statement No. 47, "listens to pupils' views on things" amongst their six most important teacher characteristics. (sig.=  $<$  0.05).
- b) Student-teachers who had attended a comprehensive school were significantly more likely than students who had not to rank "Purpose of School" Statement No. 36, "to teach pupils how to get on with different kinds of people" as the most important function of school. (sig.=  $<$  0.05).

(3) Number of Teaching-Practices in Comprehensive Schools.

- a) Student-teachers who had undertaken three periods of teaching-practice in comprehensive schools were significantly less likely than students who had only undertaken one or two practice periods in such schools to rank "Good Teacher" Statement No. 14, "makes pupils work hard" as one of the six most important characteristics of a good teacher. (sig.=  $<$  0.001).
- b) Students who had spent only one period of practice in a comprehensive school were significantly more likely than students who had spent two or three periods in such schools to rank "Purpose of School" Statements No. 4, "to help pupils pass exams and get qualifications" and No. 40, "to teach pupils discipline" amongst the four most important functions of school. (sig.=  $<$  0.01 and  $<$  0.005 respectively).

c) Students who had only one period of practice in a comprehensive school were significantly less likely than students who had undertaken two or three periods in such schools to rank "Purpose of School" Statement No. 41, "to help each pupil to develop his or her personality" as one of the four most important "purposes of school."

(sig.=  $<$  0.05).

d) Students who had spent only one period of practice in a comprehensive school were significantly more likely than other students to rank "Purpose of School" Statement No. 4, "to help pupils pass exams and get qualifications" first in importance. (sig.=  $<$  0.001).

The results presented above appear to suggest that teaching-practice experience in comprehensive schools has a "liberalising" effect on students, leading them to place less emphasis on the aims of teaching pupils discipline, making them work hard and helping them to pass exams, and more on the area of pupils' personal development.

e) Student-teachers who had spent only one period of practice in a comprehensive school were significantly more likely than students who had undertaken two or three periods of practice in such schools to believe that pupils would choose "Purpose of School" Statement No. 41, "to help each pupil to develop his or her personality" most frequently as their most important "purpose of school".

(4) Discipline Problems Experienced on Teaching-Practice.

(As Reported By the Students Themselves).

(On Scale: very few; not many; an average number; quite a lot).

a) Students who reported having "quite a lot" of discipline problems on teaching-practice were significantly more likely than students who did not report this level of difficulty to rank "Purpose of School" Statement No. 10, "to teach pupils how people in other countries live and think" amongst the four most important functions of school.

(sig.=  $<$  0.05).

- b) Students reporting "quite a lot of problems" with discipline were significantly more likely than students with fewer problems to rank "Good Teacher" Statement No. 65, "is understanding about pupils' problems" as the most important teacher characteristic. (sig.=  $<$  0.001).
- (The two results above tend to suggest that poor discipline is to some extent associated with "liberal" beliefs regarding the function of school and the characteristics of good teachers).
- c) Students reporting "quite a lot of problems" with discipline on teaching-practice were significantly more likely than other students to select "Purpose of School" Statement No. 42, "to develop pupils' intelligence" as being the most important function of school. (sig.=  $<$  0.001).
- d) Students who reported experiencing "not many" problems on teaching practice were significantly more likely than other groups to believe that pupils would select "Good Teacher" Statement No. 67, "is not sarcastic" as the most important teacher characteristic. (sig.=  $<$  0.01).
- e) Student-teachers who reported "quite a lot of problems" were significantly more likely than more successful students to believe that pupils would select "Purpose of School" Statement No. 5, "to teach pupils subjects that can be used directly in a job" as the most important function of school. (sig.=  $<$  0.005).

