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The development of educational, moral and social attitudes of sixth formers in school in Cumbria, 1976-77

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THE DEVELOPMENT OF EDUCATIONAL, MORAL AND SOCIAL ATTITUDES

OF SIXTH FORMERS IN SCHOOLS IN CUMBRIA, 1976-77

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An Abstract of the Thesis

This study attempts to consider, in the light of two surveys, the
development of attitudes of Sixth Form pupils in certain selected schools
in Cumbria over a specific period.   The surveys contain questions
relating to attitudes in respect of: Sixth Form studies, life and relation-
ships within the Sixth Form; behaviour as manifest in attitudes to authority
and the use of authority; values in school.

Initially, the study examines attitude formation and change in general
terms and in relation to the present research. A section of the work
appraises the research into and the writing about the development of education
in the Sixth Form; a further section establishes areas of common ground
between the work on attitudes and the work concerned with Sixth Formers.

Next, the results of each survey have been compiled and analysed.
In each case, the main directions of the responses have been made clear,
particular trends and developments being stressed where appropriate. The
percentage of responses to each question has, in both cases, been recorded,
the responses having been classified into broad groups or categories. A
detailed examination has been made of the responses in each category with
further records of the percentage of responses in relation to particular
aspects. Tables of comparison of the categories of responses are included
in the appendices. Patterns of vocabulary, areas of concern, common themes
and the degree of involvement of respondents are all considered. Wherever
appropriate, quotations from responses have been included.

There follows a comparison between the first survey and the second
survey which deals in every case with responses to questions in two parts.
Part I in each comparison contains tables of percentage responses, listed
according to the categories. Part II analyses the changes which appear to

have occurred in the attitudes of the Sixth Formers contacted, always referring, where appropriate, to the number and kind of responses.

The final part of the research offers conclusions and a five-part recommendation arising from the appraisal of the surveys.

CONTENTS

ACKNOWLEDGEMENTS

INTRODUCTION

This study is concerned with the attitudinal development of pupils during their first and second years in the Sixth Form. It attempts, by the questionnaire method, to examine and classify attitudes of Sixth Form pupils from eighteen randomly selected schools in Cumbria, details of which may be found in the Appendix.

The survey was designed to extend from one academic year, 1976-77, into the next, 1977-78. This was to allow time for pupils to settle first into the Lower Sixth and then into the Upper Sixth before their responses were recorded.

The questionnaires, basically the same apart from an additional question in the second survey, used the open-ended question method and were divided into four sections:

I.   Personal Information

II. Sixth Form Studies

III. Sixth Form Attitudes

IV. Values in School

One questionnaire was administered to pupils in the first term of the Lower Sixth; a second was administered to most of the same pupils near the end of the first term of the Upper Sixth. The questionnaires were distributed by post.

Relevant information, together with results, comparisons and conclusions are presented in the following way:

1.   a chapter on the development of the study of attitude formation and change, referring to aspects related to the present research;

2.   a chapter concerned with major aspects of the historical development of the Sixth Form, highlighting some of the problems connected with teaching, with subject choice and with the need to adapt to a changing situation;

3.   a chapter linking the reading directly with the research, based

         upon general points arising from the responses;

4.   an analysis of Survey One;

5.   an analysis of Survey Two;

6.   a comparison between Survey One and Survey Two;

7.   conclusions drawn and recommendations made;

8.   appendices, containing a series of relevant lists, information

         and tables, including copies of the two questionnaires administered.

CHAPTER 1

ATTITUDES

The ensuing chapter, which has been divided into four sections because of the size and complexity of the subject considered, aims to cover the areas briefly mentioned below.

(i) Introduction to terminology and concepts: this section explores various definitions of "attitude", dealing with attitudes and responses; attitudes and their relationships to the individual; attitudes and other people; the concepts: belief, opinion, value. It concludes with a summary of the area covered.

(ii) Attitude formation and change: this section deals generally with the way that experience is modified because of attitudes and their formation. It explains at greater length and in a more specific way (a) attitude formation and (b) attitude change, exploring as fully, yet as concisely as possible, the major theories connected with the latter.

(iii) Problems of attitude measurement: this section makes reference to the main difficulties involved and the various methods of dealing with them, together with relevant research information, reference being made to some researchers noted for significant contributions in the field.

(iv) Conclusion: this section attempts to bring together the main points made in previous sections insofar as they have a direct bearing on the present research, indicating at the same time some of the advantages and the difficulties common to the research and to the study of attitudes generally.

The study of attitudes is complex and continuous. Any general summary of work done in this field will of necessity be limited. In the work covered by the present study, no attempt has been made to make an exhaustive account. Specific areas have been selected and considered so as to form a brief outline and introduction to the immediate topic. To this end, the work has been divided into four sections:

(i) Introduction to Terminology and Concepts

(ii) Attitude Formation and Change

(iii) Problems of Attitude Measurement

(iv) Conclusion

(i) Introduction to Terminology and Concepts

The need to identify and classify the concept of <u>attitude</u> arose out of a growing interest in the way that people expressed their preferences in relation to life around them; it was necessary for their reactions, preferences, dislikes to be identified. The identification manifests itself in many forms which are continually being refined because more emphasis is placed upon the effect of sociological and cultural factors in life patterns. The classification is a continuing process, advancing as more empirical data is made available.

In 1935, Gordon Allport[1] defined attitude as:

> a mental and neural state of readiness, organised through
> experience, exerting a directive or dynamic influence upon
> the individual's response to all objects and situations with
> which it is related.

Research into responses to stimuli (the rate and way people reacted towards various kinds of stimulus) introduced into psychological literature the term "motor attitude". (The way the body responds, indicating by physical movement, the mental inclination), and this gave birth to the notion of "attitude". The tendency to respond, evident in work done by Newcomb (1950), which he termed "readiness for motive arousal" - a predisposition towards

action – is one factor which is common to most definitions of <u>attitude</u>.
On the early stages, attitudes were ascribed to physiological and
neurological factors connected with brain patterns. Freud first identified
them with longing, hatred, love and elements connected with the unconscious.
Allport claims that through Freud, attitudes were first endowed with
vitality[2]. Thomas and Znaniecki (1918) first provided recognition for
the concept of attitudes when they undertook a study of Polish peasants,
introducing the term into sociological and scientific literature (Jahoda
and Warren, 1973). They argued that it was necessary to consider psychological
variables – that is, differences between one individual and another – in
order to understand social change. The individual could then be considered
in relation to other individuals: that is, in relation to society. Faris,
in 1925[3], made distinctions between one kind of attitude and another.
Gradually, the concept "attitude" was being refined.

Attitudes are not oriented primarily in one direction. They may
demonstrate favourable or unfavourable responses and may thus be indicative
of a favourable or unfavourable disposition. According to the way they
are classified, they may relate to a single object or they may relate –
if organised into an hierarchical structure – to value systems. Further,
attitudes may differ in the way that they influence social actions, depending
upon which particular characteristics they embody. An attitude is inferred:
it cannot be observed directly[4]. This, together with the fact that an
attitude embodies a tendency to act, is common to most definitions of the
concept.

It has been stated that attitudes are the major equipment with
which an individual deals with reality[5], and that they cover significant
responses – <u>perceptual</u>, <u>cognitive</u> and <u>affective</u> – to his environment,
operating within a definable structure. The extent to which an individual
has adapted to society is evident largely by means of his attitudes. This
has increasing implications in the realms of Sixth Form education. Andrew

Ross[6] has indicated that the Sixth Former is now expected to do and know more about the world around him. The social climate continues to change. The formation of a variety of attitudes is closely connected with the standards or norms of a person's reference group and is therefore an important part of communication. The Sixth Former has reached the stage of development where he is expected not only to relate to his peer group but also to relate to society. He has to begin to develop an acceptable pattern of behaviour in general.

For Sherif and Sherif,

> The data from which attitudes are inferred are the person's consistent and characteristic categorisations, over a time span, of relevant objects, persons, groups or communications into acceptable and objectionable categories.[7]

Evidence shows that an individual adopts an attitude as a result of experiences[8]. These experiences help him to structure his responses to make them relevant to his needs. The fact that experience helps him to organize his responses suggests that the responses may be relatively enduring, but that they are able to be modified. Attitudes, then, are elicited in relation to the needs of the individual, and the actions of an individual are governed to a large extent by his attitudes. Lieberman (1956) says that individuals who acquire new behaviour patterns as a result of role changes also develop new attitudes more consistent with their behaviours.

It can be seen that attitudes have motivational connections. The same attitude can have different motivational bases. Wanting to be a prefect may be the result of liking power or it may be the result of being proud of belonging to one's school and wanting to share in the administration of it. Different people are, therefore, motivated differently, and there can be a relationship between attitudes and other personality variables. Any one attitude at any one time can serve more than one function. Because the pattern of attitudes and values within the personality is so highly differentiated, it is possible for an individual to absorb change without too many major modifications[9].

Some theorists maintain that few attitudes exist in isolation, but that most of them form clusters with other attitudes[10]. Attitudes of individuals differ or are related, according to the degree to which the individuals are distinct from, or connected with, other individuals. They are established in a person's interaction with others as he learns about his environment.

Definitions and terms used in connection with the concept of attitude are numerous and many overlap. Campbell[11] suggests that "attitude" is "an excellent, integrative acquired behavioural dispositional construct" just because of its many connotations, rather than in spite of its varied definitions. It is precisely the quantity and interrelated nature of attitudes that has made the classification of responses in the present survey a complex, if interesting, task. As new empirical evidence is made available, definitions and terms are refined. Such continuous re-appraisal indicates the importance accorded to concept and its place in social interaction and in research. Allport[12] asserts that the attitude unit has been the primary building stone in the edifice of social psychology; and holds that, despite its critics, it is a necessary part of social behaviour and the study thereof.

Much has been written on the subject of belief and opinion in the way that they are said to be related to the concept of attitude. Generally, it is held that belief is concerned with cognitive elements, and affective or motivational elements are associated with attitude[13]. Berelson and Steiner classify opinions as being topical and short in duration; attitudes are more enduring and inclusive; beliefs are more basic still and concerned with the central values of life. They hold that beliefs are more consciously cognitive in their content and are consequently more amenable to change than attitudes. A mental (or cognitive) outlook can be more readily altered than an affective outlook; it is able to be modified because reason is involved. Smith, Bruner and White[14] equate attitude, opinion and sentiment;

they claim that there is a presumed inter-relationship between attitude and other aspects of the personality. It is not easy, however, to accept the directness and inevitability of such a relationship.

Further discussions concern attitudes and value systems. Secord and Backman[15] hold that attitudes pertain to a single object, whereas value systems are orientations towards whole classes of objects. An opinion is a belief that one holds about some subject in one's environment and it is different from an attitude because it is relatively free of emotion, lacking the component central to "attitude". It may be observed that such a point of view supports the affective/cognitive distinction between attitude and belief. In their work, Krech, Crutchfield and Ballachey[16] distinguish three main components of the concept "attitude". First they identify the cognitive aspect which is to do with evaluative beliefs such as good, bad, etc. Next is the feeling or affective element connected with likes and dislikes. Finally is the action tendency: a readiness to behave in a particular way - not the action itself. Rosenberg and Hovland developed a schematic conception of attitudes in which the component parts of "attitude" are seen to be affect, cognition and behaviour. Oppenheim states that attitudes are reinforced by beliefs (cognitive component) and often attract strong feeling (emotional component) that will lead to particular forms of behaviour (action tendency).

At this stage, it can be seen, therefore, that although there are various interpretations of "attitude", each based on related empirical evidence, there are certain common factors which emerge. It is quite clear that attitudes are thought to be largely affective, that they are relatively enduring and that

they reflect a part of a person's total response to his surroundings. The complexity of these implications is evident.

(ii) Attitude Formation and Change

Attitudes are highly personal and individual. The study of them can reveal that a person has distinctive characteristics or tendencies. Warren[17] defines an attitude as

> The specific mental disposition toward an incoming (or arising) experience, whereby that experience is modified, or, a condition of readiness for a certain type of activity.

Two important notions are contained within this definition. The first is that experience is modified as a result of attitude formation, the second, that there is a condition of readiness for activity. This indicates that the individual can adapt and that he is made ready and recognises when to change. It suggests that he learns, by experience, to form certain attitudes Allport defines attitudes as:

> individual mental processes which determine both the actual and potential responses of each person in the social world.

The fact that the "potential responses" of an individual are involved is a further indication of his learning to adjust to the different experiences he undergoes, modifying his "actual responses". Because attitudes help an individual to make sense of his environment and because they differ from person to person, the study of them has social implications. These are numerous both in relation to attitude formation and to change. Attitudes can function on many levels; quantifying, assessing and comparing them is particularly difficult and any findings may well have far-reaching results.

In connection with the formation of attitudes, the theory that they are learned can be found in various definitions and references.

Halloran[18] states that attitudes are learned, that they develop
in the process of need or want satisfaction and in relation to
an individual's group affiliations and to the information to which
he is exposed. His theory obviously has a great deal of relevance
in child-rearing. Halloran (op.cit.) shows that this learning-
developmental theory echoes a reference by Freud:

> An individual's attitude toward a class of objects is
> determined by the particular role these objects have come
> to play in facilitating responses which reduce the tension
> of particular motives and which resolve particular conflicts
> among motives.

For Lambert and Lambert[19], attitudes are: "learned modes of
adjustment." They maintain that most basic attitudes are learned
in infancy. A child is confronted by established patterns of
behaviour, and he operates within a world of recognised patterns.
He is required to learn those patterns and to become aware of these
positions. Research shows that children take on attitudes
towards elements in their environment without actually coming
into contact with those elements. This is evident in connection
with the mass media when people of all ages undergo experiences
vicariously.

Having learned in infancy to adopt certain attitudes, an
individual develops, through his contact with people and situations
a tendency to select, shown in the ability to respond to other
situations. Hence the "potential responses" previously referred
to in Allport's definition. Rosenberg (1960)[20] states that people
come to hold positive attitudes towards anything that helps them
to attain their goals and negative attitudes towards whatever
blocks goal attainment. We have already seen how Campbell (1963)
affirms that for human and other organisms, behaviour is modified
as a result of experience; somehow a person retains residues of
experience of such a nature as to guide, bias, or otherwise

influence later behaviour. This process, called socialisation, relates to the acquisition of morality and the development of conscience. Here is only one example of the breadth of area covered by, and the potential involved in, attitude change and its study.

The question of attitude change is bound up with the notion of consistency. Inconsistency is unpleasant and unwelcome. The psychological tension created by the state of inconsistency leads to attempts to reduce the inconsistency. Four broad, but clear, areas emerge in connection with attitude change[21]:

1. Cognitive Consistency Theories

2. Social Judgement Theory

3. Functional Theory

4. Inoculation Theory

1. Cognitive Consistency Theories

(a) Balance Theory

Balance Theory asserts that unbalanced cognitive systems tend to move towards a state of balance[22]. This approach concentrates on what happens within the individual in relation to the affective and cognitive components when attitudes change. The basic model for the balance theory is that of Heider (1946, 1958)[23], who is concerned with the consistency in the judgement of people of issues that are linked by some form of relationship. He believes that people tend to perceive others and objects linked to them so that the system is balanced. For example, if a perceiver likes a source who favours a certain position on an issue, the balancing process induces the perceiver to favour that position, too, evincing similar attitudes. This theory may

be seen to apply to relationships within peer groups,

particularly during adolescence.

(b) <u>Congruity Theory</u>

Congruity exists when a source and a concept that
are positively associated have exactly the same evaluations
and when a source and a concept that are negatively associated
have exactly the opposite evaluations attached to them[24].
This approach, made known by Osgood and Tannenbaum[25],
focuses on changes in the evaluation of an attitude and an
object that are linked by a favourable or an unfavourable
assertion. It is similar to Heider's theory but deals
specifically with the acceptance of a communication. It is
possible to have different attitudes towards different objects,
issues and persons, without incongruity, provided that the
objects are not brought into relationships with one another.
When they are, perceived inconsistency results in incongruity.

(c) <u>Affective-Cognitive Theory</u>

The congruity theory stresses the consistency in
evaluation of objects that are linked together by assertions.
Rosenberg (1956, 1960)[26] has been concerned with the con-
sistency between a person's overall attitude or affect
towards an object or issue and his beliefs about its
relationship to his more general values. This approach
involves relating attitudes to one aspect of cognitive
structure; it involves the relationship between the object
or issue and the achievement of desired and undesired
values or goals.

(d) <u>Dissonance Theory</u>

Unlike the balance and congruity theories, the
dissonance theory deals specifically with behaviour. It
is frequently claimed that the dissonance theory is

particularly appropriate when some form of behavioural
commitment contrary to an attitude is involved. Dissonance
theory, made popular by Festinger, is concerned not only
with the psychological inconsistencies between what people
know and how they act but also with the manner in which they
deal with these inconsistencies.

In this respect, dissonance has to do with inconsistency
between two or more cognitive elements. Cognitive elements
can include any knowledge, opinion or belief about the
environment, oneself or one's behaviour. Because it is
psychologically uncomfortable for him to be in a dissonant
state, the individual will do what he can to change his
situation. Dissonance will motivate him to avoid situations
which he perceives may be likely to increase discomfort.

Brehm and Cohen (1962)[27] presented a revised version
of dissonance theory in which they emphasised that a person
must be committed to an attitude before any clear statements
can be made about its dissonant or consonant relationship
to other cognitive elements. Lack of commitment on the
part of an individual means that an attitude may not enter
into the realms of dissonance arousal or reduction and the
theory becomes invalid.

2.   Social Judgement Theory

It has been demonstrated that attitudes develop in any
situation where there is social interaction. This is the logical
conclusion to the generally held theory – supported by empirical
data – that an attitude is the response of an individual to
objects and situations with which he comes into contact. Such
contact may also bring about attitude change. It will be seen
that the links between attitude formation and attitude change
are interwoven and continuous.

Attitudes develop in the first place from an individual's
need to structure his environment and to give it meaning. Attitudes
change when they become inadequate to deal with new and changing
situations. Because of his need to impose structure upon a
situation, any situation perceived as being ambiguous will be
to the individual a possible source of attitude change. Attitudes
are his main equipment for dealing with reality and they reflect
his style of operation and his way of coping with problems.

Both Sherif and Sherif[28] and Cohen[29] maintain that attitude
change - whether in interpersonal, group or mass communication
situations - involves some form of communication. The basic
information for predicting a person's reaction to a communication
is where he places its position and the communicator relative
to himself. The extent and nature of communication to be found
amongst Sixth Formers and between Sixth Formers and other people
is analysed in parts of both surveys undertaken in the present
research.

Cohen[30] cites several surveys (e.g. Hovland and Weiss (1951);
Kelman and Hovland (1953) - a survey dealing with listening to
educational programmes, and work by Walster and Festinger (1964))
which dealt with the effect on attitude change in relation to the
degree to which subjects were or were not influenced by the
communicator or by the presentation of the communication. Cohen
also reports the curious phenomenon that attempts on the part
of the communicator not to influence the subjects, do not erect
barriers, and therefore the subjects are more ready to be influ-
enced by the communicator. Cohen also cites cognition as being
a further factor affecting attitude change. Cognitive factors
are relevant in attitude change in the way that an individual
makes sense of his environment in a "knowing" way.

Sherif and Hovland's (1961) theory of social judgement gives

form to some of the ideas about the relationships between attitude and judgement. The theory holds that a person's own stand on an issue - that is, his initial attitude - serves as an anchor for the judgement of stimuli which are related by attitude. The person's initial attitude on an issue provides a point of reference against which he measures other attitudes. Sherif and Hovland's theory assumed that these other views on the issue could be placed on an attitudinal continuum and that the whole could be considered as being made up of categories or "latitudes".

The latitude of acceptance, which is the range of opinions the individual finds acceptable, encompasses the opinion that best characterises his own stand. The latitude of rejection, which is the range of opinions the individual finds objectionable, encompasses the opinion he finds most objectionable. The latitude of non-commitment is the range of opinions that the person finds neither acceptable nor unacceptable[31].

3. Functional Theory

Functional theories consider how attitudes and efforts to change attitudes are related to the motivational structure of the individual, or, the way in which a person is moved to action. In this field, Katz and Stotland (1959) attempted to deal with the important problems of attitude structure; the inter-relation between thoughts, feelings and actions, and issues of dynamics - that is, how changes in one component produce changes in other components.

Katz[32] holds that an attitude is the predisposition of an individual to evaluate some symbol or aspect of his world in a favourable or unfavourable manner. Attitudes, he says, include both the affective core of liking or disliking and also the

cognitive or belief elements which describe and perceive the object of the attitude, its characteristics and its relationships to other objects. All attitudes, therefore, include beliefs, but not all beliefs are attitudes. When specific attitudes are organised into an hierarchical structure, they comprise value systems. Katz defines four areas connected with attitude function (1960):

(i)   adjustment function

(ii)   ego-defensive function

(iii)   value-expressive function

(iv)   knowledge function

While these functions imply different motivational bases for attitudes and differing conditions for attitude arousal and change, a given attitude may serve more than one of these functions.

Whereas Katz[33] looks inward to the individual, Kelman[34] looks outward to types of social relationships that occur in situations where the individual might be influenced in some way. His theory (1962) states that when people are induced to take particular actions - whether from choice or otherwise - it may be that they are forced to reconsider their position, and this in turn may lead to a change of attitude. The processes of change differ according to whether change is at a superficial overt response level or at a deeper level that invokes more lasting change related to a person's roles or values. Kelman distinguishes three levels of attitude change: compliance, identification and internalisation.

4.   Inoculation Theory

This is concerned with resistance to persuasion in connection with attitude change. The focus of inoculation theory is on treatments that a person might receive to enable him to resist

attacks on already established beliefs (McGuire, 1964)[35].
The inoculations consist of refutational defence messages in
which opinions contrary to a person's beliefs are presented
and then refuted. The theory emphasises that the contrary or
refutational defence stimulates the person to develop defences
against the persuasive attacks.

(iii) Problems of Attitude Measurement

Attitudes have many dimensions. Triandis[36] shows the
distinctions between the affective, cognitive and behavioural
components and states that these components are themselves
multi-dimensional. The difficulties of measuring attitudes
arise in part because of this. Attitudes can be measured only on
the basis of inferences drawn from the responses of the individual
towards the object. The classic approaches to attitude measurement
usually result in a single score[37]. The theoretical analyses
of attitudes usually specify the existence of a variety of
components. Some recent studies domonstrate, however, that
it is possible to measure these components independently.

There is a gap between those primarily concerned with
the measurement of attitudes and those who have written
theoretically about attitudes. The former often leave their
case after providing a single score, whereas the latter make a
large number of theoretical distinctions but do not provide
precise and standard procedures for measurement. Most attitude
tests were developed with the aim of ranking an individual's
stand on an issue relative to those of others, or of comparing
attitudes typical in one group with those in another. The
more clearly defined an attitude - either positive or negative
- the more easily it can be assessed. It is difficult to tell
much about a person who adopts a moderate or neutral position.

The following[38] are some of the main areas of attitude measurement which have made significant contributions to research.

1. The Method of Equal-Appearing Intervals

This was originated by Thurstone (and Chave) in 1929. He developed and tested a number of specific scales for measuring various attitudes - to the church, war, negroes and so on. Thurstone scales can be adapted to measure attitudes towards any object, and the method has been widely used by other investigators. The respondent is asked to agree or disagree with given statements, the position on the scale originally being determined by a series of judges. The scale is absolute, in contrast to the relative nature of the Likert Scale.

2. The Method of Summated Ratings[39]

This was perfected by Likert (1932) in his study of various attitudes - towards imperialism, towards internationalism and towards the negro. The respondent is not asked merely to say that he agrees or disagrees, but is required to choose from several items and categories, indicating various strengths of agreement and disagreement. Scores are assigned to the categories and the attitude of the respondent is measured by the total dimension. It was conceived so that judges might be dispensed with and so that the subjects might put themselves on an attitude continuum.

3. The Social Distance Scale

Bogardus (1925) was one of the first to design a technique for the specific purpose of measuring and comparing attitudes towards different nationalities. His social distance scale was made up of a number of statements which were selected on

an a priori basis, to elicit responses indicative of the subject's degree of acceptance of any nationality of group. For each nationality to be measured, seven classifications are offered.

Osgood, Suci, Tannenbaum (1957) conceived the Semantic Differential Scale to be the most suitable measurement of the affective component of attitudes. Most of the variance on this instrument is accounted for by the affective factor. Subjects were asked to rate a negro physician good/bad, dirty/clean and so on.

Triandis (1964b) developed an instrument called the Behavioural Differential which is an adaptation of the Semantic Differential format. Subjects were asked to say whether they would or would not admire the ideas of a negro physician. From this research emerged the five categories to which Triandis makes reference.

4. Cumulative Scaling

This is a method for evaluating sets of statements to determine whether they meet the requirements of a particular kind of scale - and is commonly called the Guttman Scale (1950). By means of a single score, the responses to each item or statement can be reproduced. The model assumes that positions on an issue are cumulative, in the sense that the individual who agrees with one position will also agree with all the less extreme positions on the topic.

5. Sociometry and Sociograms

These are a way of studying personal relationships between individuals in face to face groups. It is a diagrammatic representation of feelings of attraction or rejection between people in a group.

Attitude scales are techniques for placing people on a
continuum in relation to one another in relative and not in
absolute terms. Moser and Katton[40] distinguish four types of
scale:

NOMINAL - classifying individuals into two or more
groups, the members of which differ with respect to the
characteristic being scaled;

ORDINAL - ranking the individual along the continuum
of the characteristic being scaled, but again carrying no
implication of distance between scale positions;

INTERVAL/CARDINAL - denoting units of measurement;

RATIO - having the properties of an interval scale,
together with a fixed origin or zero point.

The ultimate consideration affecting any measurement
technique is its validity - that is, the extent to which it
measures what it purports to measure. The validity of a
technique is dependent in an intimate way upon its reliability -
that is, the extent to which it yields consistent measures.
The reliability of an attitude scale can be judged by the
extent to which the re-test is the same.

Repeated measurements of an individual's attitude may
give different results. Such variation may indicate the
internal reliability of the scale itself, or it may arise from
two other ,"external", sources of variation:

(i) apparent variation in the attitude, which is caused by
     changes in the psychological conditions under which the
     measurements are made.

(ii) true variation in the attitude over time.

The reliability of a scale may be ascertained by:

(i)   the test - re-test method, in which the measurement
      with the given test, is repeated, immediately or after
      a lapse of time, and the two measurements are compared.

(ii) the equivalent-forms method, in which measurements on
      two comparable forms of the same test are compared.

(iii) the split-half method, in which scores on one half of
      the test are compared with those on the other half.

Once the reliability of an attitude scale has been
established as satisfactory, the remaining problem is to
ascertain the validity of the scale. There are several
approaches to the determination of validity: one is the
judgement by experts of the representatives of the sample of
items. Another is the measurement of "known" groups, or types
of people who, on a priori grounds, should differ in an expected
way in their attitudes, and another the study of the accuracy
of prediction of behaviour based upon the measurement of the
attitude.

Two quite different types of research design are
characteristically used to study the modification of attitudes
through communication.

In the first type, the experiment, individuals are given
a controlled exposure to a communication and the effects
evaluated in terms of the amount of change in attitude or
opinion produced.

In the alternative research design, the sample survey,
information is secured through interviews or questionnaires
both concerning the respondent's exposure to various communications
and his attitudes and opinions on various issues.

Between the first and second type are the following
differences:

in size,   in situation,

in time,   in types of population,

in communicators,   in issue[41].

There are different ways of asking questions, according to the purpose for which the survey is carried out. There are open and pre-coded questions[42]. In the open question, the respondent is given the freedom to decide the aspect, form, detail and length of his answer. In the pre-coded, either the respondent is given a limited number of answers from which to choose, or the question is asked as an open question and the interviewer allocates the answer to an appropriate code category. For a very detailed answer and insight into the respondent's maind, the open question is used.

(iv) Conclusion

This chapter has attempted to summarise the main areas of research relating to attitudes, and has endeavoured to cover the amin concepts and terms associated with them. In connection with the present survey it will perhaps be helpful if certain points are explained and clarified.

The Sixth Form years seem to be a particularly interesting stage for the examination and appraisal of attitude development. Although, with the advent of the "new" Sixth Former (referred to in a subsequent chapter), not all people proceeding to 'A' Level education are free from the ties of 'O' Level examinations, pupils in the Sixth Form are generally making a beginning and looking forward. They have passed through the early learning-developmental stages already noted in references to Freud, Halloran and others, and have begun to use more firmly-established and tried attitudes as a yardstick against which to measure other responses.

Further, young people still at school in the 16 - 19 age range are encouraged to think and to apply their intelligence to situations in which they find themselves. Sixth Formers are likely not only to be involved in the formation and change of attitudes, something fundamental to human intercourse - making sense of the social environment in which they find themselves - but also in the complex interrelation of beliefs, opinions and values. The kind of confidence - albeit tempered by the uncertainty of the outcome of an 'A' Level course - usually found amongst pupils in the Second Year Sixth is anticipated as yielding interesting findings.

Sixth Formers are concerned usually with making sense of the relationships they have with their peers and with making sense of relationships with adults. For many of them the contact that they have with members of staff is, apart from their home environment, their major contact with adults in a continuous or consistent sense. Many of the people who teach them will have been with them to a greater or lesser degree for the most part of their lives in school.

The present survey is, therefore, of interest developmentally. Their time in First Year Sixth is often, for young people, their first experience of being treated as adults and, usually, of being able to respond in kind. Adjustment to new aspects of relationships can be seen to play a key part in attitude formation and change. The Sixth Form age is a time more than any other since the early growth and development of an individual, when he begins to rationalise his need for consistency and balance. Incongruity and dissonance can be acknowledged and adjustments made as a result of learning and practice. It

is frequently, too, a time when commitment can be acknowledged with a degree of coherence – something notably absent during the early stages of adolescence.

It is possible to observe, then, that the last two years of a pupil's life spent in the Sixth Form may be considered as a stimulating and productive time of change. A further conclusion which may be drawn is that because of the many implications – social, moral – it is a time of development of some complexity. This complexity brings considerable problems to the study of attitudes, not least in this particular enquiry.

For administrative purposes, the questionnaire method was concluded to be the most convenient for the present research. It was felt to allow freedom of expression and a certain time for thought and amendment, for which an interview situation might not always cater. The method used in this research was such that it was reasonably easy for the information to be standardised although there were certain variables – largely because the administrative procedure was carried out thanks to the kindness of schools involved.

The open-ended question was considered without doubt to be the most useful for the purpose of the research in question. The result is inevitably the paradoxical one of completely free responses then having to be classified, usually in anything from four to seven categories. One of the conclusions is the one common to all research into attitudes whatever the nature of the project of the methods employed: the study of attitudes is complex and continuous – and compulsive.

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CHAPTER 2

THE SIXTH FORM

It is evident that considerable changes have taken place in Sixth Form education over the past ten years. Young people have become more socially aware not only because of changes occurring within the context of education but also because of a changed social climate outside the school. What happens in the world outside necessarily influences what is produced in school.

The Sixth Form represents for all its members an ending and a beginning. It seems clear that if we are to help pupils as they leave school, we must take account of change and help them to accommodate themselves to it, at the same time giving them a sense of permanent, worthwhile standards and values which will provide a yardstick for them. This involves an understanding of the development of the Sixth Form and the changes which have taken place up to the present time.

The present chapter attempts to bring together information connected with the development of the Sixth Form, to trace its growth and to record major changes which have taken place. It deals with two features of the Sixth Form at the present time: the increase in the size of the Sixth Form and the change in the nature of the Sixth Form. In examining the changes, the chapter takes into account the advent of the "new" Sixth Former* and the types of schools producing pupils for Advanced Level study. It looks also at those reasons which appear to be responsible, in part, for the change in the organisation of the provision for Sixth Form education.

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* "New" Sixth Former is a term commonly applied to distinguish between the traditional type of Sixth Form pupil who embarks upon an Advanced Level course of study with a view to further education, usually university, and the so-called non-academic pupil who will not necessarily be preparing for an 'A' Level examination and who may not complete two years in the Sixth.

Further, the chapter attempts to place the subject under discussion in a context wider than that of the system of education in this country. It looks at the influence of society on the Sixth Form and considers some of the implications of a choice of career for those about to leave school. It considers, too, the issue of moral education and religious education in relation to the present project.

Throughout, reference has been made to research projects and surveys, and to opinions expressed not only by researchers but also by Sixth Formers themselves.

In the second chapter of "The Future of the Sixth Form", p.16, A.D.C. Peterson[1] says that we must be clear about our purposes in education and get away from some of the myths about the Sixth Form. He indicates the nature of the myths of our objectives, the myths of their (the Sixth Formers') objectives and myths about what actually happens and demonstrates that we need to take a more realistic look at the higher levels of secondary education. The points raised by Peterson have been felt by others although not articulated by them. Little has been written on the subject of Sixth Form education - little, that is, in relation or in proportion to, the expansion that has taken place at that level. Greater emphasis has been placed on the increase in numbers at university level, and on the subsequent difficulties and implications for course-planning in further education.

In relation to the present study, concerning the attitudinal development of pupils during their time in the Sixth Form, it is apparent that two major trends have made a significant impact on the education of Sixth Formers since World War II. These are related, yet distinct. They may be defined as:

(i)   the increase in the size of the Sixth Form.

(ii) the change in the nature of the Sixth Form.

The development of each can be traced in some detail.

<u>(i)   The increase in the size of the Sixth Form</u>

Peterson[2] states that the growth of the grammar school Sixth
Form between the wars was the result of teachers determined
to give able grammar school pupils advantages that only public
school pupils had hitherto enjoyed. In the 1930s Sixth Forms
grew more as a result of a larger intake into the grammar
schools than because of a steady trend to a longer school life.
After the war, Sixth Form numbers doubled, although England and
Wales were slower than the majority of European countries in this
expansion in Sixth Form education.

In 1954, the Report on Early Leaving[3] noted that the grammar
schools could not visualise half their intake staying on into
the Sixth Form, even in the most favourable conditions. Yet
more than half did so ten years later. Edwards[4] cites 1955
as the beginning of the explosion in Sixth Form numbers. As
the young people born immediately after the war moved onto the
labour market, the supply of young workers exceeded demand in
some industries, limiting prospects of immediately rewarding
employment. This caused a greater number to stay on in the
Sixth Form. Although the prospects of Sixth Form leavers have
greatly improved since the early 1950s, Edwards claims that it
is the passport to a higher education that remains the most obvious
benefit of a Sixth Form course. This would indicate that more
young people are staying at school for a longer time because they
wish to continue to the level of further education.

In the late 1950s, and early 1960s, the number of seventeen
year olds at school increased by 35%. In the late 1960s and
early 1970s the number almost doubled.

In 1965[5], 13.7% of pupils over 17 were still at school.

In 1967, 11.0% of pupils between 16 and 18 were still at school, 4.0% of them were in further education, as opposed to the Sixth Form.

In 1969, 9.0% of pupils between 16 and 18 were still at school, 12.0% were in further education.

In 1970, 20.0% aged 17 years remained at school. The increase in Sixth Form numbers went on in spite of the diminishing size of the relevant age group. King[6] refers to two factors in the expansion of post-sixteen education:

(i) the bulge

(ii) the trend,

saying that the latter is more important than the former. According to his figures, there was a 5% increase in the number of 17 year olds between 1961 and 1973. The number in full-time education increased by 115% over the same period. In 1961, 14.1% of 17 year olds were in full-time education; in 1973, the figure had risen to 28.8%. On the basis of the D.E.S. Report 51, L.C. Taylor[7] forecast:

> By 1980 we may expect somewhere between 36% and 40% of 16-19 year olds to continue with full-time education. The Swedes adjusted their national plan to allow for 70%, the French for 80%. Sweden has already been seen to be wrong.

Peterson[8] states that the change in the Sixth Form has come about simply because there are more people in it for more reasons. It seems that there are not only academic pressures but also social pressures exerted upon young people to extend their education. In forecasting a growth in the number of pupils staying on at school until they were 18, the Crowther Committee[9] offered three reasons for such an increase in Sixth Form numbers. These were:

1. the growing numbers of boys and girls and parents who would realise the advantage of a Sixth Form course both for its own sake and as opening many doors which would otherwise be shut;

2. the fact that many professions (banking, accountancy and law) which had been accustomed to recruit boys and girls of academic ability at sixteen would find that they could no longer do so at that age because pupils of the required ability would not give up the chance of a Sixth Form education;

3. the fact that parents who had themselves had an extended education would insist, in far higher proportions than other parents, on their children staying at school for the whole course.

This present survey[10] shows that Sixth Formers in their first year are overwhelmingly and impressively firm and confident about their own reasons for staying on at school. The vast majority see their main reason as being to obtain qualifications to "get a better job", and they direct their energies almost exclusively to the pursuit and achievement of this end. As the need for qualifications becomes more urgent, so the numbers in Sixth Forms increase.

(ii) The change in the nature of the Sixth Form

In 1959 the Crowther Report[11] outlined five hallmarks of the Sixth Former:

continuing study at university level;

having a concern for "subject-mindedness";

working independently;

possessing the quality of intellectual discipleship;

acknowledging social responsibility.

This rather formal, even formidable catalogue of identification may well have applied in a context twenty years ago, where social and personal pressures had assumed none of their present proportions. It is not now possible for us to speak with such confidence or to see the characteristics embodied in this way. The fact that there could still be ways to categorise Sixth Formers may be a possibility; the fact that the categories themselves can be said to exist in proportion and the fact that each can be found in the majority of Sixth Formers is less likely.

A closer examination of the development of change in the nature of the Sixth Form will demonstrate that it is no longer possible to speak with confidence of the Crowther Report, nor is it realistic to expect to see such characteristics exemplified in such a clearly-defined way.

Sixth Forms are now far more diverse in content than they were at the time of the Crowther Report. They take in a wider variety of pupil. Some Sixth Formers want merely to extend their education and for them 'A' Level is not necessarily appropriate. There has been much discussion and investigation of subjects at 'O' Level required for entry to the Sixth Form[12]. The traditional pattern of entry requirements is changing, and so are the approach and nature of many students admitted. It is clear from the series of lectures edited by Burgess that in 1961[13], members of staff were concerned with the pursuit of subjects specifically for academic ends. The students they expected in their Sixth Forms were those able to cope with more academic demands than most of their peers who left school at 15, 16 or even earlier. Further evidence cited by Taylor, Reid and Holley[14] (1974), shows that one third of the 16-18 age group was involved in further education, but only one firth of the numbers of

further education students was following academic courses at
'A' Level.

Comprehensive schools allow all ranges of ability to see
what Sixth Form life is like, and increased successes in C.S.E.
Level examinations lead more pupils to want to go into the
Sixth Form. The raising of the school leaving age to sixteen
provided an introduction to the Sixth Form for pupils who
might otherwise have left school before they were 16. There is
also a significant - and increasing number - of second generation
children helped and encouraged by parents to stay on into the
Sixth Form.

The following definitions demonstrate something of the
change which has developed in the composition of the Sixth Form.

The Department of Education and Science defines a Sixth
Form as:

> groups of pupils taking courses at a level wholly or
> mainly beyond G.C.E. 'O' Level, whether or not the
> course prepares pupils for the G.C.E. 'A' Level
> examinations.

The definition provided by the Schools Council[16] is a rather
wider one. The Sixth Form comprises:

> all pupils who stay on at school beyond the academic
> year in which they reach the age of 16, together with
> all younger pupils who have begun G.C.E. 'A' Level courses.

Peterson[17] offers a definition which is yet more comprehensive,
in which he says the Sixth Form is:

> the final period of secondary education, not necessarily
> confined to pupils selected for ability, and occupying,
> in various European countries, somewhere within the
> range 14 - 21.

The words: "not necessarily confined to pupils selected for
ability" used by Peterson pinpoint exactly the change in the
nature of the Sixth Form. The different kind of pupil to
be found in schools is referred to as the "new" Sixth Former.

Watkins[18] refers to new Sixth Formers as:

> those pupils who wish to stay on at school after the
> age of sixteen but for whom 'A' Levels do not offer an
> appropriate curriculum.

He writes also about the rapidly increasing group of young
people in schools over the age of sixteen with no aspirations
to higher education. These pupils may have qualifications
which are mostly at C.S.E. Level.

As well as changes at an academic level, there are changes
in a social context. John Bazalgette[19] affirms that the "new"
Sixth Former is the person who is asking for more social
education because his own experience strongly suggests that the
behaviour of young people in the educational settings of schools
and colleges is in general less mature than that of people in
employment settings. Taylor, Reid and Holley[20] state that there
is little doubt that the attitudes and values of older teenagers
are now very different from what they were even a decade ago.
They cite no empirical evidence and contribute what amounts to
a philosophical discussion making the blanket generalisations which,
although they may be felt and expressed by Sixth Form teachers,
do not substantiate adequately their point of view. Further,
Taylor, Reid and Holley claim that it seems likely that the
notion of social responsibility within the school is not
acceptable to very many young people. They point out that this
must weaken the institution and concept of the Sixth Form
and that this in itself indicates the way to new institutional
structures. They write that:

> Sixth Formers seek ways of being more detached and
> therefore look to Colleges of Further Education to
> take 'A' Level.

One of the most important changes they advocate should be,
they submit, in the establishment of separate Sixth Form

institutions. At the time of their writing, there were either in existence or proposed, 57 Sixth Form Colleges.

Peterson[21] is optimistic in his appraisal of the situation, saying that the growth of the Sixth Form - which includes number as well as kind - will bring about changes that make it more attractive to those who at present do not seek to enter it. He acknowledges that change has been recognised by the H.M.A.[22] in its pamphlet: "The Sixth Form of the Future" issued in 1968. He suggests, however, that the scale and speed of the change may be even greater than has been anticipated. This is because:

> the measures which we shall be forced, and quite rightly forced, to take to accommodate "new Sixth Formers" on the scale which it is anticipated will so change the nature of Sixth Form education as to remove many of the inhibitions which at present restrict voluntary entry to it at so low a level.

In turn, he says, this will make the Sixth Form attractive to a wider group of pupils and will lead to an increase in size when the completion of a Sixth Form course will be the normal expectation of a great majority of pupils. The kind of change envisaged by Peterson in 1973 has begun to take place to accommodate the increase in the size of the Sixth Form and the change in the nature of the Sixth Form.

The increase in the size of the Sixth Form and the change in its nature carry implications in three areas:

(a) the type of school

(b) society

(c) the future of the Sixth Form.

(a) The Type of School

The type of school has an important influence on the size and nature of the Sixth Form for which it provides the material. Two main categories of school may be identified:

(i)   the 11 - 18 all-through school with an
       integrated Sixth Form.

(ii)   the 11 - 16 school supplying a college or
       other institution*.

Schools offer a greater control over pupil behaviour; Colleges
offer a greater control over formal learning processes imposed
by external examining bodies. A very brief outline of points
related to the development of both types of school will at this
stage suffice to show their effect on Sixth Form education in
connection with the present research.

(i)   The 11 - 18 all-through school with an
       integrated Sixth Form

     After the publication of the D.E.S. circular 10/65,
secondary education in the state sector underwent a change with
the advent of comprehensive reorganisation[23]. As the system was
more widely adopted it became the norm for more pupils to stay
on at school after the age of 16. This was partly because a
greater number was able to witness the advantages of staying on,
and more pupils were subsequently able to stay themselves. A
wider range of study had opened up, and there was an increase in
numbers taking G.C.E. 'O' Level as well as 'A' Level. In
addition, because schools were merging under schemes for
comprehensive re-organisation, co-education became more common;
girls as well as boys enjoyed the advantage of an education up
to the age of 18, as opportunities for careers became wider.

     The degree to which the Sixth Form is integrated into the
rest of the school varies from area to area. Under the introduction
of the comprehensive system, buildings and staffing allocations were

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*   In accordance with developments current at the time of
       writing, educational policy laid down by the Government has
       made increasing provision for the second kind of school.
       This is due to the creation of Sixth Form Colleges and to the
       transfer of education after 'O' Level to various colleges
       of education. Present educational policy has, in a majority
       of cases, resulted in schools of increased size.

re-organised and, according to what was available and to the
policy of the local education authority, some schools operate
a slightly modified 11 - 18 system within the state system[24].
One of these is <u>Rosebery County School</u>, Epsom, where lower school
pupils have contact with the Sixth Form through clubs and
socieities, but otherwise the Sixth Form is separate. <u>Wycombe</u>
<u>High School</u> has a purpose-built Sixth Form block for which the
girls themselves have considerable responsibility. The whole
school shares the same members of staff and the same social
activities. These systems try to unite the best of both worlds:
they maintain contact between the senior pupils and the lower
school, yet they provide for the freedom which the Sixth Form
want. It may be said that they provide responsibility with
autonomy.

Schools outside the state system also began to feel changes.
The Headmasters' Association[25] in 1968 (<u>op.cit.</u>) showed itself
aware of the need for curricular reform and of the need to
provide: "a truly liberal education throughout the diverse Sixth
Form." (Para.90, p.41). The Association identifies two needs of
the "new" Sixth Formers:

> First they will need time. Given a longer time to cover
> the ground the academic late developers will be able to
> proceed to worthwhile academic studies ... But, secondly,
> if they are to pursue distinctively Sixth Form studies
> they will need additional curricular patterns.

This demonstrated an insight into the problems of providing
stimulating yet not too-demanding work for the less able,
"non-Crowther" Sixth Former. Further, the H.M.A. stressed that
its members should make every attempt to secure freshness and
vitality in their approach.

Andrew Ross[26] shows that the problems for independent schools
are considerable because unless they are very highly selective

they cannot produce a Sixth Form large enough to be viable.
He says this is because, where a school is producing Sixth
Formers in only very limited numbers, those few will be hard put
to keep pace with standards elsewhere, since the stimulus of
competition will be lacking. Time-tabling and staffing difficulties
present problems, too, with smaller numbers.

In the independent sector[27], Sixth Form Centres have been
established in various schools. In 1963, the <u>William Hulme
Grammar School</u> in Manchester opened a centre and Taunton School
did likewise in 1967. The Sixth Form centre in <u>Manchester
Grammar School</u> was also opened in 1967. The Sixth Form there
was so large, however, that the Centre could serve as a base
for only three departments. With the demise of the direct grant
schools and the corresponding increase in the number of
independent schools, the special facilities and provisions made
for Sixth Formers have extended beyond these early initial
examples referred to above.

(ii) <u>The 11 - 16 School</u>

There are three main institutions fed by 11 - 16 schools.
These are:

    (a)   the technical college

    (b)   the sixth form college

    (c)   the tertiary college.

The facilities they provide are utilised in different ways
according to the areas in which the buildings are situated,
and the types of schools vary themselves. In some areas, a
large proportion of pupils seek employment immediately on
leaving school, without ever attending any institution for
further education.

(a)   The <u>Technical College</u> or <u>College of Further Education</u>

has in some areas combined the use of the Sixth Form

College with the College of Further Education. This has

happened in <u>St. Austell</u>. Owen (1969)[28] gives an account

of Devon's proposal to bring together in one institution

the work of the Sixth Form and further education. In

<u>Southampton</u>[29], <u>Harrow</u>, <u>Preston</u> and <u>Hereford</u>, junior colleges

have grown up. These are non-selective, offering what

Ross describes as a "satisfactory" choice of general

subjects to complement the concentrated study for 'A'

Level.

(b)   The <u>Sixth Form College</u> has been introduced in various parts

of the country. It is, much more than the Technical College,

an institution for the pursuit of 'A' Level courses, and is,

in some cases (Mexborough, for example), an institution

which may be affiliated to a particular school. The <u>Croydon</u>[30]

plan shows that concern for the alteration or improvement of

Sixth Form education had begun as early as 1954 when discussions

first began. In <u>Mexborough</u>, the Sixth Form College was

opened in 1964. It is on the same site as an 11 - 16 school

of 900 pupils and shares the facilities, but the college

proper is out of bounds to these pupils. It has 450 students

and half of this number comes from the 11 - 16 school, half

from other local schools. The <u>Luton</u> College[31] was opened

in 1966. In this case, entry was based on recommendations

of the heads of contributory schools.

(c)   The <u>Tertiary College</u> received its name in 1969 from

Sir William Alexander.[32] It represented a new stratum between

secondary and higher education and it grew in popularity

because it was claimed that the increasing maturity of young

people demanded an institution separate from their juniors. <u>Exeter</u> College is an example of this. It takes within its scope the area hitherto covered by the technical college. This means that there is a maximum use of resources, and a full spectrum of academic and vocational courses can be offered.

As if in response to the variety offered by the three schemes above, Wearing-King[33] maintains that the conventional Sixth Form is completely inadequate in preparing students for further education. It is evident, however, that more careful provision is being made for the education of pupils over sixteen years, although the provisions made for Sixth Formers vary according to the area and the resources available. In 1973, Lynch calculated that there were 23 areas in which Sixth Form Colleges either existed or were planned. In nine areas colleges were linked with Colleges of Further Education and in five areas colleges were actually combined with further education colleges.

Changes in the way that Sixth Formers are organised may be justified or explained in three ways:

        academic

        financial

        social.

Academically, the Sixth Form as a separate unit may cater for a wide range of interest and ability if organised to function for the right numbers. Economically, in certain circumstances it can be a viable unit separate from the school; it may utilise staff and resources in profitable ways. Socially, it may help the Sixth Former to adapt to a changing climate.

Ideally, the political motivation for change in education

should not be significant, but perhaps in some cases - for example the phasing out of direct grant schools - it may be said to be an important element.

In order for change to be carried out, and with the "wide range of interest and ability" being borne in mind, the pre-conceived, now dated notions of what constituted an acceptable time-table have to be amended. Since the advent of the Crowther Report, the issue of specialisation versus non-specialisation has continually been raised. It is specialisation which is one of the myths to which Peterson - and Hirst - referred. Edwards[34] states that specialisation

> stimulated interest, maintained high standards of work, kept teachers close to university methods and material and added to their status.

Although the situation changes, it is the universities which have often been blamed for sending Sixth Formers into the narrow channels of specialisation. This has been an added element in the area of academic change.

The freedom to attend university, given to an increasing number of young people, was accorded further authority in 1962. State scholarships were abolished and maintenance grants were made available to potential university students having at least two 'A' levels. The Robbins Report (1963)[35] added its weight to the argument by stating that:

> higher education should be available for all those qualified by ability and attainment to pursue it, and who wish to do so.

Concurrent with these official sanctions, ran movements in the early 1960s to provide suggestions for combinations of "full" and "half" subjects. The crucial need for change was manifest in the growing number entering Sixth Forms and who did not want

or who were unsuited to courses of the traditional kind. In the late 1960s, the Schools Council[36], recognising the urgency of the situation, called for more flexible courses, with "a common programme of general studies which should provide a focus for all Sixth Form work". The Schools Council expanded on this, retaining its original idea of having only two main subjects. It suggested that "minor" subjects be replaced by "elective" courses, which, it was hoped, would cater more fully for students' needs and which could be related both to the vocation and to the teaching strength of the individual schools concerned.

Hutchinson and Young (1962)[37] demonstrate their concern about the specialisation issue by underlining the need to cater for a much wider range of ability and by suggesting a "Complementary Level" examination involving the introduction of <u>half</u> subjects at 'A' Level, with certain necessary modifications made to present content and syllabuses. They refer to the work of Peterson, who figures prominently in the general debate. He is quite clear about the necessity for a wider syllabus for Sixth Formers. The models that he uses to help towards a more flexible system[38] are those of the Diploma in Higher Education proposed by the James Report, and the International Baccalaureate. It is evident that Hutchinson and Young are convinced that a new syllabus is what is needed; they state that truncated 'A' Levels are not enough.

A significant step was taken in the direction that they suggest when the second Sixth Form Working Party was set up under Dr. Eric Briault[39]. This was established in 1968 to look at the needs of those Sixth Formers not aiming at degree courses.

A further working party under Dr. Clifford Butler was also set up in 1968 to look at the curriculum and examinations for Sixth Formers who hope to go on to degree courses. In 1970, their joint recommendations for 'Q' and 'F' Levels were turned down.

More developments resulted in the recommendation that a Certificate of Extended Education be instituted and that 'A' Level be replaced by Normal and Further Levels. The Normal Level examination would be taken by Sixth Formers aiming at degree work, and the Further Level would be needed for admission to most universities and polytechnics. The Briault recommendations supported the institution of the Certificate of Extended Education for a single-year Sixth Form course, and of examinations in 'N' and 'F' Levels at 18+, with the proviso that the two latter examinations be available in further education. Butler's committee advocated the establishing of 'N' and 'F' courses, spread over two years.

The second area in which the increase in size of the Sixth Form and the change in its nature carry implications is:

(b) Society

There is a need for more education which is of a better quality because of what Long refers to as "the affluent society".[40] (This seems to imply that the accumulation of possessions requires an accumulation of education to go with it). There is a growing realisation of the personal advantages to be derived from an extended education, as more second generation Sixth Formers stay on at school, although Taylor, Reid and Holley[41] indicate that as numbers rise, the distinctive element about being in the Sixth Form might cease to have significance. Industry and commerce attach value to experience gained in the Sixth Form

for leadership and responsibility, and the changing role of women in society has meant that more girls stay in the Sixth Form for further education.

Trends in education reflect changes in society. Any historical account of the development of education shows the way that government provision is made according to the needs of society. The D.E.S. Bulletin of 1965[42] reported:

> Incentives to remain at school will be stronger if the environment provided for these older pupils, both in quantity and quality, acknowledges their status as young adults.

Edwards points to the need for the complete re-shaping of secondary education because of the changes which have occurred in society. David Hopkinson[43] refers to the "twilight period" in education when children cease to be school pupils by compulsion and when they are marking time until society considers them to be adult.

The importance of the way a person relates to his environment and the implications that this has for schools - with special reference to the Sixth Former - are clearly evident to Peterson. He says that reassurance about competence is important to the adolescent as well as reassurance about identity. Education must therefore be concerned with that sort of knowledge which is directed towards what Bacon called "operation" as well as "satisfaction". Peterson[44] cites two objectives of Sixth Form education. These are: to enable the student to understand better, and to the best of his ability, both now and as he grows older, himself and his environment, and to enable the student, both now and as he grows older to operate within and upon his environment.

The Sixth Former increasingly has wider contact in his life outside school than would have been the case ten years ago. About half the sample of 16 - 19 year olds with which Fogelman[45] deals in his research, had a spare time job, the amount of time given to this work varying considerably. The older teenager plays an acknowledged recognised part in contemporary society. Advertisements are directed at these young people, who are often financially less dependent on their parents than those of the 1960s. Students in their second year of Sixth Forms are entitled to vote and to sign legal agreements, while members of the Lower Sixth are able to hold provisional driving licences, and it is not uncommon for them to become engaged or even - though less frequently - to marry.

The two factors at work on the changes at Sixth Form level - the type of school and society - may be seen to exert different kinds of pressures. The first may be termed <u>a direct pressure</u>, because it can have an immediate effect upon the size and the nature of the Sixth Form. The second may be classed as <u>an indirect pressure</u>: its effect can be less immediate and more far-reaching.

Partly as a result of the difference between the influences, there is tension. William Kay[46] suggested that what the schools are doing and the directions in which they are aiming, produce results different from those which the outside world demands. He wrote:

> Society may want schools to produce (morally mature young adults), but some politicians seem to prefer citizens who will not look too rationally at their arguments. Industry does not appear to want autonomous men because advertisers want gullible customers: even the organised church and unions appear to prefer numbers who are not independently responsible. Thus, in many walks of life autonomy is a distinct disadvantage.

If William Kay's words are true, the obvious conclusion is that what emerges from our Sixth Forms is not what society wants. If older teenagers are obliged to make significant and increasing contributions to the demands of society, there will inevitably be tension. Their training does not equip them, according to Kay, to take part in society.

The popular standards which society creates are not necessarily those things "of good report" upon which St. Paul exhorts us to think. However, it is vital that young people should be equipped to comprehend and evaluate what goes on around them.

(c) The Future of Sixth Formers

A third factor which must be significant in a discussion about the Sixth Form concerns the future. It may be seen to have significance in two respects in that it can determine the actual syllabus content at Sixth Form level, and it can have social implications. It operates, therefore, in both an academic and a social sense.

(i) Academic

For a long time the university entrance requirements governed the subjects studied at 'A' Level. This is still true to an important extent, although the advent of the "new" Sixth Former has meant that a wider Sixth Form timetable has had to be considered. Peterson[47] says in relation to university entrance that what the universities say conflicts with what they do. As a result, a source of tension exists, between what is suggested in theory and what, in practice, is actually needed. Universities claim that they want Sixth Formers who have had a broad education, yet they allot the coveted places to those who do best in their specialist subjects, irrespective of their general education. Peterson[48] points to the wide divergence between

the myth and the fact of our own objectives as controllers of
Sixth Form education.

The pressure on university places after the war resulted
in pressure on the curriculum. There were differences between
schools in the size of the Sixth Form and the corresponding
differences in curricula. In 1947, the whole system of
secondary school examinations was re-cast. G.C.E. examinations
were introduced early in the 1950s, and there was a great deal
of discussion about specialisation. The Sixth Form curriculum
was controlled by the competition for university places. G.C.E.
examinations replaced School Certificate; they gradually provided
an opportunity for the arbitrary control exercised by the
universities through their admission procedure. The question of
specialisation is one of the longest-running, most hotly-
debated issues concerning the Sixth Form.

The introduction of 'A' Level in 1951[49] simply gave
freedom to schools long since accustomed to a particular type
of curriculum to develop that subject even further. Subjects
now studied at 'A' Level are frequently determined by post-school
requirements. This means that a Sixth Form course almost inevitably
involves specialisation. Abolition of subsidiary subject
examinations at university level forced specialisation further. The
Crowther Report proposals attempted in theory to deal with early
specialisation recommending that one-quarter to one-third of the
Sixth Form time should be given to general studies, and expressing
concern about the illiteracy of scientists and the innumeracy of
arts students. The 1960s provided a revision of the Sixth Form
curriculum, hitherto determined by what the universities wanted,
and questions were raised concerning the size of Sixth Form
teaching groups. The emphasis at present appears to be upon the

Sixth Former's need to acquire passes in 'A' Level subjects and simultaneously to acquire as broad an education as possible. This can result in a heavy academic timetable for the pupil - especially if he is studying three or four subjects to 'A' Level - and a very full "general" timetable. Consequently, the "new" Sixth Former who may well be less able, may either overreach himself or simply give in.

The implications of Wilkinson's findings[50] are that a pattern of Sixth Form studies based on actual examination results could be quite different from those studies based on pupils' enjoyment and assumed ability. He says that the specialisation fears evinced by Peterson are less valid now because the Schools Council and other, wider schemes offer less specialised courses. In the Schools Council Sixth Form Survey in 1968[51], over half the students taking 'A' level examinations would have preferred a wider course. The reasons given for this were various. The Sixth Formers had an increased awareness of life outside school and world affairs. A wider choice was open to them: career or higher education, for example. They welcomed a measure of relief or relaxation from the pressure of examination subjects. They welcomed a less rigid division between arts and sciences and they welcomed additional opportunities to pursue particular interests.

Attempts to broaden the curriculum, one of which was Professor Boris Ford's proposal to postpone arts[52] and sciences choices until the end of the fifth year, proved unsuccessful. A gesture made to the schools by the Committee of Vice-Chancellors and Principals in 1962[53] went no further. This was another attempt to reduce specialisation. It was a proposal that the universities would offer "Course Requirements" and "General

Requirements"; these would replace G.C.E. subjects hitherto require

for Matriculation. Teaching staff felt that these requirements

would be able to be met only by those schools adequately staffe

and that the proposal favoured the independent and direct grant

schools of the time because they would have the facilities.

The establishment of the Schools Council in 1964 saw the

beginning of a series of working parties, but it brought no

authorised changes to Sixth Form curriculum. In 1966[54],

Working Paper 5 proposed ancillary subjects at 'A' Lebel with

a system of major and minor subjects. This scheme was rejected

on grounds similar to those on which the universities' proposals

were dismissed. A further recommendation by Working Paper 16

in 1967[55] was that the examination system be modified. A

scheme of "elective" courses was proposed to be designed and

assessed by the schools themselves. This was recognised to be

difficult to assess from a university entrance point of view,

and was rejected.

The Schools Council and the universities set up two separate

working parties on the Sixth Form curriculum and university

entrance. The results were suggestions that five subjects be

studied in the first year sixth, and three in the second year.

There would be a qualifying examination at the end of the course.

Various objections were raised, and the necessity for students

achieving passes in all subjects was opposed. The proposals

were rejected; the working parties of the 'Q' and 'F' proposals

were asked to re-convene. The Butler/Briault[56] proposals

resulted in suggestions that examinations be introduced at

'N' and 'F' levels and that the Certificate of Extended Education

become a recognised qualification. Although certain areas of

difference and disagreement arose, the principal interests of both working parties were common: a reform of sixth form teaching and examinations was acknowledged to be much needed; the assessment of any new scheme should be carefully considered.

There has been no resolution of the debate on specialisation but the need for change is continually expressed. The movement in recent years has been towards what is described as "a more liberal education". Long[57] feels that the element of a Sixth Form education which _is_ specialised must be taught in a liberal way. He says that it is necessary to transmit principles rather than skills in a vocational sense because a person is likely to change specific jobs a number of times in the course of his working life.

The concern with the need for a liberal education makes itself evident in the discussion about private study. This is a topic which has aroused much interest, partly as a result of dissatisfaction expressed by the Sixth Formers themselves. The Schools Council Survey into private study in the Sixth Form[58] showed:

> that there is a widespread belief that private study time should be a most valuable part of a student's total educational experience but that there is considerable dissatisfaction and uncertainty about the way this time is used at present.

In the same survey, comments from Sixth Formers and staff suggest that the potential value of private study time is seriously limited in many schools by a number of factors. Staff rarely discuss private study. Students say that there is no guidance. There are often difficulties in the use of the library - too many Sixth Formers means that there is no room for members of the lower school. There is, therefore, need for more practical

help in the way of provision of rooms and facilities, and for more guidance. The report looks at difficulties and then puts forward proposals for possible improvements below the Sixth Form and in the Sixth Form itself. It says:

> If these suggestions are implemented, the Sixth Form will be considered not as a place where a pupil learns the art of study but as a place where he develops it.[59]

It is obvious that the academic implications for the future of Sixth Formers are considerable.

(ii) Social

In relation to the relevance to the future of the social implications of being in the Sixth Form, Newsome, Thorne and Wyld[60] deal with some of the difficulties arising from the problems of adapting to university after leaving school. They provide evidence to show the greater need for counselling at university level. They show that much of the difficulty of settling at university arises from loss of confidence because of pressures of work and relationships with which undergraduates are unable to cope.

Miller[61] emphasises the importance of the way that Sixth Formers are prepared for a university education. He quotes Schonell and says that in schools,less rigid teaching helps towards a more complete understanding on the part of the studen of what university is all about. It keeps students more open-minded and allows them a better opportunity of getting through a university course than more inflexible preparation for 'A' Level. Miller[62] states that the way schools prepare students for higher education affects the rate at which people drop out. The question of failure at University Level is attributed by Brian Jackson to the " 'O' Level machine". He states that the

automatism of 'O' Level is carried on by the automatism
of University entry. The N.U.S. Sixth Form Conference[63]
provided evidence that Sixth Formers are not given enough
understanding of what university is all about. They need much
more idea, states the report, of what university involves,
even to taking notes and being lectured to.

As well as acknowledging the need for reform to help prepare
pupils for further education, researchers emphasise the need
for reform to help prepare them for employment. It is felt by
Watkins[64] that frank recognition of young people's concern with
future employment ought to be the basis of curriculum reform for
the "new" Sixth Former. Watkins bases his statements on
evidence cited by Fogelman in his survey of 1,000 random school
leavers from a large sample of 9,400. A.G. Watts[65] makes a
claim for the need for far more careers guidance at the Fifth
Form stage, as well as a need for effective guidance work to
help the "new" Sixth Former to choose his Sixth Form curriculum
and a need for a more vocationally-relevant curriculum for "new
Sixth Formers. Geoffrey Wilson[66] feels that whilst the needs
of those children who have academic priorities must be
recognised, great concern should be shown for those who have no
such inclinations. The Headmasters' Association[67] also declares
itself aware of the need to adapt to change, and the need to
consider how best to provide relevant education throughout the
diverse Sixth Form.

In Fogelman's survey[68], almost one-fifth (the largest number
on a single theme) commented on the desirability of a gap between
school and higher education. They indicated overwhelmingly tha
a year doing something completely different before going to

university or college was both desirable and beneficial. The most frequent reason given for taking a year away from education was its "maturing" and "broadening" effect. Sixth Formers not going on to university indicated that they would have appreciated more interest shown in what they wanted to do. The majority felt that there was insufficient guidance about careers. Many pupils felt that the schools were not interested if the Sixth Formers did not want to go to university or to a college of education. Often there was felt to be a lack of information about polytechnics and other routes through tertiary education. Most people commented that they had received no, or inadequate, information. This indicates that the bias is towards a university or college education after 'A' Levels and that there is not sufficient emphasis on personality or vocation-oriented education.

The Crowther Report[69] highlights the importance of the pupil/teacher relationship in the Sixth Form which, it says, depends on the daily or frequent contact between a teacher and a small group of pupils over several years, a relation closer than that which exists in many a university. This makes it possible, it claims, to deal frankly and without constraint with "those ethical and metaphysical problems" which confront boys and girls in their teens. The building of relationships takes time and is, one feels, more difficult than the Crowther Report makes it appear.

Research into attitude formation and change repeatedly emphasises that attitudes are vital to social interaction. The development and sustaining of relationships is an important part of education in school. It has already been stated in

an earlier chapter (Chapter I: Conclusion) that their time
at school represents for many young people before they start
work their major, continuous contact with adults outside the
home. It is in this area, therefore, that attitudes may be
seen to be directly relevant.

The present research has an obvious connection with what
has been written concerning work on attitudes. It makes
advances also into areas of moral and religious concern. The
age-group covered by the two surveys undertaken is one about
which comparatively little has been written. Because of recent
changes in education, much of the current literature deals
mainly with two areas:

(i) organisation and administration - types of Sixth

     Form establishment, time-tabling, facilities, etc.

(ii) academic issues - specialisation, subject choices.

A great deal has been written both in Britain and the United
States, about the many facets of early adolescence; much less
energy is devoted to the 16 - 18 year olds who stay on at
school.

John Bazalgette[70] says that the young person, concerned
with reaching a greater understanding of the adult role, is
asked, during the transitional stages of his life:

> to piece together his own understanding of the (adult)
> role, with his own modifications to fit the way he
> himself takes that role.

He stresses the need of young people to be in contact with adults
during later formative years. Further, McPhail, Ungoed-Thomas
and Chapman[71], talking about the results of research into
adolescents, showed the importance of relationships with adults

They say that treatment by others during childhood and adolescence is the greatest formulative influence on an adolescent's style of life. Chazan[72] concludes that adolescents will be helped most by being treated as individuals who matter. Marratt[73] is explicit in emphasising the importance of the religious education teacher in connection with relationships in school. The necessity for adult involvement in the concerns of the adolescent is acknowledged by Fred Milson[74], who sees a need to help young people towards the understanding of self in a time of change:

> Rapid social change affects the lives of individuals more drastically ... Young people who have stopped being children but are not yet fully accepted as adults are among those in the community most affected.

There is a part of society which seems to hold that Sixth Formers are no longer adolescent and in spite of the fact that many senior pupils in school may be old enough to vote, they are still in the state of transition between growing up and being adult. They are leaving behind the stage where the peer group is all-important, and are moving through developmental stages of moral growth towards autonomy. Bull[75] writes that in late adolescence - 16-18 years - the capacity for abstract thought is fully developed, and that the search for ideals is there, although concrete moral situations still have a valuable part to play. He distinguishes two kinds of autonomy:

(i) emotional autonomy, which is, he says, the characteristic goal of the adolescent seeking to break away from the familial bonds of childhood, and

(ii) the autonomy of developing an inner code, a process that involves to a lesser or greater degree, the conscious criticism of conventions previously accepted unconsciously.

The movement towards autonomy in moral growth is clearly
delineated in the work of Kohlberg. He states[76]:

> There is some meaning to 'moral character' as an aim
> of moral education if moral character is conceived in
> developmental terms rather than as a set of fixed
> conventional traits of honesty, responsibility, etc.

Kohlberg's typology of six hierarchical stages are related,
in their developmental nature, to the Piagetian approach.
John Gibbs[77] discusses this relationship. He states that the
six stages of Kohlberg cannot accord completely with Piaget's
theory. Gibbs argues that the first four stages of Kohlberg's
typology meet the criteria for a naturalistic developmental
sequence. This kind of sequence is one in which the development
and expression of human behaviour reflect spontaneous constructive
processes which are characteristic of life in general. The
higher stages of Kohlberg's typology, according to Gibbs, appea
to be reflective extensions of the earlier stages. He objects
to a uniform typology on the grounds that it fails to take into
account the crucial distinction between implicit theories-in-
action and an individual's detached reflections upon his
theories-in-action.

A number of researchers has suggested that moral development
proceeds in stages. Kohlberg claims that the stages are
invariant. Bull[78] and Kay[79], subscribing to the developmental
theory, postulate four stages, whereas Peck and Havighurst[80]
offer five. Kohlberg's contribution in this area of moral
development is particularly significant. He notes that most
adolescents are at Stages 2 and 3 only, and that they do not
develop beyond, until their early twenties, or later. There
are, however, Sixth Formers who will reach Stage 4. This can

be seen with reference to responses to Question 17 (16) in
Chapter 4.

It may be observed from the following classification of
Kohlberg's stages that Level II: Morality of Conventional Role
Conformity corresponds closely with the concern with relationships
evident in so many of the responses to the present Sixth Form
research.

<div align="center">

Kohlberg's Stages[81]

</div>

Level I: Pre-Moral Level

    Stage 1   Punishment and obedience orientation

    Stage 2   Naive instrumental hedonism

Level II: Morality of Conventional Role-Conformity

    Stage 3   Good-boy morality of maintaining good
                          relationships, approval of others

    Stage 4   Authority maintaining morality

Level III: Morality of Self-Accepted Moral Principles

    Stage 5   Morality of contract and of democratically
                          accepted law

    Stage 6   Morality of individual principles of
                          conscience.

As a result of attitude development and change, behaviour
is modified because of experience. The Sixth Former is, ideally,
in a position to learn from his experience and to make moral
decisions, with reason being an important factor[82]. There
appear to be four main characteristics mentioned repeatedly in
the literature of moral education with respect to a morally
educated person: altruism, autonomy, responsibility and
rationality[83]. Young adults are at the stage of beginning to

explore areas connected with these characteristics. The way
that they are led to them may be seen to be one of the concerns
of moral education.

R. S. Peters[84] holds that moral education carries two
implications. The first is that educating people has very
much to do with getting them "on the inside" of what is worthwhile,
so that they come to pursue and appreciate it for what there is
in it, as distinct from what they may conceive of it as leading
on to. The second implication is that educating people must
involve knowledge and understanding. The challenge of getting
Sixth Formers ' "on the inside" of what is worthwhile' lies in
the extent of the response they are capable of making. Concerned
as they are with personal relationships in their assessment of
their own and other people's moral standards[85], Sixth Formers
provide stimulation for themselves and the members of staff with
whom they come into contact.

Paul Hirst[86] - and others - holds that moral questions are
in fact separable from religious questions. The debate about
the dividing line between moral education and religious education
continues rather in the way that the specialisation/non-
specialisation continues to be raised. It is not the purpose of
the present research to discuss the nature of either. However,
it may clearly be seen that the question of relationships is
fundamental to each discipline, and that this same question is
one which occupies the thought and energy of young people in
the Sixth Form. They are people trying to make a coherent
pattern of relationships with their contemporaries and with
adults. Their mental energy and idealism are at a premium, for
as R.S. Peters[87] points out:

> What is to be lamented about young people today is not
> their lack of idealism but the difficulty of harnessing
> it to concrete tasks.

What is interesting, from a practical point of view, in
connection with the moral education/religious education issue,
is that it is frequently the teacher of religious education
who has to sort out difficulties in relationships. It is
often in his lessons, particularly at senior school level,
that areas of moral concern are explored; the importance of
the teacher of religious education has been shown in the
Durham Report[88]. It can be seen that Sixth Formers may have
intellectual difficulties in making sense of religion, and
that these deliberations have implications for their under-
standing of morality and in relationships generally. Pupils
completing the questionnaire compiled by Edwin Cox[89] were,
he says, "confused".

> Most of them find difficulty in thinking logically
> and consistently about religion, yet they are searching
> for a meaning to life, which they feel should be a happy
> and purposive experience and seeking for commitment to
> a moral code which is based on honesty and a respect for
> other people.

In conclusion, it appears, therefore, that whatever plans
are made by educational administrators, Sixth Formers will
continue to generate energy and idealism. The content of the
'A' Level syllabus and schemes of study may have some effect
on their personal reactions to their environment. Apart from
'A' Level and related academic matters, with which the immediate
research is not primarily concerned, the main area in which
Sixth Formers are most actively motivated appears to be that of
human relationships and social interplay. It remains to be
seen whether or not present empirical evidence will support this.

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CHAPTER 3

READING AND THE RESEARCH

This brief chapter attempts to act as a link between theory and practice. Its intention is to highlight those areas of reading in connection with attitudes and with the 16 - 18 age group which have direct relevance to the present research into the attitudinal development of Sixth Formers in a particular context.

The chapter is divided into two sections. Part I deals with <u>Attitudes</u> and Part II with <u>Sixth Form</u>.

Part I: Attitudes

It is the purpose of this part of the chapter, (a) to
select general areas of reading which are relevant to the
present research and (b) to select more specific aspects of the
material covered, relating it directly to particular examples.

As the points to be made frequently apply to the responses
to more than one question, direct references to particular
questions in detail, or to specific quotations have been avoided.
The intention is not to give numerous exact examples;   rather
it is to indicate the general areas in which, firstly, two points
are seen to be significant and, secondly, five aspects are seen
to arise directly from the reading and to relate to the area of
research under consideration.

(a)   Two matters are worthy of mention in the rather more general
way in which they relate to respondents' remarks.   They
concern the definition and content of the term "attitude".

(i)   Definition

The area of definition concerning "attitude" undergoes
continuous modification.   It has been demonstrated (see
Chapter 1)[1] that from its conception the term has been
open to re-interpretation.   It is so widely used a concept
that it must, of necessity, be able to be interpreted in
all the areas in which it is applied.   Reference has been
made to Campbell's[2] comment that "attitude" carries, by
virtue of the complexity of its implications, the breadth
of interpretation needed for such a concept.   The difficulty
of clarification experienced by researchers indicates that
it is a living concept.

Because of the potential complexity of clarification, it was considered right to abandon the use of the term in the preparation of questionnaires for the present research. Examples of words and phrases which were used are to be found in Q.12(11):

> Is your behaviour towards others any different now that you are in the Sixth Form?

in Q.13(12):

> Are you treated any differently ...?

in Q.15(14):

> Do you find ... that you are obliged to exert any kind of authority?

The emphasis in the wording of the questions was overtly on behaviour, on actual conduct. The interpretation placed on these questions in particular often yielded responses which indicated that participants had been thinking in terms of attitude. It showed the process of conceptual thought which had taken place. A reply to a question about behaviour towards staff would yield a response beginning in a typical way:

> My attitude has changed ...,

or, more frequently (and in such a way as to indicate the wrong emphasis, an aspect receiving comment elsewhere[3]):

> Yes. Their attitude towards me was ...

The word "attitude" was often used rather loosely, but always with the apparent understanding that implications about total responses in relationships went more deeply than mere behaviour.

(ii) Content

A second area of general relevance to the research undertaken concerns the element common to all definitions or interpretations of the term "attitude". It is acknowledged, given that attitude is a term applicable in many fields, that, whatever the ultimate interpretation, there is, in each case,

a readiness to respond, a predisposition to action. This
was proved repeatedly in respondents' comments. It may be
illustrated as follows:

Questions 14(13):

> Do you have any special duties in school?

and 15(14):

> Do you find ... that you are obliged to exert any
> kind of authority?

were conceived as parallel questions. It was anticipated
that the former would yield factual answers and that the
latter would produce responses indicating attitude(s).

In Q.15, there was an interesting correlation between the
affirmative answers and the remarks connected with them.
Respondents' comments fell into two areas. Some respondents
merely answered in the negative. Those who replied in the
affirmative illustrated their answers by referring to specific
examples, very often demonstrating an attitude simultaneously,
as:

> ... as a prefect keeping things under control ...
> being careful not to be too harsh.
> 278(139)f

This indicates that with affirmative answers and an involvement,
is a readiness to respond, a predisposition to action which
clearly indicates an attitude towards, in this case, the
authority that individuals were obliged to exert.

Again, in connection with the recurring theme of staff-
pupil relationships, reference to an attitude demonstrated
a readiness to act. Attitudes were manifest in behaviour:

> ... they are more open about things and this encourages
> me to be so too.
> 172m

The cognitive, as well as the behavioural, component is here
demonstrated, also.

There are numerous examples of the action tendency as it
is manifest in an attitude, ample evidence to substantiate the
assertion that common to all authoritative definitions of
attitude is a readiness to respond, a predisposition to action.

It is this kind of motivation which the questionnaires
sought to identify. The concern of the present work, although
specifying, in its research, for example, attitudes towards
subjects chosen, to the future and to standards in school was
basically one of human importance. In this respect, it was
recognised that the contribution to the study of attitudes
made by Thomas and Znaniecki in 1918[4] was a significant
development. They acknowledged the importance of attitudes to
the study of human nature.

A person's attitudes can show how far he has become
socialised. The present research, as it concerns Sixth Formers,
is an attempt to polarise attitudes: to study, to authority,
to juniors, to contemporaries, to standards, all of which are
relevant to the way students in this situation respond to and
relate to society. The importance of attitudes in the study of
human nature cannot, therefore, be overestimated.

(b) Apart from the two aspects of attitudes primarily considered
and dealt with above, some general observations arise from
background reading.

1.   The extent to which an individual has adapted to society
     is evident largely by means of his attitudes.

2.   An individual will change or modify his attitudes as
     a result of experience.

3.   An individual may take in a complexity of attitude formation
     and change.

4. The data from which attitudes are inferred are the person's consistent and characteristic categorisations, over a timespan, of relevant objects, persons, groups or communications into acceptable and objectionable categories.

5. Attitudes of individuals differ or are related, according to the degree to which the individuals are distinct from or connected with, other individuals.

It is apparent that each of these five points has a direct bearing upon the research in question, although none with as much relevance as the final one.

1. <u>The extent to which an individual has adapted to society is evident largely by means of his attitudes</u>[5]

There was evidence in both surveys that there were generally two distinct types of response. At one extreme would be the respondent whose answers were characteristically negative and, where extra comment was occasionally provided, very brief. At the other end of the scale would be a full, lively set of answers contributed by someone who played an active part in school life. The degree of involvement in each case will be self-evident, consequent with the extent to which each had adapted. It was interesting to observe that this pattern, to be found in Survey One was repeated in Survey Two.

(It was frequently the case that members of Second Year Sixth were made prefects ex-officio, and that prefectorial status did not necessarily mean direct involvement on the part of those concerned. Some pupils appeared to hold the position but not to be enthusiastically active.)

A degree of non-adaptation was found in a small minority of pupils who felt that because they considered the attitude

of the staff towards them was a negative one, they wanted to
respond in kind. This was even more evident with regard to
juniors. It could also be observed in their "They haven't
changed, so I haven't changed", a sentiment often expressed in
connection with their behaviour towards their contemporaries.
A negative attitude or an absence of attitude would suggest that
respondents had not made the degree of adaptation necessary to
belonging to a society.

2. An individual will change or modify his attitudes
   as a result of experience[6,7]

This aspect of research into attitudes is probably most
clearly illustrated with reference to Questions 16(15) and 17(16)
in the section: IV: Values in School. There was overwhelming
evidence to show, in both surveys, that what the school appeared
to stand for and to value was not that which was uppermost in
the minds of the respondents. It would appear that, on the
basis of experience, respondents had modified their attitudes
as to which standards and values were considered important in
school.

3. An individual may take in a complexity of
   attitude formation and change[8,9]

It was not uncommon in the research to encounter conflict-
ing responses. For example, attitudes to authority were sometimes
ambivalent. A respondent might claim, in reply to one question,
that one of the aspects he enjoyed about being in the Sixth Form
was that of being treated as an adult. In response to a further
question, he might state that he had not been allowed sufficient
freedom. These responses show that an individual may be seen
to be experiencing degrees of change in his attitudes towards
similar constructs, and they demonstrate also the need for

balance and consistency, as well as something of the processes
by which harmony is reached.

4. <u>The data from which attitudes are inferred are
    the person's consistent and characteristic categor-
    isations, over a timespan, of relevant objects, persons,
    groups or communications into acceptable and objectionable
    categories</u>[10]

Respondents' attitudes to their contemporaries provide an
example of the way individuals categorise their reactions to
people, illustrating the degree of latitude of acceptance or
latitude of rejection.

Two questions in particular provoked responses relevant to
this theme. They were Question 11(10):

> Which aspect(s) of being in the Sixth Form do you
> enjoy least, and why?

and Question 12(iii)(11):

> Is your behaviour towards others any different ...?
> Towards members of your own age group.

In the case of the former, some respondents indicated that they
disliked the disruptive influence of their less mature
contemporaries who used common room areas for noisy recreation.
In the case of the latter, some respondents indicated that
there was change for the better in relationships with people
of their own age because both respondents and their contemporaries
were more mature. The same pattern was found in both Survey One
and Survey Two in connection with both questions.

5. <u>Attitudes of individuals differ or are related, according
    to the degree to which the individuals are distinct from
    or connected with other individuals.</u>[11]

This final point is the one of crucial importance to both
surveys and to the implications of the results in general. It
has particular relevance to Question 12(i)(11) concerning
behaviour towards juniors, and Question 14(13) and Question 15(14)
concerned with duties and the exerting of authority.

In all three questions the relationship with juniors figured prominently. The degree of involvement or participation reflected the attitudes of individuals.

It is the implications which develop or stem from such attitudes that are of interest and in this context it must be emphasised that the concern of the research lies not merely with the contact that Sixth Formers have with juniors but with all the people they meet. In all cases, the affective or motivational elements of attitudes were acknowledged together with the way that attitudes in a collective sense might be seen to be grouped together as orientations towards whole classes of objects.

If it is accepted that basic attitudes are learned in infancy, then attitudes which develop later may be accumulated or modified as a result of experience and further learning. The developmental aspect is relevant to the upper age group of secondary education for several reasons. Pupils in the Sixth Form are products of a process of education and socialisation at a point where they are able to employ cognitive, behavioural and affective components to absorb and use their responses to stimuli. Rosenberg[12] has shown that individuals develop a positive attitude towards what helps them and a negative attitude towards what hinders them in the process of socialisation. This process relates to the acquisition of morality and the development of conscience. The results of the two surveys under immediate consideration exemplified the inter-relation of attitudes, illustrating once more the third affirmation made earlier in this chapter.

Some of the difficulties which were apparent following the assimilation of work by Mann,[13] also became obvious in the construction of the questionnaire. The problem particularly relevant to the present research was the nature of the questions to be asked. An open rather than a pre-coded question was deemed more suitable. With it came an interesting spectrum of answers and the concomitant complexities of classification.

There are various methods of assessing the degree of attitude formation and change: Bogardus (1925); Thurstone and Chave (1929); Likert (1932); Guttman (1950); Osgood, Suci and Tennenbaum (1957); Triandis (1964b). These researchers and methods have already been referred to in the necessarily brief survey of attitude measurement previously made (Chapter 1). The present research employed an attitude scale, the most widely applied test and one which lends itself to the variety of adaptation required.

The method used could not be as specific, for example, as the Method of Summated Ratings[14] or the Social Distance Scale[15] because of the freedom of response allowed in the use of a series of open-ended questions[16]. It was, however, possible to use a nominal scale, the number of groups or categories varying from question to question.

Part II: The Sixth Form

The information written about the Sixth Form is small
in quantity. It lies hidden amongst a mass of literature
about early adolescence. Sixth Formers are still classified as
adolescents, although they are on the fringe of the category.
Much of what is written concerning adolescence deals with
problems of adjustment or with personality difficulties.

The Sixth Form has traditionally been a privileged group
in secondary education and has therefore not attracted the
kind of comment and discussion accorded to adolescence in
general. It is only since the late 1960s - 1970s, when,
according to researchers such as Taylor, Reid and Holley[17], a
new generation of Sixth Formers has grown up, borne of the
comprehensive system instituted as a result of the Labour Party's
D.E.S. Circular 10/1965. Such a change in educational policy
has brought with it the advent of new buildings, changes in
organisation, different focal points in schools, in many cases,
different schools. It has brought about a certain amount of
contrast and unrest. Sixth Formers in separate units are
either an elite, privileged class or isolated, alienated from
the rest of the school age range. Pupils in Sixth Forms in
more traditional all-through schools see and envy the freedom
and special treatment bestowed on contemporaries in Sixth Form
Colleges. This kind of pattern is reflected to a certain
degree in the present research, where respondents are critical
of change and comment freely upon facilities provided, both
academic and social.

The perceptive and scholarly appraisals of the situation
concerning Sixth Form education by Peterson[18] and Edwards[19]

delineate distinctly the past and future trends as they see them. These are unmistakably towards larger Sixth Forms. The point to emerge most clearly is that the increase in growth in Sixth Form education was gradual; the trend for the future shows an expected continued increase in numbers but in a much more rapid way[20].

The academic nature of the Sixth Form has changed and with it, the whole ethos of the Sixth Form[21]. It has been shown that in the past, being in the Sixth Form carried an air of exclusivity. As recently as the 1960s, taking 'A' Level meant selection on the basis of ability and specialising, being taught in small numbers and generally having sights set on a University course[22]. The career structure was narrower and opportunities for women were fewer.

Over the last ten or fifteen years, entry into the Sixth Form has been on a wider basis and it is no longer an elite which is admitted. Entry is not prohibited on the grounds of academic qualification and the degree of specialisation is not as great or as intense. Pupils are admitted to the Sixth Form with qualifications in C.S.E. as well as 'O' Level subjects. Courses are not all University oriented and although 'A' Level is at present the main examination taken, various attempts have been and are being made to introduce new courses. The C.E.E. and N and F[23] proposals are examples of the efforts made by examining bodies to modify courses to suit candidates and to mak subjects more relevant to later careers. The career structure both in school and outside is much broader and there are more opportunities available for both sexes.

The present research provides evidence that respondents
are overwhelmingly concerned with the need to gain qualifications.
A majority of them wants to go to University and many wish to
follow careers which would not, in post-war years, have been
open to them. There is also a wider variety of 'A' Level subjects
available and these courses are followed both by boys and girls,
irrespective of subject. The present generation is growing up in a
technical age and members of both sexes are required to play their
part. In the context of what is expected of young people in
society, it is worth referring once more (see Chapter 2) to
Peterson's suggested objectives of Sixth Form education:

(i) To enable the student to understand better, and to the
     best of his ability, both now and as he grows older,
     himself and his environment;

(ii) To enable the student, both now and as he grows older
     to operate within and upon his environment.[24]

The concern with an individual's coming to terms with
himself in relationships within his environment, is an aspect
of Sixth Form life not emphasised in the reading, although it
has been shown that young people in this age group benefit from
being accorded respect and prepared for being adult. Literature
relevant to the Sixth Form age group has not made sufficient
reference to the curious anomaly: that these young people are
old enough to drive, vote, buy houses, yet they may not, in
school, be treated in a manner consistent with this.

One aspect of the research which has emerged is the sense
of balance which Sixth Formers are trying to find. This makes
itself evident in their attitudes to morality, the way that they
are treated and the way in which they behave towards other people*.

* The present work provides many examples of the concern, of the
  care, the determination and the readiness to apply themselves
  within the structure of a school environment.

It is worth observing that William Kay[25] highlights the dilemma
in which society itself appears to be indicating clearly that
this will, until balance is restored, continue to foster confusion
in the minds of its young.

It will be apparent, in conclusion, that much more research
needs to be carried out into the whole area of Sixth Form life –
both academic and social – before any constructive attempt can
be made to redress the balance and to harness the untapped
potential available.

Chapter 3 - References

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CHAPTER 4

SURVEY ONE – THE RESULTS AND ANALYSES

This chapter deals with the results of Survey One by examining the responses to each question in turn. In every case, there are details of:

the response rate,

the categories into which responses fell,

remarks related to the categories,

examples of responses made by respondents, and

conclusions drawn, where relevant.

In each case, only major categories are considered in detail.

Response rates in general were very satisfying. However, whilst the response rates of certain questions may appear to be particularly low, those figures have been included to provide comparisons with parallel or related questions.

In a few specific instances, respondents either misinterpreted what was required or angled responses in a direction different from that indicated by the question. These deviations have been commented on where appropriate and relevant conclusions have been drawn.

In all questions which were made up of two parts where respondents were required to indicate YES or NO and then to explain their answers, the initial response was not necessarily followed by an explanation. More often than not, the response "NO" elicited nothing at all.

The letters "m" and "f" following quotations of responses indicate "male" or "female" in each case.

The same method of numbering questions has been used throughout: the first number relates to Survey One, the second, in brackets, to Survey Two. Where a particular

survey is concerned, the relevant question number is
underlined.

. The total number of responses to Survey One was 815.
All percentages given are correct to two decimal places.

Q.7.(6):   What do you hope to do when you leave the Sixth Form?

Response rate: (804)   98.65%

Categories: Further education   (420)   51.53%

                  Employment   (197)   24.17%

                  Further training   (126)   15.46%

                  Don't know   (47)   5.77%

                  Miscellaneous   (14)   1.72%

                  No answer   (11)   1.35%

Remarks related to the categories

The category further education is distinct from further training in that it embraces all those respondents pursuing courses for academic rather than vocational purposes.

Just over half the respondents indicated that they wanted to follow courses in further education, and 52.03% of these specified a university course.

The total number wishing to go to college was 20.76%, and an additional 16.23% wanted to teach.

In all cases, responses are seen to relate to activity immediately after the Sixth Form, rather than to long-term career plans.

The category employment takes within its scope the Armed Services (34.93%) and the Police Force (5.48%). Second in popularity to the former was secretarial work - 19.18%.

In the further training category, nursing (40.52%) was by far the most popular. In addition, a small minority of girl respondents specified nursing when indicating that they wished to enter the Armed Services. Rather surprisingly, work with animals (14.66%), although not as popular, came second.

Fewer than 6% of the respondents fell into the don't know category, and responses in the category miscellaneous, although

very few, were widely-ranging - from "something in literature" to "be very rich".

Significant is the number needing or wanting extended education or training of some kind. The responses in this area reflect the concern with qualifications and "getting a better job". They correlate with responses to Q.8(b) where the vast majority of pupils see their time in the Sixth Form as a means to an occupational end. They indicate, too, the forward-thinking of these young people and their acceptance of competition in the outside world, reflecting at the same time a most matter-of-fact attitude and a preparedness to face what lies ahead.

Although some respondents indicated in replies to Q.11 that more advice on careers would be useful, there is evidence, in the breadth of their responses to this question, that they are aware of the career opportunities available.

A minority of respondents showed that their expectations did not relate either (i) to their choice of 'A' Level subjects or (ii) to their understanding of the implications of a university course.

Q.8(7): (a) <u>Do you think that your Sixth Form studies</u>
<u>might be of help in your chosen career?</u>   YES/NO

(b) <u>Please explain your answer.</u>

<u>Response rate</u>: (a) <u>Total:</u>   (805)   98.78%

                     YES: (776)   95.21%

                     NO: (29)   3.56%

                     No answer: (10)   1.22%

              (b) <u>Total:</u>   (783)   96.07%

                     No answer   (32)   3.93%

<u>Categories (b)</u>:   Qualifications   (730)   89.58%

                    Generally   (23)   2.82%

                    Negative statements (23)   2.82%

                    Don't know   (4)   0.49%

                    Miscellaneous   (3)   0.37%

                    No answer   (32)   3.93%

<u>Remarks related to the categories</u>:

This question was the one with the highest response rate
and the greatest correlation between (a) and (b). In no
other question was the one-word response followed up so
fully with comment.

The overwhelming response is encouraging. Over 95% of
the respondents are positive about their Sixth Form courses
being helpful in their chosen careers. The indications and
subsequent interpretations are interesting.

89.58% specified that Sixth Form studies would help them
to "get qualifications":

> "To get into Reading University you must have Maths
> and Physics 'A' level so they are important. Chemistry
> is merely a third subject but is vaguely connected with
> some aspects of Meteorology." (m)

This response is typical of the majority. Such answers reflect –
contrary to the opinion expressed by some, to which :

reference has been made in remarks concerning Q.7 - that the Sixth Formers know what is required for University entry and that they have made decisions about the future on the basis of fact. A similarly shrewd, mature approach was reflected in answers to other questions.

The converse of this assurance is seen in the following response:

> "Studying an extra language should help me when
> I work in France. And English Literature teaches you
> to interperate things which you hear and read." (f)

When it was apparent that a respondent had not decided upon a specific training or career, it was also evident that there was confusion about the course of study. This emphasized the "means - end" philosophy by means of which Sixth Form study was seen solely in terms of the qualifications it provided:

> "If I did not do these 'A' levels, I would be
> unable to study them at a higher level." (f)

Fewer than 3.0% of the responses fell into the general category.

"General studies provide a good general background." (f) This response did not reflect the overall pattern in relation to general studies courses, a matter dealt with in a later question. (Q.11). Sixth Formers considered general studies to be largely a waste of time - because the work was not seen to be directly relevant to qualifications required.

Q.9(8): (a) <u>Do you think that your time in the Sixth Form should influence your own personal development?</u> YES/NO

(b) <u>Please explain your answer.</u>

Response rate: (a) <u>Total: (773)   94.85%</u>

YES: (682)   83.68%

NO: (91)   11.17%

No answer: (92)   11.29%

(b) <u>Total   (734   90.06%</u>

No answer: (81)   9.94%

Categories (b):   Acquisition of knowledge   (444)   54.48%

Future and work   (140)   17.18%

No help   (70)   8.59%

Relationships with adults   (44)   5.40%

Miscellaneous - affirmative (22)   2.70%

Miscellaneous - negative   (9)   1.1%

Don't know   (5)   0.61%

No answer   (81)   9.94%

<u>Remarks related to categories:</u>

The response rate in the affirmative to (a) was more than 10% lower than that to the previous question.

There was a tremendous variety in the wording of responses. Terms like "freedom" and "responsibility" were used liberally:

> "In the 6th Form we are given free time for study in which we are trusted to work and conduct ourselves responsibly. 6th Formers are also given the job of Prefects Duties – As the older members of the school we learn to help with the controll & general running of the school." 285(141) f.

> "It makes you more responsible to yourself and other people and increase your general outlook on life."
> 97(41) m.

A great number of Sixth Formers appeared to see freedom and responsibility as being of value in relation to their own personal development and in the way that they behaved towards others.

In the <u>acquisition of knowledge</u> category, respondents considered that an accumulation of knowledge in a general sense about people and situations would influence and help their own personal development.

> "I think my time in the Sixth Form will make me more independant."   523(271) f.

> "In the 6th Form you are developing along with people of the same age and at almost the same rate and it helps to know that you arn't the only one who is changing."   283(140) m.

In certain cases, answers to questions were not specific, although the researcher was in no doubt about the implications behind them.   The category <u>future and work</u> reflected this. Particular statements were made but no explicit conclusions were drawn by the respondents.

> "Because most of the work is left to yourself to do and is not forced on to you as in the lower half of the school so in the Sixth Form you have to push yourself to do the work required."   323 m.

The third highest number of responses fell into the category <u>no help</u>, causing it to feature more prominently than the category <u>relationships with adults</u>.   This was rather surprising in view of the preoccupation with relationships with staff in a subsequent question. (Q.12).   Respondents generally felt that Sixth Form studies would be of no help in cases where subjects could not be seen directly to relate to the choice of careers.   There was, too, some confusion in the minds of some respondents:

> "What I am studying now is teaching me to think more but what I am learning about is not going to be of much help ..."   392(208) f.

Although the question of <u>relationships with adults</u> is raised in Q.12, a much smaller proportion - 5.40% - found it significant in this case. It may be seen, therefore, that the respondents at this point are demonstrating a more limited view of their time in the Sixth Form. It seems logical to assume that this attitude is an extension to that held in the previous questions.

The two categories <u>miscellaneous</u> (affirmative and negative) emerged as being distinct, the second being different from the category <u>no help</u>, in that the responses were not specific enough to be classified.

The research so far yeilds no evidence that respondents are seeing a pattern or continuity in the questionnaire. They appear to consider and answer each question as a separate unit, although the limited nature of the responses to Q.7 and Q.8 is obviously having some effect on this subsequent question.

Q.10(9): Which aspect(s) of being in the Sixth Form
do you enjoy most, and why?

Response rate: (803)   98.53%

Categories: Ways Sixth Formers are treated   (302)   37.06%

                 Ways Sixth Formers work   (219)   26.87%

                 Ways the school is organised   (152)   18.65%

                 Ways Sixth Formers spend
                     their time   (92)   11.29%

                 Miscellaneous   (38)   4.66%

                 No answer   (12)   1.47%

Remarks related to categories:

Q.8 raised the issue of concern with the future and
replies revealed a shrewdness and clarity of vision on the
part of the majority of respondents wanting what they were
working for and what they felt was theirs by right after a course
of study in the Sixth Form. The responses to this question
are closely connected with the notion of fairness and justice.
It seems that this concept is one high on the list of priorities
of the Sixth Former.

The question of relationships is beginning to emerge at
this point in the Survey.

A majority of the respondents enjoy improved, adult
relationships with members of staff.

> "I enjoy the freedom and the way in which we are
> generally treated as a more adult individual because
> this helps the general change of becoming adult in
> the world."   157(77) m.

> "I think it is a good feeling to be trusted and
> treated well by the teachers."   505(261) f.

These remarks — and there are many more which are similar —
illustrate the degree to which the Sixth Formers value being
treated as adults and being treated in a fair and just way.

The proportion of respondents - 36.34% - emphasising the
relationship between teacher and pupil as the aspect of Sixth
Form life which they liked best was equal to the proportion
valuing independence and freedom. Specific privileges came
much further down the list. As indicated earlier, the general
concept of liberty is the one which holds the greatest
significance.

"I enjoy the freedom."   215(107) f.

The importance accorded to freedom means that the
concept is not taken lightly:

> "I think that it is the freedom that they give you
> in the sixth form which I enjoy most as it makes
> you feel more adult, but sometimes it makes life
> too comfortable - you can't be bothered to go to
> lessons."   485(249) m.

This response demonstrates the honesty that was characteristic
of the way in which both questionnaires were completed. It
shows also something of the transition taking place in First
Year Sixth, information interesting for comparison with
Survey Two.

The category the ways Sixth Formers work was seen to
cover the approach to work in the Sixth Form and respondents
were invited to record comments on it. It took within its
scope responses connected with subject areas - 71.53% of the
total - homework and organisation of lessons. This category
reflected, in its responses, the reactions of Sixth Formers
to a new way of working.

> "I like the lessons, because they are more interesting,
> and you get a chance to discuss things." 486(250)f.

> "Having to make your own pace of work because it makes
> you realise that if you don't work you get behind and
> fail exams but in work you would be sacked."   395(211) f.

The distinctive elements of discussion and working alone which are characteristic of post-'O' level work received a proportionate amount of attention from a majority of respondents.

The third category, the way the school is organised, covered areas beyond the control of Sixth Formers, mostly taking within its scope the facilities provided by authority - outside academic administration. These ranged from common rooms to special meals. Replies falling into this category were comments directly about the fabric of the building or the system organised for Sixth Formers. They were different from responses relating to privileges; these have been referred to in the first category and are primarily concerned with relationships.

In the category the ways Sixth Formers spend their time, the question of freedom was raised once again. Sixth Formers were less concerned with the social aspects of their time in school than with work, but the general feeling expressed in the following response is one frequently echoed.

> "More freedom, no uniform, coffee and own common room, no regorous timetable, free lessons. Enjoy these because they contribute to a much more relaxed atmosphere."
> 226(110) m.

Free periods or study periods played an important part in the ways Sixth Formers spent their time and the seriousness with which they did it. Working in free periods took up 60% of the total responses in this category.

> "I enjoy most being able to study in school by myself. I also enjoy doing the things that I was unable to do in other years. Studying myself I can go at my own pace." 207(106) m.

It was not always the academically-oriented pupils who responded in this way. Vocationally-oriented respondents also

recorded the satisfaction they derived from private study periods in which they worked at their own speed.

The category <u>miscellaneous</u> accounted for a larger number than usual (for exceptions, see Q.11 and Q.16) purely because of the variety of responses, ranging from remarks about food to out of school activities or merely:

"too new to comment."   472 f.

Q.11(10): <u>Which aspect(s) of being in the Sixth Form do you enjoy least, and why?</u>

<u>Response rate:</u> (698)   85.64%

<u>Categories:</u>

Work pressures		(340)	41.72%
Social pressures		(132)	16.20%
Responsibility pressures		(96)	11.78%
None		(54)	6.63%
Miscellaneous		(44)	5.40%
External pressures		(28)	3.44%
Don't know		(4)	0.49%
No answer		(117)	14.36%

<u>Remarks related to categories:</u>

The responses to this question carried rather depressing content and contrasted strongly with those of the previous question. It was apparent that there was a tension between the freedom and "independance" enjoyed, and the pressure felt in connection with work. Further, it was interesting to note that the concern in Q.7 had been with "getting qualifications", and the means by which they were "got" was not enjoyed.

Of the first category, <u>work pressures</u>, 34.52% of the responses were on the subject of homework, 19.05% on the amount of work and 17.46% about general subject courses. 11.51% complained of boredom. The remaining 17.46% covered miscellaneous topics.

Having a longer period of time in which to do homework proved to be a stumbling block:

"Homework, it has to be left for about a week in order to collect the information and arrange it in a sensible order - the amount of it."   82(36) m.

"All the long homeworks. There's practically
no free time at home."   53(23) f.

A number of pupils resented the way in which school
work impinged upon out of school activities, one, on the
grounds that he was "adjusting" and ought to be allowed more
time to go out.

The sheer quantity of work was too much for many and
the prospect of 'A' level examinations was not helpful but
daunting. One respondent was resigned to the amount:

"The work! Although it is much harder than previous
work in the lower school, I guess one will get used
to it. If not I might contemplate leaving."   134(61) f.

Another was almost overcome:

"Being a sixth former you are expected, I feel, to be
some kind of super human-being. You are given
responsibilities and vast amounts of work, especially
in the Lower 6th, that could last you at least the
first term. We're not used to such responsibilities."
273(136) m.

Reactions to general subjects came third on the list in
this category. From reading the comments provided, it is
apparent that general studies lessons are not appreciated
by the pupils. Once more it is evident that anything which
has no direct bearing on qualifications is seen to be irrelevant.

"The 'compulsory' General Studies course because I
am not interested in Arts and writing essays which
this involves."   28(14) m.

Pupils complaining of boredom did so in connection
mostly with lunch breaks when they said there was "nothing
to do".

16.20% of the responses qualified for the category
concerning social pressures. These were pressures exerted on
the Sixth Formers by members of staff (67.86%), by their
contemporaries (25.00%) and pressures resulting from their
separation from junior members of the school (7.14%).

The responses fit the pattern provided by answers to Q.12 where the majority of responses was in favour of the "adult" treatment accorded to pupils by staff, and where most of the respondents enjoyed good relationships with their peers and juniors.

> "The tightly kept 'house' system. Makes one develope
> one set of friends and in the Sixth form, one seems
> split up from everyone, also you are sometimes treated
> as adults and other times like children which is very
> confusing in trying to work out what you are." 71(30) f.

> "I don't particularly like going into the common room.
> As its too noise and full of litter. When two teachers
> for each subject you often get too much homework .`. study
> time has to be reduced in order that the work is completed."
> 370(198) f.

The category <u>responsibility pressures</u> included comments related to the Sixth Formers' consciousness of their position. There were certain tasks or duties they did not want to perform - organising assemblies - and certain activities in which they felt they ought not to have to participate - assembly attendance, games lessons. Throughout, the notion of freedom of choice was important to them. It may be seen that their concept of what "responsibility" meant and involved was somewhat confused.

Those who found nothing about which to complain were few in number, as in the category <u>none</u> - 6.63%, although again the category <u>miscellaneous</u> was proportionately more far-reaching than usual (c.f. Q.10 and Q.16).

<u>External pressures</u>, a category small in number, will be seen to display a proportionate increase in Survey Two.

Q.12(11): (a) <u>Is your behaviour towards others any different now that you are in the Sixth Form?</u>

(b) <u>Please explain your answers.</u>

(i) <u>towards juniors</u>   YES/NO

(ii) <u>towards members of staff</u>   YES/NO

(iii) <u>towards members of your own age group</u>   YES/NO

(iv) <u>towards others</u>   YES/NO

<u>Response rate:</u>

(i) Juniors	(a)	<u>Total</u>	(795	97.55%
		YES	(390)	47.85%
		NO	(405)	49.70%
		No answer	(20)	2.45%
	(b)	<u>Total</u>	(698)	85.64%
		No answer	(117)	14.36%
(ii) Staff	(a)	<u>Total</u>	(794)	97.42%
		YES	(564)	69.20%
		NO	(230)	28.22%
		No answer	(21)	2.58%
	(b)	<u>Total</u>	(743)	91.17%
		No answer	(72)	8.83%
(iii) Peers	(a)	<u>Total</u>	(785)	96.32%
		YES	(199)	24.42%
		NO	(586)	71.90%
		No answer	(30)	3.68%
	(b)	<u>Total</u>	(609)	74.72%
		No answer	(206)	25.28%
(iv) Others	(a)	<u>Total</u>	(707)	86.75%
		YES	(181)	22.21%
		NO	(526)	64.54%
		No answer	(108)	13.25%

(b)	<u>Total</u>	(470)	57.67%
	No answer	(345)	42.33%

Categories:

(i)	No Change	(299)	36.69%
	Change (no improvement)	(195)	23.93%
	Better	(170)	20.86%
	Worse	(31)	3.80%
	Don't know	(3)	0.37%
	No answer	(117)	14.36%
(ii)	Better	(537)	65.89%
	No change	(171)	20.98%
	Change (no improvement)	(28)	3.44%
	Worse	(6)	0.74%
	Don't know	(1)	0.12%
	No answer	(72)	8.83%
(iii)	No change	(398)	48.83%
	Better	(179)	21.96%
	Change (no improvement)	(24)	2.94%
	Worse	(8)	0.98%
	Don't know	(0)	0%
	No answer	(206)	25.28%
(iv)	No change	(279)	34.23%
	Better	(91)	11.17%
	Change (no improvement)	(77)	9.45%
	Worse	(17)	2.09%
	Don't know	(6)	0.74%
	No answer	(345)	42.33%

Remarks related to categories:

Because of the breadth of topic covered and the variety of responses elicited, this was a difficult question to deal with. However, four major areas did emerge. Over the whole range of responses, the following significant points were noted:

(a) The greatest degree of change was observed in relation to attitudes to staff. 65.89% of the respondents considered that in this respect change had been for the better. Of the number which responded like this, 27.32% interpreted the question incorrectly but it was possible for the result to be inferred. The respondents read in to the question a misinterpretation which allowed them to make replies such as:

> "Members of staff become more friendly, in fact,
> they, for the first time, treat you as human."
> 740 (352) m.

Thus, a response became a statement of the attitude of the members of staff, not of the Sixth Former. It was understood that this "friendly" treatment was reciprocated.

Other responses to the same question were explicit, even though the respondents gave more information than was requested:

> "With most I feel more on a level, we are treated
> much more adult and I have found them very helpful
> in careers matters so I feel I want to be more
> helpful to them."   67 (29) f.

The extent to which comments were made on "adult" relationships is significant. This word occurred repeatedly in responses. One respondent showed caution, admitting to being puzzled by the way that the attitude of members of staff changed suddenly after the summer holidays when respondents

entered the First Year Sixth. A certain amount of suspicion, though only from a minority, was voiced, but on the whole the pupils were appreciative of the way that they were regarded as "individuals" and "adults", having been one of many up to the end of their time in the Fifth Form.

(b)   A second significant figure emerged in attitudes to peers in the <u>no change</u> category. 48.83% respondents stated that there had been no change in attitudes of people of their own age group. The most commonly provided reason was:

> "They are all still our same friends - they are still the same and we still treat each other the same."   573 (300) f.

The logic behind this - frequently feminine logic, interestingly - appears to be that they have the same friends and therefore the same people must remain the same. Once more, the respondents seem to work on the principle that it is the other party which determines the kind of behaviour and feelings that the respondents will have. This emphasises their need to function in relation to others and to base patterns of behaviour and thought on those of their peers.

(c)   In relation to attitudes to juniors, only 20.86% considered that there had been <u>change for the better</u>, 23.93% felt that there was <u>change</u>, though not necessarily improvement, whereas 36.69% saw <u>no change</u>.

The reasons for change varied from an awareness of responsibility:

> "I feel rather more responsible for their well-being and their extra-curriculum activities."   229 (111) f,

to personal characteristics:

> "You tend to take on a slightly more responsible
> attitude depending on your character. Leadership
> and organising qualities often emerge." 722 (345) m,

to memories of the past:

> "I have a more grown up attitude, but I also
> try to remember that I was once their age."
> 273 (136) m.

Responses related to the category <u>no change</u> were rather

non-committal:

> "I still enjoy mixing with the juniors and
> chatting with them."   226 (110) m.

> "My attitudes haven't changed towards juniors
> any more between 3-4, 4-5, 5-6 years. 519 (269) m.

(d)   Finally, the poorer response to part (iv) of Q.12 was

assumed to be because the word "others" carried with it

a confusion of interpretation. It can only be concluded

that the 64.54% response rate to the 'NO' alternative

in Q.12(iv)(a) may have been as a result of this

confusion. Many of the respondents who answered put

on the question the interpretation of "others" in school:

domestic staff, etc. This was the intended interpretation,

but it obviously led to ambiguity.

Q.13(12): <u>Are you treated any differently from the</u>
<u>way you were treated earlier in your school</u>
<u>career now that you are in the Sixth Form?</u>

<u>Response rate</u>:   (797)   97.80%

<u>Categories</u>:   By others   (614)   75.34%

In work   (90)   11.04%

No change   (52)   6.38%

Change, no reason   (22)   2.70%

Miscellaneous   (19)   2.33%

No answer   (18)   2.21%

<u>Remarks related to categories</u>:

By far the largest category of responses was the one
dealing with treatment <u>by others</u>. This covered treatment by
staff, 52.12%, as well as by juniors and contemporaries.
The general trend in responses to this question could be
forecast from the responses to Q.12, and it was as expected.
Such responses as the following are representative of the
majority:

> "Yes, we are all treated with much more respect and
> we are not looked upon as children any more but
> as students."   377 (197) m.

Of the total responses in this category, 12.21% mentioned
"respect" being manifest in the attitudes of other people
towards them.

A certain amount of suspicion was evident on the part
of the respondents:

> "Yes. As previously stated we are treated more as
> adult. This seems ridiculous as you seem to mature
> over eight weeks, but all the same it creates a better
> Pupil/Teacher relationship."   334 (174) m.

The improved attitude of the staff, according to respondents,
has an effect on work:

> "We are treated more as individuals, and we are not
> 'bullied' into doing homework. Teachers expect us to
> do the homework, which shows they trust us more, and
> so it makes us want to do the homework, rather than
> feel we have to."   485 (249) m.

Other responses in the category, concerned specifically with the way Sixth Formers are treated in work situations, included remarks like this:

> "Yes, we are expected to be more mature & controlled
> in our work, leisure & discussion periods. We are
> trusted to act responsibly & to take our 6th Form
> studies seriously."   293 (147) f.

The fact that 6.38% respondents recorded no change is significant, and that 86.39% considered that Sixth Formers are treated differently (by others and in work) is also interesting. What is most important is that the vast majority of responses showed that pupils thought the change was for the better and that such change had a positive effect on their own attitudes to work and on the way that they applied themselves. They "want to do the homework". There is, too, overwhelming evidence that this general change in the way that they are treated compares very favourably with the way they have been treated lower down the school. The implications are considerable for members of staff, raising questions about attitudes of staff to juniors and their treatment of them. The results of these responses may be seen, therefore, to carry implications for both parties.

Q.14(13): (a) <u>Do you have any special duties in school?</u>   YES/NO

(b) <u>If your answer is YES, please say what you do.</u>

Response rate: (a) Total   (797)   97.80%

YES   (331)   40.61%

NO   (466)   57.18%

No answer   (18)   2.21%

(b)   (339)   41.60%

No answer   (476)   58.40%

Categories: Specific duties (297)   36.44%

General duties   (30)   3.69%

Miscellaneous   (12)   1.47%

No answer   (476)   58.40%

Remarks related to Categories:

Initially, the most striking feature about the responses to this question was that they were fewer in number than had been expected. The low response rate may have been because of apathy, indifference or because of the way the schools were organised. Over half (58.40%) the number of respondents chose not to answer.

The majority of the respondents wrote about <u>specific duties</u> involved - 36.44% - and these included mostly "prefecting" (41.75%) as some of them called it, and librarianship. It was observed that in certain cases all the members of the Sixth Form were prefects; in other schools a large number of pupils was involved in helping with the library. Respondents were not usually forthcoming or explicit about their duties and their responses were generally brief and to the point:

"I am School Hockey Captain; I am House Sports Captain." 21 (8) f.

Duties were frequently related in this way to sporting activities.

Much of the responsibility of duties was connected with order and dinner arrangements:

"All my form do duties on the corridor keeping the
noise down and making sure the laws are kept and
no damage is done." 251 (127) f.

"Prefect, Form prefect, I mark the registers in the
morning and collect Dinner money." 262 (128) f.

"Dinner duty, you have to go round making sure
nobody's misbehaving." 737 (349) m.

Other kinds of duties involved different and less usual forms of responsibility:

"I collect money from the first year pupils on a bank-
like system. I am a first year prefect which means I
must give them help if necessary." 48 m.

"I am one of two pupil observers to the School Board of
Governors, I am a form prefect and thus help the form
tutor to solve problems of his class." 49 m.

Both of these responses came from pupils at the same school.

Some respondents expressed difficulty in carrying out their duties:

"I am a bus prefect: meant to stop smokers on the
back seat and pushing: but one person among forty
has no authority, especially if you smoke yourself,
though not always on the bus." 270 f.

To this question of whether or not she had special duties in school, one respondent was glad to reply in the negative:

"No.
Thank goodness!" 582 (306) f.

Q.15(14): (a) <u>Do you find, as a Sixth Former, that you</u>
<u>are obliged to exert any kind of authority?</u> YES/NO

   (b) <u>If your answer is YES, please explain</u>
<u>what you do</u>.

Response rate:	(a)	Total:	(794)	97.42%
		YES	(354)	43.44%
		NO	(440)	53.99%
		No answer:	(21)	2.58%
	(b)	Total	(379)	46.50%
		No answer	(436)	53.50%
Categories:		Duties	(181)	22.21%
		Attitudes to lower school	(176)	21.60%
		Negative statements	(20)	2.45%
		Miscellaneous	(2)	0.25%
		No answer	(436)	53.50%

<u>Remarks related to Categories</u>:

Once again there was a low response to part (b);
this is a pattern resembling that of the previous question,
although the number (53.50%) choosing not to answer was
smaller by 4.9%.

Marginally the larger of the first two categories, the
one referring to <u>duties</u> showed evidence throughout of a concern
and an awareness of the need for justice. These were, however,
even more widely manifest in the second category: <u>attitudes</u>
<u>to lower school</u>. The nature of the authority exerted was seen
to be a caring one, and often a mature, thoughtful approach
was evident:

"On duties as a prefect, keeping things under control
but at the same time being careful not to be too
harsh." 278 (139) f.

The distinction made between these two major categories
is important. It was observed that there was a difference -
implied by the respondents, but not always made explicit -
between the mechanics of official duties such as "prefecting"
and the attitudes, frequently self-generated, to juniors.
The second category comprised responses made concerning the
Sixth Formers acting on their own initiative. It did, in
fact,yield more interesting and varied results.

The category <u>attitudes to the lower school</u> was made up in
the following way: correcting juniors 69.81%, setting an
example 25.79% and being friendly and helpful 4.4%.

There was some apathy in this section but it was a
minority of respondents who wrote in this way, in spite of the
figure quoted:

> "I suppose that due to our age and experience we are
> here to show an example and correct any wrong doers we
> may come across. But 99% of us just couldn't care
> less."   106 (46) m.

Concern and thoughtfulness were much more usual:

> "Yes you are expected to keep order in the lower school
> without using any form of restraint. You have to
> reason with them and find out why they're doing it
> wrong."   500 (257) f.

> "In some ways the juniors need guidance and help and
> sometimes the only way to help them is to use your
> authority."   572 (299) f.

Although making up a very small number of responses,
the final category, <u>negative statements</u>, contained a variety
of remarks, some rather wistful:

> "We try to, but no-one takes any notice, because
> we're not prefects. Our attitude towards life is
> broader. But we would like a little authority."
> 308 f.

One respondent, in making clear his own point of view,
exemplified that of many respondents:

"I don't think you have to exhibit authority but
you do have to set an example."   724 m.

It seems logical to conclude from the evidence provided
for this question that when Sixth Formers are given positions
of authority they will carry out their duties in a thoughtful,
caring, constructive manner, showing concern for their juniors
and the example that they themselves set.

Q.16(15):   What personal standards or values are considered
            to be most important in your school?

Response rate: (712) 87.36%

Categories: Presentation of self   (448)   54.97%

               Work   (115)   14.11%

               Particular values   (96)   11.78%

               Miscellaneous   (36)   4.42%

               All-round   (17)   2.09%

               No answer   (103)   12.64%

Remarks related to the categories:

The first category, presentation of self, indicates,
from the number of responses, that more than half the
respondents felt that their schools were concerned with the
impact made by the individual on the outside world.

Of the total number of responses in this category, 45.99%
were concerned with behaviour (good conduct 20.98%, good
manners 6.02%, discipline 6.92% consideration towards others
5.36%), and 40.63% with appearance (uniform 36.83% and
cleanliness 3.79%).

Many respondents indicated that their schools required
them to be responsible for their own actions, and to be aware
of others in whatever they did. In the answers which were
provided there was no doubt about the standards and values;
statements were frequently clear-cut and direct. It was very
often difficult to put them into categories because many of
them contained several completely different ideas. Some were
more to the point:

    "The most important, I think, is general sensible
     behaviour, and self discapline."   64 (28) f.

    "Discipline and sensibility."   84 (36) m.

There was an awareness of the need for order, although responses were sometimes introduced by "You are expected ..." or "We are supposed ...", indicating that there was some reluctance on the part of the respondents to conform to the policy laid down by the schools. More often the response was merely a list. For example:

"Tidy appearance. Orderly conduct."

Rather abrupt, terse comments like this were, fortunately, fewer in number than the kind of responses containing information with one or two remarks about the points made. The following illustrates this:

> "I would say, that dress, and personal behaviour are the most important. The school believes that if the Sixth Form is scruffy then the school gets a bad name, and also if they are badly behaved, then they are in turn given a bad name by people 'outside' of the school." 625 (321) m.

It was the case that in answers to many of the questions the Sixth Formers were honest and open.

The answers themselves were very sensible, and "common sense", "sensibility", "sensible" were words which occurred again and again:

> "You are expected to be sensible, clean, tidy to show authority to some younger than yourself and to set an example. You are to act naturaly and use your own judgement over the work you do." 155 (75) m.

There has been abundant evidence that work occupies a great deal of the time and thoughts of the respondents and that they feel very much under pressure. In this case, the category work contained the second highest number of responses. This total was, however, less than one-third of the size of the category dealing with presentation of self. The response suggests that the pressure to work exerted by the school is not as great as the pupils think. A further suggestion might be that the Sixth Formers create their own pressure: that the

pressure comes from within. It will be seen, therefore,

that the concern, in this question, with work, is not as

intense as the concern demonstrated in a previous question.

Whereas there were responses like this:

> "Hard work to obtain as many qualifications as
> possible."   434 (227) f,

there were more encouraging remarks like:

> "Work hard, be reasonably smart ... Although your
> here to work - there's fun to."   660 (328) f.

<u>Particular values</u> was the category including respect (the

most popular), honesty and concern for other people. This

third aspect, it must be stated, is seen to be distinct from

'consideration for others', a classification which is charac-

terised by action rather than feelings or attitudes. It was

apparent from the responses that the Sixth Formers themselves

made the distinction between action and thought in this way.

Respect was due not only to people but also to

property:

> "Respect for other people and other people's property.
> Pride in one's appearance and one's work."   343 (181) f.

Naturally, there were frequent references to members of

staff:

> "... respect for the staff and older pupils, and most
> of all the respect for their own school which I think
> is the most important fact."   242 (122) f.

Some questions in Survey One had responses which followed

a particular pattern according to the schools attended by the

respondents. It was observed that this was the case

especially in relation to this question and the subsequent one.

References to honesty could often be traced throughout the

responses from particular schools. The conditions under which

the pupils completed the questionnaire varied. Evidence from

members of staff who kindly helped with this work indicates
that pupils may, in one case at least, have collaborated.
However, in other circumstances known to the researcher, the
comparing of notes was not possible, yet results demonstrate
a certain trend. This was apparent in relation to honesty
illustrated to some extent by the following:

    "Honesty is the main important value in school."
                                          134 (61) f.

    "Honesty, feelings against copying work instead
    of doing your own."   136 (63) f.

These responses came from pupils attending the same school.

The fourth category <u>miscellaneous</u> was again relatively
large in number (c.f. Q.10 and Q.11) and widely-ranging.
Its responses demonstrated confusion in the minds of the
respondents as to what "standards" and "values" meant.
Sometimes "standards" was a synonym for "facilities":

    "Having hymn books ..."   393 m.

or it meant

    "Do not drop litter, chewing gum not allowed."
                                          267 m.

A minority of respondents had a global view of the standards
and values considered to be important, and their answers fitted
the <u>all-round</u> category:

    "Behaviour, good manners, turn-out, intelligence,
    play hard, work hard, charitable."   359 (184) f.

Q.17(16):   If you were establishing a school of your own, which personal standards of values would you think most important in your school?

Response rate: (709)   86.99%

Categories: Presentation of self   (325)   39.88%

Particular values   (254)   31.17%

Work   (72)   8.83%

All-round   (41)   5.03%

Miscellaneous   (17)   2.09%

No answer   (106)   13.01%

Remarks related to the categories:

The pattern of the responses to this question was very similar to that of the previous question. The most significant change occurred in the final position of the categories. In the present question, the work category was third in order of importance, whereas it came second in the responses to Q.16. In view of the feelings about work expressed in earlier questions, it is worth noting that the respondents put it lower on their list of priorities in connection with "standards" and "values". It would seem to indicate that the constant pressure of work is one imposed on them by schools.

Of the total number of responses, 29.94% were concerned with behaviour (discipline 21.03%, good conduct 19.31%, consideration for others 17.87%, good manners 7.49%, and 12.64% with appearance (uniform 19.89%, cleanliness 3.75%).

Throughout the responses relating to behaviour, a concern for order was apparent:

"A certain amount of homework would be set each week. Time-keeping should be regular and strict rules on truancy made."   74 (32) f.

It was, naturally, evident that pupils' responses were influenced by particular emphases placed in particular areas in their own schools. A response to Q.16 would sometimes evoke a completely different response in answer to Q.17:

Q.16: "School uniform."

Q.17: "An understanding between pupils and staff."
                                    253 f.

Other responses provided examples of changes in priority from Q.16 to Q.17:

Q.16: "The will to work, dress respectably and
        behave responsibly."

Q.17: "Responsible behaviour and a will to work."
                                    168 (84) m.

Communicating with others by personal behaviour rather than by means of appearance was considered important. The shift in emphasis in the quotations immediately above, with its omission of dressing respectably in Q.17's response is an illustration of this. It was interesting to observe that, except in certain isolated cases, the Sixth.Formers were not averse to wearing uniform:

"I would wish the children and older people to be
uniformed properly and conduct themselves properly.
                                    239 (119) f.

The question of uniform did not appear elsewhere in responses to any significant degree. The responses once more indicate a concern with what is right. The general feeling was that if uniform were to be worn at all then it should be worn properly.

The second important category, particular values comprised primarily references to respect 39.73% and honesty 24.66%.

Many respondents, repeating the pattern set in answers to Q.16, accorded an all-round, inclusive importance to respect:

> "A respect and pride in your school, studies, teachers,
> friends and yourself as an individual."   235 (115) f.

Taken in isolation, some of the responses might be thought
to be idealistic, or too good to be true. The repetition and
number of responses like this, however, provide sufficient
evidence to prove that Sixth Formers do want an orderly,
honourable standard of society:

> "I would have honesty and respect for elders and a
> willingness to help and to learn."   565 (294) f.

The sense of order and wanting what is right and fair
are both apparent in the respondents' attitudes to <u>work</u>.
Dealing with a smaller proportion of responses than in Q.16,
this question demonstrates even further that in their own
list of priorities, work is not as important as it has appeared
in previous responses made by Sixth Formers. What is said
frequently reflects thoughtful, sound opinion:

> "Freedom to work when you please, with the student's
> given the importance of work and why it's done. A
> personal, equal relationship between student and
> teacher. I'd also ban the horrible pressure of
> exams, somehow ... students work for their own value
> at their own speed."   150 (70) f.

The responses throughout have been characterised by an
impressive absence of preoccupation with self, even in
categories relating to the way the pupils presented themselves,
the image they created and the impression they made*. Through-
out there has been a caring concern for others - a kindness
repeatedly manifest in relationships with juniors:

> "My school would be comprehensive and the under privileged
> children would be made to follow up the thing that they
> were good at even if it was football then they would not
> feel badly done by."

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* These are good examples of Kohlberg's moral development,
  stages 4 and 4b.

CHAPTER 5

SURVEY TWO – THE RESULTS AND ANALYSES

This chapter deals with the results of Survey Two by examining the responses to each question in a manner similar to that of the previous chapter.

Response rates generally were high, and the responses themselves invariably full and interesting.

Deviations from the question and particular misinterpretations have received comment where relevant.

The total number of responses to Survey Two was 465. All percentages given are correct to two decimal places.

Q.7(6):   What do you hope to do when you leave the Sixth Form?

Response rate: (463)   99.57%

Categories: Further education   (298)   64.09%

                 Further training   (73)   15.70%

                 Employment   (72)   15.48%

                 Don't know   (27)   3.66%

                 Miscellaneous   (3)   0.65%

                 No answer   (2)   0.42%

Remarks related to the categories:

There was an extremely high response rate to this question: 99.57%. The fact that so many people responded is significant, although 3.66% of these stated that they did not know what they wanted to do upon leaving the Sixth Form. In so many of the other questions - in both surveys - respondents merely did not answer. Reasons for the high response rate could be that this was one of the early questions in the survey and that it required a factual answer.

A high proportion of responses - 64.09% - showed that well over half the pupils hoped to follow some aspect of further education. Of these, 10.4% specified teaching. A very small minority actually specified going to college, and only 6.38% stated that they wanted to go to a polytechnic. The vast majority wanted a university education - 83.22% - and, in the case of this survey, very few referred to the subjects they wanted to read. Only one person wished to be a librarian, and the most frequently mentioned subjects were those generally chosen by boys: engineering, 4.36%. A further 3.36% wanted to read social sciences. It is easy to see that only a minority (7.72% of respondents) specified subjects.

The second category, <u>further training</u> (15.70%), was practically equal in size to the category <u>employment</u> (15.49%). In the first of these two categories, nursing, with 21.92% proved to have the greatest number of responses. The next most popular choice of occupation was physiotherapy, followed by work connected with hotels and catering (9.59%). Hair and beauty careers accounted for only 2.74%. The rest of the responses in this category covered a miscellaneous selection.

The third category, <u>employment</u>, comprised many isolated examples. The most popular by a large manority of 11.11% was the Armed Forces with a response rate of 15.28%. Secretarial work accounted for 4.17%. and the Police Force for 2.78% responses.

It was significant that together, the categories <u>further education</u> and <u>further training</u> represented 79.79% of the total. As 3.66% responses fell into the category <u>don't know</u>, this indicates that, at the point in time when the questionnaire was administered, 96.34% of respondents were certain about the course of their immediate future.

Responses invariably demonstrated the sense of confidence and self-assurance to characterise so many other replies to the questions.

Q.8(7): (a) <u>Do you think that your Sixth Form studies</u>
<u>might be of help in your chosen career?</u>   YES/NO

(b) <u>Please explain your answer.</u>

Response rate: (a) Total: (451)   96.99%

                    YES: (415)   89.25%

                    NO: (36)   7.74%

                    No answer: (14)   3.01%

              (b) Total: (451)   96.99%

                    No answer: (14)   3.01%

Categories: Qualifications   (328)   70.54%

              Generally   (70)   15.05%

              Negative statements (32) 6.88%

              Miscellaneous   (11)   2.37%

              Don't know   (10)   2.15%

              No answer   (14)   3.01%

<u>Remarks related to the categories:</u>

Responses to this question were characterised by one

significant fact: the vast majority of respondents appeared

confident and assured in the way that they wrote. From the

low response rate to the last three categories (a total of

11.40%) it may be seen that the respondents are certain about

the positive effect of their Sixth Form studies upon their

chosen career. Even more negatively-oriented responses were

sometimes not wholly in the one direction:

> "Since I haven't chosen a career as yet I cannot
> properly answer the above questions, but I do not
> think that my Six form studies have been for nothing."
>   162 m.

Responses like this were not frequent; answers invariably

reflected a much more cut and dried approach.

Of the responses to the category <u>qualifications</u>, a high

proportion expressed an intention to continue and extend

knowledge gained in specific fields in the Sixth Form. This

invariably reflected an expressed desire to go to university.

> "The science subjects I am studying will be a good
> base for my studies at university in chemistry."
>   90 m.

Others intimated the general course they expected

their career to follow:

> "After studying French to 'A' level I wish to further
> that for a possible career."   46 m.

One striking aspect about the nature of the responses

was the degree of specificity expressed. Respondents were

often surprisingly forward-looking, even mature, in their

understanding of what a career might entail.

> "I do not need any 'A' levels to get in for S.R.N.
> training but later on for promotion aspects, etc.
> they will come in useful. The degree of work which
> has to be done will also help me to adjust to the
> amount of written work which has to be done during
> and after training."   337 f.

Other similar responses suggest that there had been

much independent thought and indicated the intelligent way

in which career possibilities had been considered. It was

evident that information and opinion had been taken in and

absorbed. There was a certain number of replies which

reflected a functional, utilitarian approach:

> "I am doing maths, biology, physics, chemistry,
> 'A' levels. 3 of these are requirements for entry
> into medical school." 4 f.

but generally a more thoughtful attitude was evident.

Only 15.05% of the respondents considered their Sixth

Form studies as <u>generally</u> relevant. This is a further indication

that, in this sample, pupils in the Sixth Form are clear-minded

about their reasons for staying on at school, and that the
main help provided by Sixth Form courses is functional.
It must again be remarked, however, that although the respondents
were, in the majority (70.54%) single-minded about the fact that
obtaining qualifications was of paramount importance in relation
to their chosen career, they were not limited within this
category in expressing their thoughts on the subject.

This second category contained examples of very broadly
based responses:

"A level subjects broadening of ideas in general
studies."   15 m.

A small proportion of respondents indicated that whilst
bearing no direct relevance to a chosen career, certain
subjects offered a useful background or foundation in a
practical sense.

"Geography – knowing how to read & interpretate maps
& aerial photographs knowing what certain features
look like on the ground."   50 m.

The category negative statements comprised responses which
merely expanded the "NO" of part (a).

Q.9(8): (a) <u>Do you think that your time in the Sixth Form has influenced your own personal development?</u>   YES/NO

(b) <u>Please explain your answer.</u>

<u>Response rate:</u> (a) Total: (454)   97.63%

                   YES: (390)   83.87%

                   NO: (64)   13.76%

                   No answer: (11)   2.37%

              (b) <u>Total</u>   (426)   91.61%

                   No answer: (39)   8.39%

<u>Categories:</u>   Acquisition of knowledge   (257)   55.27%

                Relationships with adults   (57)   12.26%

                Future and work   (47)   10.11%

                Don't know   (39)   8.39%

                No help   (14)   3.01%

                Miscellaneous - negative   (8)   1.72%

                Miscellaneous - affirmative (4)   0.86%

                No answer   (39)   8.39%

<u>Remarks related to the categories:</u>

There was a very positive response to this question.

Over half (55.27%) of the respondents considered that it was the area of acquisition of knowledge in which the greatest influence had occurred.

"It has widend my intellectual horizens." 183 m.

A number of respondents commented on the extent to which their intellectual development had been encouraged, and showed themselves aware of the need for application and seriousness. Although there was a frequently expressed awareness of the necessity for discipline, and attention was paid to self-discipline, the responses were characterised by an openness and a readiness to face life in general.

"I think that studying a few subjects in depth helps
one to become more intellectual, gives one new
outlooks and attitudes. Although I feel that if I
had left and taken up a job at sixteen, I would have
been more indepent and matured more quickly." 82 f.

There was an alertness and a degree of thought behind the

responses that was sometimes surprising.

"It makes you more aware that you are an individual
and that only by careful planning and hard work will
I achief what I want to do in life." 34 f.

The responses to the present question demonstrated

that respondents placed the value of the influence on their

own personal development beyond the merely utilitarian.

The extent to which extended academic opportunities have

influenced the Sixth Formers, affecting their personal growth,

is openly acknowledged:

"I was far less of a person before going into the
6th form." 272 m.

"It has been influenced because of discussions which
take place between students which would not take
place if I had not been in school. It also helps
your development if you have any kind of responsability
in school." 239 f.

This contrasts with a previous response in which the

pupil stated that she would have matured more quickly had

she not remained at school. Opinion on this subject is generally

divided, and various aspects of it emerge at relevant points

in the research data.

The degree of responsibility accorded to people in the

way in which they were expected to work on their own was

emphasised:

"You are given more time to do homework so you have
to decide for yourself when you are going to do it."
309 f

The category relationships with adults accounted for a

surprisingly small minority (12.26%) and, although it came

second in popularity in connection with this question, it fell

a considerable way behind the leading category. The way

in which people were treated played an important part in

helping respondents to formulate their answers. The considerable

degree of responsibility given to them was valued.

> "Sense of responsibility. ... it helps you to
> organise yourself better."   392 m.

The .responsibility was seen to lead to easier relationships

not only with staff, but also with contemporaries.

> "I feel much more at home in the more casual environment
> of the Sixth form, and I feel much more responsible
> and confident with my studies and the rest of my
> friends."   439 m.

The "casual" or "informal" nature of their lives .in

school was seen to have far-reaching effects and respondents

showed themselves aware of the fact that a more easy environment

was a positive, productive basis for relationships. This

relaxed atmosphere of trust was frequently acknowledged, too,

as the basis for a more informed, academic approach. It was

fundamental to the responses provided in the previous category,

acquisition of knowledge. Those responses were basically

limited to comments about acquiring knowledge, and, as such,

demonstrated the predictable limitations of a lack of maturity.

Although so many respondents did refer to the acquisition

of knowledge, it was evident that the relationships did a

great deal to foster this.

In the category future and work, 10 - 11% of the

respondents showed that they were looking out beyond the

immediate situation of school.

> "Yes because of the duties we have to do shows that
> we are considered mature and responsible. This I
> consider an advantage for life when I have left school."
>   146 f.

Remarks in the category <u>don't know</u> (8.39%) were those of a non-committal nature, whereas those (3.01%) stating that their time in the Sixth Form had been <u>no help</u> were definite yet varied in their replies.

"Find 6th form restricting and unsatisfying. Feel much of the time could be spent more profitably..
18 m.

A response like this, obviously in a minority, was by no means representative of general opinion, but it is typical. There were, too, examples of more cases of isolation:

"Out of school I spend most of my time doing home work so in effect I have become isolated from other friends and family. Because of this I find it difficult to fit in." 96 f.

Although negative in its implications, this response indicates something prevalent throughout the survey: the consciousness of the quality of separateness, the degree of difference in being a Sixth Former.

A total of 2.58% responses qualified for the category <u>miscellaneous</u>, exactly two-thirds of which could be classified as <u>negative</u> and one-third as <u>positive</u>. The majority of negative remarks are typified by a response such as:

"I would have developed, anyway," 57 f.

a small minority considering that time in the Sixth Form was irrelevant because personal development occurs whatever the circumstances.

Q.10(9):   Which aspect(s) of being in the Sixth Form
           have you enjoyed most, and why?

Response rate: (456)   98.06%

Categories: Ways Sixth Formers spend
                      their time   (185)   39.79%

                 Ways Sixth Formers are
                      treated   (155)   33.33%

                 Ways Sixth Formers work   (64)   13.76%

                 Ways the school is organised   (50)   10.75%

                 Miscellaneous   (2)   0.43%

                 No answer   (9)   1.94%

Remarks related to the categories:

Responses to the two most popular categories were
comparatively evenly divided: the category the ways Sixth
Formers spend their time (39.79%) contained only 6.46% more
responses than the second category the ways Sixth Formers are
treated (33.33%), the two other major categories being
significantly far behind.   As will be observed from a reading
of the results of and the remarks related to Question 10 in
Survey Two, it is the various aspects of work in the Sixth
Form which respondents enjoy least.   This category (ways Sixth
Formers work) accounted for fewer than 15% of the responses
to the present question.

In the first category, the ways Sixth Formers spend their
time, the notion of freedom figured prominently.   The responses
indicated a distinction between the freedom of private study
(which may, or may not, be used for work) and the general
social freedom provided by changed relationships.

Of the total responses, 29.19% covered relationships,
25.41% referred to private study periods and related freedom,
and 22.7% stressed the social advantages to being in the Sixth
Form.

Within the 29.19% previously quoted as dealing with

relationships, responses could be divided into two sections.

51.85% referred explicitly to freedom in connection with

relationships; a further 48.15% specifically used some

variation of the word "friend", "friendly" being the one

most frequently employed.

Freedom in connection with relationships invariably

provided comments on the staff/pupil relationship:

> "A little more freedom. More recognition from the
> staff as being more than a school kid ..." 134 m.

Sometimes there were comments on the way respondents

related to their contemporaries, as well:

> "I have enjoyed the easy, relaxed atmosphere amongst
> outselves and ... with the staff." 2 f.

Of the 48.15% using variations on the word "friend",

a majority found that it was discussion which strengthened

relationships.

> "I enjoyed making new friends and found there (were)
> many subjects which we could discuss. Staff and
> parents are more aware of the maturity in me."
> 429 f.

Responses were characterised by words and phrases like

"relaxed", "easy atmosphere". Significantly absent was the

notion of responsibility, something which has figured

prominently in replies to other questions.

25.41% respondents considered private study periods to

be the most enjoyable aspect(s) of their time in the Sixth

Form. (At this point, a distinction must be made between

references made here to "private study", and references made in

the category the way Sixth Formers work, discussed below. The

aspects of private study which cause references to it to fall

into the present category related to the ways Sixth Formers

spend their time are those connected with general notions of liberty, rather than those explicitly and primarily academic.) Private study periods were valued for various reasons:

> "The free time between lessons as helps with breaking monotony and gives time to do work set." 83 m.

> "The free periods - being able to do what you want with them & the freedom to wear what you like (within limits)." 333 f.

> "More freedom in the way of free lessons and a common room. Privilege of wearing different uniform." 186 f.

The majority of respondents was not specific about the uses to which private study times or free periods were put, but once more, replies were characterised by references to talk and discussion. The freedom to do as they wished was valued by respondents.

An opportunity to spend time with contemporaries in unsupervised situations was the notion most prominent in 22.1% responses. These stressed the social aspects of Sixth Form life. These fell into two areas, one wider than the other: day-to-day socialising in school, and more organised social occasions which took place after school and out of school.

The former sub-category centred its activities in the Sixth Form common room. The record player was mentioned frequently as a means of helping people to socialise, and the opportunity to make coffee at any time was valued as a means of relaxation. Responses in general gave a clear impression of a relaxed atmosphere.

In the second category the ways Sixth Formers are treated, 38.71% responses referred to the freedom they were accorded in various ways. The most commonly expressed:

> "Being treated as an adult. The freedom this gives, bein allowed to cope with problems on ones own, without too much interferance from teachers."
> 290 f.

Freedom in relationships and freedom to conduct their own affairs were the two most significant aspects of a very wide spectrum.

Responses were characterised by a sense of relief and answers to this question were to prove less tense than those provoked by the next question. The topic of relationships will be covered more fully below, where more specific areas are dealt with.

20.54% responses were concerned with relationships with members of staff. Of the total, 50% of respondents commented specifically on the teacher/pupil relationship. The other 50% made reference to the fact that they were treated as adults.

> "The change in attitude of teachers towards you, which
> makes a great contrast with the necessary "spoon-
> feeding" of the 4th and 5th years. This has led to
> a greated interest in the subject I have taken."
> 458 m.

This remark demonstrates, too, something of the implications which an improved relationship can have. The question of equality in relationships with members of staff was raised by only 2.58% of respondents, which was interesting, in view of the fact that it was a notion frequently referred to in connection with other questions.

"Masters now talk to you as an equal."   347 m.

A further 9.68% mentioned responsibility, and 6.45% used the word "friendly" in their responses, all of which was in connection with improved teacher/pupil relationships, though in a less direct way than the 24.52% previously referred to. So many of the responses contained concepts or examples which might have had some bearing on matters discussed in other categories. It was in those cases necessary for the

general tone or direction of the response to be determined

before classification could take place. The following

quotation is an example:

> "We have been able to get on with most of the teachers
> in a friendly way. Making the lessons more enjoyable.
> This is because the troublemakers in the classes have
> gone." 306 f.

The easing of relationships has been taken to be more important

than its apparent cause, the demise of an unruly element.

The category <u>ways Sixth Formers work</u> proved, with a

response rate of 13.76%, to be the third most popular aspect

of being in the Sixth Form. The comparatively small numbers

in this category bear a direct relationship to the results of

the responses to the next question.

Almost half (48.44%) of the total number of respondents

specified studying subjects of their own choice as being the

most enjoyable aspect of Sixth Form work.

> "I think I have enjoyed going into more depth with
> the subjects I choose & being with friends whom you
> can enjoy oneself with as well as working." 99 f.

> "The courses I chose to follow have been interesting,
> and have made me decide to take one of them up full
> time." 32 f.

18.75% of the respondents referred to the more relaxed

way in which they worked:

> "The different approach to work i.e. being left to
> yourself more - deeper research etc. 421 f.

General Studies was mentioned by only 6.25% people in

this category, a fact not surprising, in view of the unpopularity

of such courses. On the whole, those who referred in a

favourable way to General Studies, did so in an enthusiastic

manner; the subject encouraged the expression of extremes of

opinion.

"I have enjoyed the general studies programmes carried
out because it gives you knowledge of subjects which
you would otherwise have no knowledge of. I aslo
like the fact that you have much more time to study on
your own." 267 f.

The category, ways the school is organised accounted for

10.75% of the total number of responses. It covered a range

of subjects: timetabling, 26%. common room and separate Sixth

Form facilities, 26%; administration concerning lunch (usually

meaning that the organisation was such that Sixth Formers were

able to eat early), 14% and provision being made for outings,

or courses, or "trips", 10%. "Priviledges" referred to were

those created by administrative means, rather than concessions

usually afforded ex officio to Sixth Formers. Reference was

made to Sixth Form centres, time-table organisation and

innovation, facilities available in the common room. Remarks

ranged from the less usual:

"This term we started an experimental dance group
which I take part in and very much enjoy as a break
from academic lessons"; 240 f.

to the predictable:

"The priviledges, access to a sixth form centre and
the fact that other parts of the school don't have
the same priviledges." 11 m.

and the academic:

"Having a limited range of subjects to study in
more detail." 164 m.

<u>Q.11(10)</u>: <u>Which aspect(s) of being in the Sixth Form</u>
<u>to you enjoy least, and why?</u>

<u>Response rate</u>: (425) 91.40%

<u>Categories</u>:   Work pressures   (191)   41.08%

                 Responsibility pressures   (89)   19.14%

                 Social pressures   (73)   15.70%

                 External pressures   (34)   7.31%

                 None   (21)   4.52%

                 Miscellaneous   (17)   3.66%

                 Don't know   (0)   0

                 No answer   (40)   8.6%

<u>Remarks related to the categories</u>:

It is interesting to observe the relationships of numbers

of the first four major categories which arise out of this

question. The proportion of responses (41.08%) in the largest

category <u>work pressures</u> is almost equal to the sum of the

responses in the remaining three categories. <u>Responsibility</u>

<u>pressures</u> outweigh <u>social pressures</u> by about 4%, but the category

<u>external pressures</u> comes 8% behind.

Of the numbers making up the first category, 49.21%

referred to the subject of work in general. These respondents

were concerned basically with the fact that

"The work is much more demanding."   400 m.

The urgency of Sixth Form work and the importance attached

to it were voiced by many:

> "Suddenly discovering in the U.VI that this <u>is</u> your
> final yr. & you must make up your mind to work & gain
> qualifications or be prepared to drop out! - You're
> on your own."   117 f.

A heavy sense of resignation to the inevitable was present

in the vast majority of responses. The sheer volume of work,

compared by some with the quantity required for 'O' level,

was a recurring theme. 6.28% respondents specified this.

However, more comments (17.28%) were made in relation to

homework, usually with an air of resignation:

> "Homework pressures, but I realize that they are of
> importance for future exam. results."   328 f.

Many comments were brief and to the point, indicating that

respondents accepted the inevitable:

> "The amount of homework – at some times it gets
> intolerable."   174 m.

The dissatisfaction generally expressed with regard to

General Studies was echoed here. 13.09% of respondents made

reference to irrelevance:

> "The general studies periods although interesting
> seem totally irrelevant to the 'A' level paper in
> general studies. Thus a pupil, I feel, is expected
> to pass the paper on his/her own general knowledge",
>   440 m

boredom, the wasting of time and the lack of value of such

courses. Approval was rarely voiced; when it was it took the

form of rather superficial remarks, where General Studies

was seen to give a "broader education". Criticism, although

adverse, was usually constructive: the respondents saw no

need for the courses.

Examinations were referred to by only 5.76%. a surprising

minority. It is evident that the day-to-day burden of work

was greater than the threat at the end of the course. Mention

of examinations in this context was not made in a sufficiently

specific way to have much bearing on the results. A general

selection of remarks will suffice. One respondent was

extremely practical in his approach:

> "The fact that too many people are taking exams. which
> they have no real chance of passing. This has meant
> larger and less demanding classes".   458 m.

and another stated that one of the pressures was:

"The lack of attention from teachers concerning lessons.
Everything has to be understood in order to pass exams.
The gaining of this understanding is left to one's self
overall."   253 m.

A rather plaintive comment sums up the attitude of one

respondent not only to the pressures of 'A' levels but also

to the pressures of life in general:

"The rapid increase in the speed at which my life
disappears and also the pressure and importance
attached to A-levels.   f.

The question of responsibility pressures took account of

only 19.14% of responses.   Fewer than one-fifth of these

responses contained comments on the pressure exerted upon

pupils because they were prefects.   One of the pressures was

felt to be the time taken by duties:

"A prefects duties are rather irksome and take up
a portion of my free time."   166 m.

This response, reflecting a minority opinion only, was not

typical in general.   Pupils aware of the pressures of "prefecting"

were, on the whole, conscious of the seriousness of their

duties.   Those who considered them to be too much trouble

were in a minority.   The overall pattern in relation to

responsibility of this nature was that respondents enjoyed

contact with juniors, indeed, that they demonstrated an

encouragingly caring concern for them.   A certain number

expressed regret that, as Sixth Formers in a separate unit,

they no longer sustained contact with junior pupils.

"I dislike being suddenly separated from the rest of
the school in a form of Us/Them relationship."   160 m.

This was seen as another kind of pressure, imposed by responsi-

bility and status.   The difficulties brought about by the

separation of Sixth Form from the rest of the school in this

category, responsibility pressures, are different from those in the next category, social pressures. Although the separation might be for the same reasons - geography, status, or whatever, the pressures felt were distinctly pressures of responsibility or social pressures.

One aspect of Sixth Form life was connected with assembly and produced interesting results. 12.36% of respondents were disconcerted at having to read in assembly. It was apparent that in some schools, such a task was regarded by authority as being a privilege. No reference was made to the pupils' reasons for objecting to this; one can only speculate either that they disliked having to read in public or that they objected on the grounds that they did not subscribe to the religious principles advocated by their schools. Whatever the reason, this group of respondents objected to the lack of freedom to choose.

> "Being forced to read in school assembly and other
> suchlike pressures."   145 f.

Another aspect of responses in this category concerns the rules imposed on Sixth Formers. Together with rebellion against reading in assembly, went objections to having to conform. Responses reflected what the Sixth Formers saw as inconsistent treatment, in spite of responsibility and status.

> "Having to be present for attendance in the morning
> when I have no lessons because I find it difficult
> to study at school."   383 m.

Also,

> "... I do not like going to games lessons."   22 f.

was a grievance often aired.

The category social pressures accounted for 15.70% of responses, 34.25% referred to the disruption caused by contemporaries:

"The main problem is some members of the 6th form
abusing their free-time and obstructing the rest
of us."   5 f.

The disturbance was blamed on the fact that some pupils
had insufficient work, or that shared facilities meant that
there was not enough privacy. Responses reflected irritation
on the part of the writers, showing a serious desire to study.

"A lot of people doing resits are rather ignorant and
disturbing when everyone is in the common room. At
least when we had form rooms before we could go to
them, instead of being stuck with them in the common
room."   271 f.

27.73% of respondents complained about the isolated nature
of the Sixth Forms to which they belonged. They felt too
widely separated from juniors, geographically or by virtue
of their position. 16.44% resented a lack of freedom, and
only 6.85% objected to the way in which members of staff
expected certain kinds of behaviour in keeping with Sixth
Form status.

The fourth major category, external pressures, with a
response of 7.31%, was surprisingly small. The most common
reference was to the lack of money in comparison with the
amount earned by contemporaries at work.

"Not being able to earn wages apart from Saturday work
and having to stretch pocket money. Also lot of work
out of school hours, which upsets social life sometimes."
                                          31 f.

The restrictions on life outside were also commented on:

"Limiting of personnel freedom, no money, etc." 383 m.

It is interesting to observe that the aspect of Sixth
Form life to which respondents objected most strongly was the
very reason for which they had embarked upon an extended
education. This reflects the degree of tension present: They
were in the Sixth Form to work, yet it was this that they found
least enjoyable. A paradoxical situation.

Q.12(11): (a) <u>Is your behaviour towards others any</u>
<u>different now that you are in the Sixth</u>
<u>Form?</u>

(b) <u>Please explain your answers.</u>

(i) <u>towards juniors</u>   YES/NO

(ii) <u>towards members of staff</u>   YES/NO

(iii) <u>towards members of your own</u>
<u>age group</u>   YES/NO

(iv) <u>generally</u>   YES/NO

<u>Response rate:</u>

(i) Juniors: (a) <u>Total</u>   (453)   97.42%

YES   (266)   57.20%

NO   (187)   40.21%

No answer   (12)   2.58%

(b) <u>Total</u>   (400)   86.02%

No answer   (65)   13.98%

(ii) Staff: (a) <u>Total</u>   (446)   95.91%

YES   (379)   81.51%

NO   (67)   14.41%

No answer   (19)   4.09%

(b) <u>Total</u>   (439)   94.41%

No answer   (26)   5.59%

(iii) Peers: (a) <u>Total</u>   (455)   97.85%

YES   (205)   44.09

NO   (250)   53.76%

No answer   (10)   2.15%

(b) <u>Total</u>   (364)   78.28%

No answer   (101)   21.72%

(iv) Generally: (a) <u>Total</u>   (408)   87.74%

YES   (259)   55.70%

NO   (149)   32.04%

No answer   (63)   13.55%

(b)	Total	(319)	68.60%
	No answer	(146)	31.40%

Categories:

(i)	Change	(144)	30.97%
	No change	(133)	28.60%
	Change (no improvement)	(113)	24.30%
	Worse	(8)	1.72%
	Don't know	(0)	0
	No answer	(67)	14.41%
(ii)	Change	(364)	78.28%
	No change	(52)	11.18%
	Change (no improvement)	(23)	4.95%
	Worse	(0)	0
	Don't know	(0)	0
	No answer	(26)	5.59%
	Change	(180)	38.71%
	No change	(161)	34.62%
	Change (no improvement)	(15)	3.23%
	Worse	(5)	1.08%
	Don't know	(3)	0.65%
	No answer	(101)	21.72%
(iv)	Change	(227)	48.82%
	No change	(54)	11.61%
	Change (no improvement)	(35)	7.53%
	Don't know	(3)	0.65%
	Worse	(0)	0
	No answer	(146)	31.40%

<u>Remarks related to the categories</u>:

Once more (see Q.12, Survey One), this question provoked so wide a variety of response that it is relevant to select only significant features arising from the results. The following points are those which made the greatest impact, upon thorough analysis:

(a)   The highest response rate (78.28%) was undoubtedly that concerning the degree of change in the attitudes to staff in part (ii). (This was also the section with the greatest majority in the direction of <u>change for the better.</u> The next category in relation to the same question was <u>no change</u>, with a total of 11.18% responses. The difference of 67.10% here demonstrated was by far the greatest in all the responses to Question 11.) Responses were characterised by explicit references to improved relationships and to friendship:

> "I have a more friendly & more relaxed
> relationship with them."   425 m.

The majority of responses referred to a variation on the theme of: friend, equal, adult, human being. This terminology accounted for 38.19% of the responses. Of these, respondents used the words in the following proportions:

46.76% - "friendly" or "friend"

28.78% - "equal"

19.42% - "adult"

 5.04% - "human being"

It is interesting to note that the word "adult" came so low in the ratings in view of its popularity in the previous survey.

Some of the responses were less precise in their
use of words, but 21.17% made use of "relationships"
as a key word. It was apparent in responses generally
that there was less concern with the concrete.
Particular examples of relationships were not cites,
and there was evidence that respondents had taken a
more global view of the situation.
This was not only the section with the largest number
of responses in the direction of <u>change for the better</u>,
but also the one with the greatest majority in relation
to the next set of responses. In the second category,
<u>no change</u>, the response rate was 11.18%. This demonstrates
a difference of 67.10% between the number of responses
to category one and category two.

(b)   A further point worthy of note is in connection with
section (iii). The first category <u>change</u>, had a total
of 38.71% responses; the second category, <u>no change</u>,
had a response rate of 34.62%. The difference of just over
4% shows a smaller degree of polarisation than was
apparent in Survey One. The more even distribution
is reflected in the responses below.

> "Tend to be more friendly outside our tutor
> groups. When we were in the lower school
> you tended to keep to those in your classes."
> 373 f.

The fact that respondents were aware of more friendliness
is almost balanced by the fact that change could not
and did not occur because "the same people" were growing
up together. A typical response illustrates this
attitude that change is not possible:

> "No, because I have grown up with them and
> known them for years ..."   47 f.

One respondent commented on a change that she had evidently not even observed in a significant way.

> "No, it hasn't changed because they are the one's that have been around me for 7 years and so one does not notice them changing and I feel the same as I always have except that we all are closer and more friendly." 95 f.

(c)   It was decided slightly to modify the wording of Q.11(iv), substituting in Survey Two, "Generally" for "Others". It is difficult to say whether the change did have an effect, but responses to the altered question were more explicit than those of Survey One. Fewer people (10.93%) dismissed the question, and 48.82% of respondents considered that change had been for the better. The new wording did appear to lend itself to a wider interpretation and to inspire confidence to write at greater length. It was significant, too, that a smaller number of responses in proportion to the total number responding to this question was less specific, than those mentioned in questions below. The positive response was generally encouraging.

> "Act in a more mature way."   383 m.

> "More responsible attitude to youngsters & more friendly attitude with older people."
> 426 m.

Remarks contained references to relationships, behaving in an adult manner, maturity and confidence, in equal proportions. Words and phrases which appeared again and again were: equal, friendly, understanding, confidence, tolerant, broader outlook. More often than not, responses to this part were concentrated on a single theme, which did make classification rather easier.

(d)   The responses to this question were characterised, more
        than any (apart from certain responses to section (iv)
        already referred to), by a tendency to generalise. It
        was particularly evident in part (i). Comments were
        not related to specific areas but contained references
        to wanting "to help juniors"; to "getting used to having
        them around"; to "perhaps I am more patient but I don't
        think that concerns being in the 6th form". There was
        an air almost of indecision about these responses.
        38.19% of pupils gave very non-committal answers in the
        first category, <u>change for the better</u>, in connection
        with attitudes to juniors, although the overall picture
        was one of caring concern.

(e)   A recognisable pattern emerged from the answers to this
        question. The following demonstrates a typical set of
        responses.

        (i)   More responsible attitude to younger children
               in school.

        (ii)   I have a more friendly & more relaxed relationship
               with them.

        (iii) Get on better with them - more friendly &
               sociable life.

        (iv)   More responsible attitude to youngsters & more
               friendly attitude with older people. 426 m.

Q.13(12'): <u>Are you treated any differently from the</u>
<u>— way you were treated earlier in your school</u>
<u>career now that you are in the Sixth Form?</u>

Response rate: (454) 97.63%

Categories: By others   (375)   80.65%

               In work   (34)   7.31%

               No change   (27)   5.81%

               Change, no reason   (12)   2.58%

               Miscellaneous   (6)   1.29%

               No answer   (11)   2.37%

<u>Remarks related to the categories:</u>

The category <u>by others</u> was by far the most popular in relation to this question. It had a majority of 73.34% responses over the second category, <u>in work</u>.

Within the major category, references to relationships with adults, or to being considered adult, were the most frequent, accounting for over one-third of the total responses.

"Yes, the teachers treat you more as an adult and
have more to say to you even out of school." 109 f.

Responses frequently referred not only to the fact that the writers were treated "more as adults", but also to the results or implications of improved relationships, for such they considered them to be.

"Yes, we are treated more like adults now. Teachers
are more easy going." 384 m.

Reference was made also to the fact that lessons were more enjoyable and more productive. Members of staff were seen in a new light:

"By the teachers yes. As said before more friendly.
They've emerged as human beings from monster jackets."
                              340 f.

Although "adult" was a word not used by all respondents, it was a state of being implied in many cases, connected frequently with implicit references to other notions such as responsibility and independence.

> "More things are left up to yourself to do, e.g. in the lower schl. you were given journals & had to get them signed etc. and you were badgered by teachers if you didn't get your work in on time. This is not the case in the sixth." 39 f.

Respondents accorded almost equal importance to respect and freedom, giving less significance to responsibility, equality, friendliness and the subject of relationships in general, all four of which were on a more or less level standing.

In the consideration of the second category, in work, which elicited a total response rate of only 7.31%, working alone was the most important topic.

> "We are left more to work on our own and homework does not always have to (be) handed in on a deadline."
> 257 f.

> "YES - must be. Your expected to do a greater amount of work etc ... They expect you to read every text book on a subject." 117 f.

It is interesting to observe that there was no sense of the pre-occupation with the amount of work, which characterised answers to a previous question. The concern was much more with the fact that pupils were trusted to work alone, expected to do it responsibly and that they were given the freedom to organise their own schedules.

A minority of 5.81% of respondents reported no change in the way that they were treated. This was not a convincing response. Replies varied from brusque remarks such as: "no change" to the rather unsure:

> "No, at least I do not think so." 349 m.

The even smaller category entitled <u>change, no reason</u>, contained responses which offered no information and which were biased or directed in no way at all.

Q.14(13): (a) <u>Do you have any special duties</u>
                <u>in school?</u>   YES/NO

         (b) <u>If your answer is YES, please</u>
              <u>say what you do</u>.

Response rate: (a) <u>Total   (461)   99.14%</u>

                     YES   (258)   55.48%

                     NO   (203)   43.66%

                     No answer   (4)   0.86%

              (b) <u>Total   (258)   55.48%</u>

                     No answer   (207)   44.52%

Categories: Specific duties (254)   54.62%

                  General duties   (4)   0.86%

                  No answer   (207)   44.52%

<u>Remarks related to the categories</u>:

The total response to part (b) of the question, 55.91%,

which corresponded exactly with the number cf affirmative

answers to part (a), was disappointing. This relatively low

response rate would seem to indicate, on the part of the pupils,

a lack of direct involvement in the running of the school.

There are, on the other hand, certain variables which

should be taken into account before any analysis of the

question commences. Some schools did not appoint specific

people as prefects; it was accepted in theory that all

members of the Sixth Form were prefects. In other cases,

only people in the Upper Sixth had been given prefectorial status;

yet again, a select group was honoured in such a way. From the

pattern of responses provided by a particular school, it was

evident that, in proportion, a large number of pupils was

given special status in the Library; some schools had house

systems and the relevant hierarchy; others had no houses.

There were opportunities for some to be pupil representatives on the Governing Body, or to be members of the School Council. The possibilities and combinations were numerous.

However, of the 54.62% of pupils engaged in <u>specific duties</u>, over one-third had prefectorial status. The majority of prefects performed general duties within their specific category, but a small proportion took care of junior forms. The degree of involvement was, in some cases, apparent from the amount of detail provided.

> "I am a prefect for a first year form. This duty involved collecting dinner-money, helping in form assemblies, arranging activities such as parties, coffee mornings, Christmas Markets, etc." 240 f.

Remarks from boys were usually more to the point:

> "Member of 6th Form Committee - Treasurer of History Society." 201 m.

> "Doing prefect duties." 419 m.

Male prefectorial duties, or "prefecting", as it was often called, were frequently associated with sport. One school (a girls' school) had "stewards" rather than prefects.

Although the numbers actively involved in school duties were disappointing, these respondents who were occupied were invariably committed to several areas of duty.

Q.15(14): (a) <u>Do you find as a Sixth Former that you are</u>
<u>obliged to exert any kind of authority?</u>   YES/NO

(b) <u>If your answer is YES, please explain what you do.</u>

<u>Response rate:</u> (a) Total   (460)   98.92%

YES   (248)   53.33%

NO   (212)   45.60%

No answer   (5)   1.08%

(b) Total   (248)   53.33%

No answer   (217)   46.67%

<u>Categories:</u>   Attitudes to lower school   (130)   27.96%

Duties   (108)   23.23%

Negative statements   (10)   2.15%

Miscellaneous   (0)   0

No answer   (217)   46.67%

<u>Remarks related to the categories:</u>

Over half of the responses to this question (52.42%) fell
into the category <u>attitudes to lower school</u>. Remarks in this
category were distinct from the second category <u>duties</u>, into
which 43.55% of responses fell.

In the first category, respondents were concerned with the way
they thought about juniors rather than the way in which they treated
them. References were made to acts of intervention - preventing
fights, having authority to speak to miscreants and so on - but
specific action taken was a topic confined to the second category.

The majority of responses in <u>attitudes to lower school</u> was
devoted to the setting of an example and was connected with
behaviour (52.31%). In connection with this question in general,
more frequent reference was made - explicitly or implicitly - to
setting an example than to precise or definite acts of authority.

"... I feel juniors look up to 6th formers ∴ we must
set an example."   298 f.

There was an awareness of a sense of responsibility towards
juniors and a concern for order and right conduct. A minority

of respondents did not see the setting of an example as an

important feature of relationships with juniors. These

respondents made comments such as: "... only in setting an

example". Other respondents were loth to exercise authority:

> "I feel that I am obliged to exert authority but for
> many minor things I don't as I hate sixth formers
> telling me to stop doing things which are quite
> harmless ..."   442 f.

Of the numbers mentioning setting an example, about

half stated that they would talk with juniors in order to

help and to explain the necessity for good behaviour.

11.54% of respondents said that they exerted authority

over juniors in a "general" way; a further 9.23% actually

used the work "authority" in their replies.

There was a wider variety of response in relation to the

second category, duties, which followed not far behind the

first with a response rate of 23.23%.

Over 64.81% of pupils said that they were prefects, the

number corresponding with those relating to the same point in

the previous question. Respondents were specific about duties.

23.29% of prefects were on duty during lunch or break periods.

> "Prefect duties are organised to keep order throughout
> the school during break and dinner."   145 f.

Exercising authority was common at these times, in connection

with queues or "patrolling". A minority was obliged:

> "To stop any bullying."   214 f.

There was a certain amount of confusion about the difference

between doing a duty and the exerting of authority. A number

of respondents merely stated what a duty involved. Examples

of this are:

> "I can give lines and an offence slip to anyone I see
> breaking school rules, etc."   172 m.

"Prefects duty involves, in my case, checking that
other prefects on duty on Friday's are doing their
duty and I help if a particular part of the school
is a bit rowdy."   130 m.

The responses in the third category, <u>negative statements</u>,
offered no extra information but merely re-stated in a different
way the original "no" of part (a) of the question.

Q.1.6(15): Which personal standards or values are
         considered to be most important in your school?

Response rate: (423) 90.97%

Categories: | Presentation of self | (238) | 51.18% |
|---|---|---|
| Particular values | (107) | 23.01% |
| Work | (71) | 15.27% |
| Miscellaneous | (5) | 1.08% |
| All-round | (2) | 0.43% |
| No answer | (42) | 9.03% |

Remarks related to the categories:

This question produced an interesting set of responses
which proved even more enlightening when they were compared
with replies to the subsequent question.

Over half (51.18%) of the total responses was related to
the category <u>presentation of self</u>. This covered all aspects
connected with the kind of impression made by the individual,
presentation to the outside world being very important. Concepts
of politeness and good conduct will be seen to feature in the
second category, <u>particular values</u>. There, they relate to the
inner self. They are considered to be relevant to the first
category whenever they are a part of the total image presented
to the outside world. Where appearance in a general sense is
not of primary importance and where qualities or concepts are
valued for their own particular worth, they are classified in
the second category.

The difference in such a use of concepts may be illustrated
in the following way:

> "Self respect, how you conduct yourself in public, and
> to be aware that other people are around you that you
> should show respect to."   121 f.

This response was seen to fall into category one, because the emphasis is on the public image. The remark:

"Probably good behaviour and co-operation with others to form a happy-working team." 436 m.

demonstrates the intrinsic value of good behaviour.

The most frequently raised topic in the first category was referred to variously as "dress", "appearance" and "uniform". Some respondents devoted the entire reply to this subject.

"Dress + behaviour, i.e. no scruffy jeans or teashirts."
340 f.

"Dress seems to be very important to the reputation of a school. We have to be smart and clean but do not wear a uniform as sixth formers." 338 f.

If the category were to be sub-divided under the headings:

(a) Personal presentation - Outer

(b) Personal presentation - Inner

an analysis might be made as below:

Outer		Inner	
Dress	15.13%	Honesty	10.5%
Name of school	15.13%	Discipline	7.98%
Uniform	8.82%	Respect	5.88%
Tidiness	7.14%	Behaviour*	5.46%
Cleanliness	2.94%	Manners	4.62%
		Common sense	2.10%

The remaining 10.08% comprises isolated references to truth, community spirit and school rules.

Other responses in the same category stressed several aspects of standards and values. They were included because the ultimate emphasis was on the outward impression made on others by the individual.

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* This aspect was included here because, although it may be argued that it is manifest as an outward and visible sign, the result is motivated from within.

"Personal appearance, Tidiness, Acedemic results."
                                          175 m.

"Uniform is considered to be quite important,
 discipline in attending lessons, and Punctuality.
 Respect for teachers ..."   40 f.

"School honour seems to be on the increase. To get
 the school a bad name was always bad, but somehow it now
 seems cardinal."   103 m.

The second category, <u>particular values</u>, was less than

half the size of the first, with 25.3% responses. These

covered a wide variety of topics, several being mentioned

too infrequently to merit comment. Of the major values,

honesty (30.84%) was most often quoted. Sometimes it was

mentioned with other values, but invariably it headed the list.

"Honesty, Working with as much effort as possible
 towards obtaining your exams."   286 f.

"Honesty, responsibility and common sense."   416 f.

Respect was referred to in a total of 19.63% responses;

truth and equality each figured in 6.54%. The remainder,

freedom, self-discipline, relationships, common sense and

behaviour were mentioned by a minority of respondents with

more or less equal popularity.

The third category, <u>work</u>, accounted for 15.27% of the

responses. 66.2% contained references merely to work and the

necessity for application or hard work.

"High standard of work from all pupils." 216 f.

"Necessity of working hard."   191 m.

9.86% specified the ability to work alone, and a further

8.45% referred to working towards examinations.

"Work and attitude towards it. And your exam. work."
                                          368 m.

It will be observed from the list of categories arising

from the responses to this question that a very small proportion

of responses came under the headings miscellaneous and all-round. Two responses in particular evoke some sympathy; the latter is rather telling:

"I do not know, I wish I did."   74 m.

"No idea - the ones that I consider most
 important maybe aren't the ones the school
 would think most important. (A hard question!)"
                                57 f.

Q.17(16): If you were establishing a school of your own, which personal standards or values would you think most important in your school?

Response rate: (425) 91.4%

Categories:

Particular values	(253)	54.41%
Presentation of self	(109)	23.44%
Work	(54)	11.61%
Miscellaneous	(9)	1.94%
All-round	(0)	0
No answer	(40)	8.6%

Remarks related to the categories:

The category, particular values, had 54.41% of responses, over half the total. The second category had fewer than half the number of the first category; presentation of self had 23.44% responses.

The majority category was wide in the area it covered. It contained two large sections. Most popular was respect, with 20.16% of responses devoted to it.

> "I would consider respect for the individual and personal freedom the most important values."
> 410 f.

> "Respect for other people. Helpfull and friendly attitude." 353 m.

15.81% of respondents cited honesty as the most important standard or value. Relationships, with 11.07% and discipline with a 10.28% response rate received an almost equal number of responses, which was interesting because the one was connected with people and the other with order and obedience to rules. A word which figured frequently in the consideration of relationships was "communication".

> "I think that people should be encouraged to communicate, there are so many interests in the sixth and if one cannot communicate now amongst friends it is going to be most difficult later." 95 f.

There was an encouraging tendency for respondents to take a more total view than one might have expected.

"Consideration for other people."   274 f.

Inevitably there was acknowledgement of a need for order. The kind of discipline to which reference was made could be seen to fall into two groups: general order and self-discipline. Some respondents were more rigid in outlook than others:

"Discipline, respect, uniform (compulsory for everyone)."
                                        26 f.

- this response indicates the way in which several concepts or values may be mentioned and shows, too, that in spite of number and variety, they all point in the same direction.

> "Keeping the rules laid down by the school, working
> hard during school time so that education is not
> wasted. Respect for the teachers. Good examination
> results." 293 f.

There was a certain terseness about some of the replies. The general concern for discipline was more in evidence than the individual move towards self-discipline, but there were examples of the latter:

> "I think self discipline. For with that comes obediance
> to authority and in education, obediance generally brings
> success."   160 m.

A characteristic of many responses was that the writers were in no doubt about what they felt. Reasons for choice were frequently given, and there was an orderly approach to the answers to the questions reflected in the methical way in which points were listed. They demonstrated an independence of spirit, which, because it was substantiated by thought and common sense, was most encouraging.

Freedom, behaviour and consideration of the special nature of the teacher/pupil relationships were further topics raised, although these were not commented on at great length.

When all the more significant aspects of emportant standards and values had been assessed, there still remained 23.72% unaccounted for. This question provoked very varied answers and there was a significant majority of unclassifiable, isolated examples which made up the large miscellany in category one, for example, common sense, responsibility, happiness, Christianity, diligence, loyalty, individuality - all received acknowledgement.

Q.O*(17): (a) <u>Are there any aspects of Sixth Form life
you would like to be changed?</u>   YES/NO

        (b) <u>Please explain your answer</u>.

Response rate: (a) <u>Total   (435)   93.55%</u>

	YES	(323)	69.46%
	NO	(112)	24.09%
	No answer	(30)	6.45%
(b)	<u>Total</u>	(385)	<u>82.80%</u>
	No answer	(80)	17.20%

<u>Categories</u>:

More responsibility	(155)	33.33%
Work	(72)	15.48%
Same	(57)	12.26%
Facilities	(50)	10.75%
Miscellaneous	(21)	4.52%
Relationships	(15)	3.23%
Future	(15)	3.23%
No answer	(80)	17.20%

<u>Remarks related to the categories</u>:

Significant aspects emerge in connection with the ordering of categories within the list above. The category <u>relationships</u>, is predictably low on the list, in view of the fact that so many respondents in previous questions commented on improved staff/pupil relationships. Only 12.26% of respondents would wish aspects of Sixth Form life to remain the <u>same</u>.

Just over one-third of the respondents opted for <u>more</u> <u>responsibility</u> in the Sixth Form. The vast majority of respondents requested responsibility in a personal sense.

> "When a pupil has a free lesson or is free all afternoon and wants to go home to work or waste his time, he should be allowed to. It should be left up to the pupil entirely how he uses his spare time and teachers should not dictate in this way by not allowing him to leave school in free time." 68 f.

* This question was not included in Survey One, (see p.220).

Free time, or private study time, was a privilege valued and commented on by a majority in relation to other questions also. It is evident that Sixth Formers require total freedom and do not want freedom curbed in any way. Behind this request would seem to be the sense of consistency and desire for fairness shown elsewhere in comments relating to other questions. Some respondents wished to be allowed to miss specific lessons.

> "A little more responsibility given to 6th. formers in
> that they can miss a lesson or two of general studies
> to do work if they have a lot more than can cope with."
>   449 f.

Such a response indicates the significance accorded to 'A' level work and the lack of importance and seriousness so often given to minority subjects.

Issues were raised in connection with responsibility and status. Responses such as the one below appear to be characterised by a particular degree of personal involvement motivated, it may be speculated, by some personal grievance or specific incident.

> "The wearing of uniforms for sixth formers is unnecessary
> in my view. People lower in the school will not resent
> this not happening to them because they should realise
> sixth formers are at school by their own free will and
> therefore must be treated as adults." 43 f.

Not surprisingly, comments about uniform and appearance came invariably from girls. Boys mentioned it in passing; those girls who commented on it usually made it an issue of some importance.

Involvement in school affairs was also referred to:

> "More involvement in running of school."   7 f.

> "I think pupils should be allowed to be more involved
> with some parts of the running of the school. This
> allows the chance to give pupils independance, and,
> shows them a little of the responsibilities that one
> takes on after the sixth form." 185 f.

The second category, <u>work</u>, provoked far fewer responses (15.48%). Most of the responses related to the volume of work and the way in which it was distributed:

> "Amount and regularity of homework. I would like
> to know exactly how much and at exactly which point
> in the week I will be getting work to do. This I
> am afraid cannot be organised exactly, but it would
> allow me to organise my own life better." 328 f.

Some respondents wanted freedom to work out of school, not because they disliked restrictions but because "it is much easier to work and revise at home".

Just over one-tenth of the respondents (12.26%) did not wish to change anything about Sixth Form life. The majority was non-committal, but a few respondents were very positive about their feelings, advocating no change because they were, like this girl, well satisfied:

> "... I would recommend 6th form to anyone, I feel
> so much more mature now than 2 years ago ..."
> 397 f.

Another was philosophical about the situation in which she found herself:

> "With this amount of freedom one is still tied to
> work and duties but with, say, more free periods or
> less responsibility, too much freedom would be gained
> and so a different attitude, i.e. lax, would prevail."
> 89 f.

The category <u>facilities</u> came fourth in the ratings. These included provisions made in an administrative way or in a material way. Timetabling was put into the same category as provision for a Sixth Form common room, for example. This was done on the grounds that a certain kind of facility made it possible for the respondents to do things of an academic nature, and a Sixth Form common room or coffee machines and kettles allowed respondents to take part in social activities.

of comments which related to material considerations.

> "The facilities. I would have liked a better sixth
> form studies area. The uniform still obligatory in
> the lower 6th." 154 m.

Two respondents only anticipated the proposal of the

Secretary of State for Education (1978) to pay Sixth Formers:

> "I think that it would be a good idea of Sixth-formers
> were given a grant - books could be bought and the
> parents could be given some money - just as if the
> sixth-formers had a job." 124 m.

The following is a comment typical of remarks about time-

tabling:

> "Yes. The lessons should be more concentrated to
> enable you to take a full day off." 147 f.

The category <u>miscellaneous</u> had a minority response of

4.52%. It covered in scope, distribution of duties, position

of the Sixth Form in relation to the rest of the school,

activities, and questions of educational policy. The two

following examples are typical responses:

> "I would prefer to be part of the school as a whole
> rather than just the sixth form. I also think more
> emphasis should be placed on artistic qualities and
> unusual abilities." 381 f.

> "I would prefer to have more activities with members of
> the School from year 5 downwards - at the moment they
> only ever aim footballs at us." 336 f.

The categories <u>relationships</u> and <u>future</u> received an equal

amount of attention: 3.23%, the former receiving as little

attention as one might expect. From responses to previous

questions in which respondents commented enthusiastically on

the improved nature of staff/pupil relationships, it was

assumed that this was an area in which little, if any, change would

be demanded. It will be obvious that the single quotation here

supplied, although representing the trend in this particular

section, in no way reflects the general movement of responses to

questions:

"Maybe it would be better if life in the sixth form
were not so relaxed, but just a little bit more effort
and strictness from the staff to push us on to higher
standards of academic achievement." 110 f.

One respondent whose remarks fell into the category,

future, wrote at great length to complain of discrimination

against female members of the Sixth Form in connection with

careers:

"... in careers talks, films, interviews. The emphasis
is placed on careers for boys & girls are usually left
to themselves. This applies especially to the 5th form
where pupils are thinking of leaving after 'O' levels."
57 f.

CHAPTER 6

SURVEYS   ONE   AND   TWO – A   COMPARISON

This chapter compares the results of Survey One with Survey Two, basing conclusions upon the order of categories established in Survey One. It deals with the questions consecutively and remarks are divided into two parts.
Part I contains, in each case:

    (i)   comments related to significant aspects of numbers responding.

    (ii) a table to show the difference in percentages in categories between Survey One and Survey Two.

Part II covers remarks and conclusions pertaining to categories in various ways.

The final section of the chapter offers conclusions about attitudes as they arise, question by question, and a series of brief observations concerning the responses to the two surveys.

Q.7(6):   What do you hope to do when you leave the Sixth Form?

The results of responses to this question showed that the order of categories remained the same.

Part I: There was a greater proportion of respondents wishing to follow courses in further education in Survey Two than in Survey One;   the majority difference was 12.56%. By contrast, the number of respondents wishing to undergo further training in Survey Two had fallen by 8.47%, from 24.17% to 15.70%.

Table 1

Table to show the difference in percentages in categories between Survey One and Survey Two, with reference to Q.7(6)

	1	2
Further Education	51.53	64.09
Further Training	24.17	15.70
Employment	15.46	15.48
Don't know	5.77	3.66
Miscellaneous	1.72	0.65

Part II: In Survey Two, the number of Sixth Formers indicating that they wished to go to university had increased by 31.19%, from 52.03% to 83.22%, but respondents were less specific in Survey Two than in Survey One about the subjects they wished to read.

Responses in both cases reflected:

(i)   the breadth of career structure available

(ii) a marked degree of assurance on the part of the respondents about what they expected the immediate future to offer.

It is significant that so large a majority sees itself doing work which involves some further training.

Q.8(7):   (a) <u>Do you think that your Sixth Form studies might be of help in your chosen career?</u>   YES/NO

(b) <u>Please explain your answer.</u>

The results of responses to this question showed that the order of categories remained the same.

Part I: The number of responses in the first category, <u>qualifications</u>, fell by 19.04%, whereas the number of responses in the second category, <u>generally</u>, rose by 12.23%.

In each case, in the first three categories, responses totalled over 90%:

in Survey One, 95.22% responses were distributed amongst the three categories;

in Survey Two, 92.47% responses were distributed amongst the three categories.

There was a higher proportion of responses in the category <u>no reason</u> in Survey Two than in Survey One.

<u>Table 2</u>

<u>Table to show the differences in percentages in categories between Survey One and Survey Two, with reference to Q.8(7)</u>

	1	2
Qualifications	89.58	70.54
Generally	2.82	15.05
No Reason (negative)	2.82	6.88
Don't know	0.49	2.37
Miscellaneous	0.37	2.15

Part II: The response rates to part (b) of this question
were both high, being almost equal: Survey One, 96.07%;
Survey Two, 96.99%.

It is significant that, even when they are taken together,
the first two categories of Survey Two (85.59% in total)
do not add up to the majority number of responses in
the first category of Survey One (89.58%). This could
suggest that, by the time the second questionnaire was
administered, respondents were not as pre-occupied with
the need for qualifications.

The pressure of work, is however, seen still to be felt
to the same extent in Survey Two as in Survey One.
Reference to Q.11(10) shows that the category work
pressures came first in the list with 41.71%, the pattern
being repeated in Q.11(10) Survey Two with a response
rate of 41.08%.

The overwhelming picture presented by replies to this
question shows that:

(i)   respondents see Sixth Form studies as a means to
      an end, and

(ii) they make reference almost entirely to 'A' Level
      subjects. Where general subjects are mentioned,
      they are assessed according to the relevance that
      they have to qualifications or to securing jobs.

Q.9(8): (a) <u>Do you think that your time in the Sixth Form should influence your own personal development?</u>   YES/NO

(b) Please explain your answer.

The results of responses to this question showed that the order of categories had changed.

Part I: <u>Acquisition of knowledge</u> was the most popular category in both surveys, with an almost equal proportion of responses.

The most significant change was that the category <u>relationships with adults</u> moved from second place in Survey One to fourth place in Survey Two.

A smaller number of respondents in Survey Two - 3.01% - than in Survey One considered that their time in the Sixth Form would be of no help. This represented a difference of 5.58%.

<u>Table 3</u>

<u>Table to show the difference in categories and percentages between Survey One and Survey Two, with reference to Q.9(8)</u>

	1		2
Acquisition of Knowledge	54.48	Acquisition of Knowledge	55.27
Future and Work	17.18	Relationships with Adults	12.26
No Help	8.59		
		Future and Work	10.11
Relationships with Adults	5.40	Don't Know	8.39
Miscellaneous (affirmative)	2.70	No Help	3.01
		Miscellaneous (negative)	1.72
Miscellaneous (negative)	1.10		
		Miscellaneous (affirmative)	0.86
Don't Know	0.61		

Part II: It was evident that in considering <u>acquisition of</u>

<u>knowledge</u> to be the most popular category and in giving to

it a very similar number of responses in each case,

respondents were concerned with their attitudes evoked

and fostered by the way in which they worked.

Notions of freedom and responsibility received comment

particularly in Survey One. Responses to Survey Two

were characterised by an awareness that study helped to

develop self-discipline and more mature attitudes.

These conclusions provide a natural continuation of

responses to Q.9(8) in Survey One. These show that

respondents had frequently indicated that time in the

Sixth Form would help them to deal with what they

hoped was movement towards maturity. Many respondents

stated either directly or implicitly that they felt

themselves to be undergoing personal change; respondents

to Survey Two spoke from the more assured position of

having undergone the change.

Q.10(9): Which aspect(s) of being in the Sixth Form do you
enjoy most, and why?

The results of responses to this question showed that the order

of categories had changed.

Part I: The first category arising out of the responses in

Survey One was ways Sixth Formers are treated. This

took second place in Survey Two.

In Survey One, ways Sixth Formers spend their time had

fallen in fourth place. In Survey Two, it was the

most popular category with an increase in its previous

position of 28.50%.

Table 4

Table to show the difference in categories
and percentages between Survey One and
Survey Two, with reference to Q.10(9)

	1		2
Ways Sixth Formers are Treated	37.06	Ways Sixth Formers Spend Time	39.79
Ways Sixth Formers Work	26.87	Ways Sixth Formers are Treated	33.33
Ways School Organised	18.65	Ways Sixth Formers Work	13.76
Ways Sixth Formers Spend Time	11.29	Ways School Organised	10.75
Miscellaneous	4.66	Miscellaneous	0.43

Part II: Although ways Sixth Formers are treated, the first

category emerging from responses to Q.10(9) Survey One,

and the second category emerging from responses to

Q.10(9) Survey Two, dealt specifically with relationships,

there was a concern with this issue throughout the

response range. This was the case in the category

ways Sixth Formers spend their time in Q.10(9).

It may well be that the fact of being treated in a

different way by members of staff remains something of

a novelty to people in the First Year Sixth.

The notion of freedom emerged in a significant way in

this question as well as in responses to the previous

question. Freedom covered relationships, work and

spare time activity, whether academic or social. The

extent to which the freedom was valued was quite evident;

respondents were aware of privilege and valued it.

There is evidence that only 2.58% respondents (see

chapter* dealing with Survey Two, Q.10(9)) in Survey Two

made reference to equality in relationships with members

of staff.

Respondents answered in a serious way concerning their

attitudes to work. Whereas comments in Survey One

dealt largely with homework and organisation of lessons,

responses to Survey Two devoted more time (48.44%) to

studying subjects of their own choice. The increased

depth of study was apparent in Survey Two.

The breadth of topics covered in Survey Two was wider

than in Survey One in relation to the ways the school

is organised.

On the whole, responses to Survey Two indicated a greater

depth of approach and an increase in understanding.

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* Chapter 5, p.131.

Q.11(10):   Which aspect(s) of being in the Sixth Form do
            you enjoy least, and why?

The results of responses to this question showed that the order

of categories had changed.

Part I: The first category in each survey remained the same

          with virtually the same number of responses.

          The categories social pressures and responsibility

          pressures had changed places from second and third

          respectively in Survey One, to third and second in

          Survey Two.

          The category external pressures rose from sixth place

          in Survey One to fourth place in Survey Two.

Table 5

Table to show the difference in categories
and percentages between Survey One and
Survey Two, with reference to Q.11(10)

	1		2
Work Pressures	41.71	Work Pressures	41.08
Social Pressures	16.20	Responsibility Pressures	19.14
Responsibility Pressures	11.78	Social Pressures	15.70
None	6.63	External Pressures	7.31
Miscellaneous	5.40	None	4.52
External Pressures	3.44	Miscellaneous	3.66
Don't Know	0.49	Don't Know	0

Part II: It was significant that, in view of the pressing need

          for qualifications demonstrated in responses to Q.8(7),

          the category work pressures was not higher or lower in

          number. It would seem logical to assume that a pre-

          occupation with qualifications would lead either:

(a) to a desire for work which should, therefore,

   lessen any pressure, or

(b) to a significant increase in pressure because

   of the dependence on qualifications.

However, the fact that work provoked in general such
a lot of comment, much of it in a very full way, is
significant in itself.

Ideas about responsibility in responses to Survey Two
were much more clear-cut than in Survey One, where
respondents were presumably feeling their way. One
implication which may be drawn from this is that
Sixth Formers are left to their own devices. Perhaps
it is necessary for them to be helped and directed in
their understanding of what responsibility entails.
In Survey One, there appeared to be some tension created
by the improved relationships with members of staff in
connection with the behaviour and conduct which the
staff expected of Sixth Formers.
This tension was not as apparent in Survey Two, where
friction within the Sixth Form itself was mentioned
by over 30% of respondents. This pattern was somewhat
unexpected. It could reasonably have been anticipated
that "the people doing resits" who were described as
"rather ignorant and disturbing", might have left by the
Second Year Sixth. This was evidently not the case.
It will be apparent that there was considerable tension
demonstrated in the responses to this question.

Table 6

Table to show the difference in categories and percentages between Survey One and Survey Two, with reference to Q.12(11)

	1		2
i) No Change	36.69	Better	30.97
Change (no improvement)	23.93	No Change	28.60
Better	20.86	Change (no improvement)	24.30
Worse	3.80	Worse	1.72
Don't Know	0.37	Don't Know	O
No Answer	14.36	No Answer	14.41
Total Change	48.59	Total Change	56.99
ii) Better	65.89	Better	78.28
No Change	20.98	No Change	11.18
Change (no improvement)	3.44	Change (no improvement)	4.95
Worse	0.74	Worse	O
Don't Know	0.12	Don't Know	O
No Answer	8.83	No Answer	5.59
Total Change	70.07	Total Change	83.23
iii) No Change	48.83	Better	38.71
Better	21.96	No Change	34.62
Change (no improvement)	2.94	Change (no improvement)	3.23
Worse	0.98	Worse	1.08
Don't Know	O	Don't Know	0.65
No Answer	25.28	No Answer	21.72
Total Change	25.88	Total Change	43.02
iv) No Change	34.23	Better	48.82
Better	11.17	No Change	11.61
Change (no improvement)	9.45	Change (no improvement)	7.53
Worse	2.09	Don't Know	0.65
Don't Know	0.74	Worse	O
No Answer	42.33	No Answer	31.40
Total Change	22.71	Total Change	56.35

Q.12(11):   (a) <u>Is your behaviour towards others any different now that you are in the Sixth Form?</u>

(b) <u>Please explain your answers</u>.

    (i)   towards juniors   YES/NO

    (ii)   towards members of staff   YES/NO

    (iii) towards members of your
           own age group   YES/NO

    (iv)   towards others/generally   YES/NO

(Note: In Survey Two, (iv) was amended to "generally".)

Part I(a): Overall Comments

In Survey One, three-quarters of the lists record <u>no change</u> as being the most popular category. One quarter records that respondents were treated in a better way, with a majority of 44.91% over the next category, <u>no change</u>, in the same list.

In Survey Two, all four lists show that the category <u>better</u> is the most popular.

The most significant majority is recorded in Section (ii) of Survey Two. The first category, <u>better</u>, with a response rate of 78.28% is greater by 67.1% than the second category, <u>no change</u>.

The greatest degree of change is found in Survey Two, where the <u>total change</u> is seen, in Section (ii), to be 83.23%. The smallest degree of change is found in Survey One, where the <u>total change</u> is seen in Section (iv) to be 22.71%.

Part I(b): Comments Section by Section

(i)   <u>Juniors</u>

The results of responses to this question showed that the order of categories had changed.

In Survey One, the category <u>better</u> took third place.

In Survey Two, there was a difference of only 2.37% between the first category, <u>better</u>, and the second category,

<u>no change</u>. The difference in the total change between
Survey One and Survey Two was 8.4%.

(ii) <u>Members of Staff</u>

The results of responses to this question showed
no change in the order of categories.

In each case the manority of responses fell into the
first category:

Survey One - 65.89%;   Survey Two - 78.28%.
In each case, fewer than 5% of responses qualified for
the third category, <u>change, no improvement</u>. In each case,
fewer than 1% of responses qualified for the fourth category,
<u>worse</u>.

Survey Two had a higher <u>total change</u> rate than
Survey One, the difference being 13.16%. There was a
high <u>total change</u> rate in each case:

Survey One - 70.07%;   Survey Two - 83.23%.

(iii) <u>Members of Own Age Group</u>

The results of responses to this question showed that
the order of categories had changed.

Inconsistency was demonstrated in the pattern between
the categories <u>no change</u> and <u>better</u>. In Survey One, there
was a difference of 26.87% between <u>no change</u>, the first
category and <u>better</u>, the second category. In Survey Two,
there was a difference of 4.09% between <u>better</u>, the first
category, and <u>no change</u>, the second category.

There was little significant difference between the
two categories <u>change, no improvement</u>, both of which were
in third place.

There was an increase of 17.20% in the <u>total change</u>
between Survey One and Survey Two.

(iv) Others/Generally

The results of responses to this question showed that the order of categories had changed.

The category better moved from second place in Survey One, with a total of 11.17% responses, to first place in Survey Two with a total of 48.82% responses. This represents an increase of 37.65%.

There was a difference in the total change of 33.54% from Survey One to Survey Two.

Part II:

In each case, attitudes to staff were significantly improved. The repeated emphasis in Survey One was on the nature of an improved adult relationship, whereas responses to Survey One concentrated on the friendship aspect of relationships.

Survey One's responses were characterised by a more concrete approach than those to Survey Two, which were more abstract in composition. In the first case, respondents frequently cited specific examples, referring to particular members of staff. In the second case, respondents were not as explicit but were more general in the nature and content of their responses.

Survey One was characterised by something of surprise or hesitation on the part of Sixth Formers. The responses to Survey Two implied that Sixth Formers had accepted the improved relationships and the element of surprise was absent.

The pattern represented in Section (iii), Survey One, was repeated in Survey Two. Respondents indicated the same attitude towards members of their own age group. In many responses, an air of irritation was apparent, connected largely with the fact that because they and their contemporaries were

essentially the same people, the attitudes of neither could have altered. The irritation reflected the fact that this question was a waste of their time. This was one respect in which respondents demonstrated a lack of maturity not characteristic generally and not found elsewhere.

The category order in relation to attitudes to juniors changed somewhat. In spite of the fact that better became the first category in Survey Two, having been third in Survey One, it contained 5.72% fewer responses than the first category no change in Survey One.

Responses in connection with juniors demonstrated generally a concern and a caring which showed, in both surveys, an encouraging degree of thought for others. The concern was frequently manifest in the way in which Sixth Formers set an example and also in the way that they intervened in disputes. It was reported that acts of authority were accompanied or preceded by sensible thought.

A different wording of Section (iv) in Survey Two appeared to yield better results, respondents writing with greater frequency and a greater degree of confidence.

Q.13(12): Are you treated any differently from the
way you were treated earlier in your school
career now that you are in the Sixth Form?

The results of responses to this question showed that the

order of categories remained the same.

Part I:

In each case, the category by others carried a considerable

majority, with a response rate of 75.34% in Survey One, and

80.65% in Survey Two.

No category varied by much more than 5% from one survey

to the next.

Table 7

Table to show the difference in categories
and percentages between Survey One and
Survey Two, with reference to Q.13(12)

	1	2
By Others	75.34	80.65
In Work	11.04	7.31
No Change	6.38	5.81
Change, no reason	2.70	1.29
Miscellaneous	2.33	2.58

Part II:

The responses to this question were, on the whole, in

both cases, more clear and direct than those to the previous

question. The reason for this may lie in the wording. In

Q.12(11), the emphasis was on the behaviour of the Sixth Formers

themselves. In this case, emphasis was directed to the way that

others behaved towards Sixth Formers. There was a common

misinterpretation of Q.12(11). It was that respondents inverted

the emphases. Responses to Q.13(12) indicated:

(a)   that the question had not been misinterpreted, and
      would also appear to imply

(b)   that the main concern of Sixth Formers was with the
      way people treated them.

There is evidence in responses to Q.12(11) to support (b).

It is further apparent that it is relationships with
which the majority of respondents is preoccupied.

The degree of suspicion - admittedly limited - evident
in responses to Survey One, had disappeared. Responses to
Survey Two were characterised by references to respect and
freedom, once more demonstrating a sense of confidence or an
assurance about these improved relationships. In no case was
there any evidence whatsoever to suggest that respondents took
advantage of or took for granted the relationship between staff
and pupils. Rather, it was that a degree of reciprocal trust
developed.

A greater degree of maturity and discipline was evident in
their attitudes to work, something brought about because Sixth
Formers were concerned to fulfil the trust placed in them.

A minority of Sixth Formers recorded no change, which
further points to the positive, fruitful approach to their
interpretations of the behaviour of other people towards them
The quality of their responses demonstrates the way in which
the Sixth Formers reciprocate.

Q.14(13): (a) <u>Do you have any special duties in school?</u> YES/NO

(b) <u>If your answer is YES, please say what you do</u>.

The results of responses to this question showed no change in the order of categories.

Part I:

In each case, the vast majority of responses fell into the first category: <u>specific duties</u>, a far greater proportion in Survey One than in Survey Two.

The numbers making no response to the question were, in Survey One, 58.4%; in Survey Two, 44.52%.

<u>Table 8</u>

<u>Table to show the difference in categories and percentages between Survey One and Survey Two, with reference to Q.14(13)</u>

	1	2
Specific Duties	36.44	54.62
General Duties	3.69	0.86
Miscellaneous	1.47	0

Part II:

The pattern which emerged in both cases was anticipated, but the poor response rate was not. The number of respondents who did not reply and who appeared not to have any duties of any kind, was enlightening. It was just over half in Survey One, just under half in Survey Two.

The low response rate could have been due to two variables:

(i)   considerable apathy

(ii) the policy of the School.

It is difficult, on the basis of these variables, to draw any reliable conclusions. However, respondents generally provided adequate information, many boys giving the absolute minimum.

It was apparent from research conducted into other aspects of relationships with juniors (see Q.15(14), and Q.12(11), both Surveys) that there was a deep concern for matters which went beyond statutory duty.

Q.15(14):　(a) <u>Do you find, as a Sixth Former, that you are obliged to exert any kind of authority?</u>　　　YES/NO

　　　　　　 (b) <u>If your answer is YES, please explain what you do.</u>

The results of responses to this question showed that the order of categories had changed.

<u>Part I</u>:

　　　In second place in Survey One, the category <u>attitudes to lower school</u> emerged in first place in Survey Two.

　　　In each case, the numbers were fairly evenly divided between the first and second categories.

<div align="center">Table 9</div>

<div align="center"><u>Table to show the difference in categories and percentages between Survey One and Survey Two, with reference to Q.15(14)</u></div>

	1		2
Duties	22.21	Attitudes to Lower School	27.96
Attitudes to Lower School	21.60	Duties	23.23
Negative Statements	2.45	Negative Statements	2.15
Miscellaneous	0.25	Miscellaneous	0

<u>Part II</u>:

　　　Responses in both cases were significantly low. This corresponds with the fact that responses to Q.14(13) were also low. One could reasonably be expected to conclude that those not involved in duties would not be involved in exerting authority.

　　　The category <u>attitudes to lower school</u> was seen to be distinct from <u>duties</u> in that it covered areas where Sixth Formers

acted on their own initiative. The fact that in Survey Two, it took first place indicates a change. It suggests that Sixth Formers saw the need to act outside the requirements of duty and thus supports the point made in the concluding remarks about the previous question. It also throws doubt on the authority of the supposition made in the opening of Part II (above).

There was much concern with the setting of an example and being friendly and helpful towardsjuniors. This echoes the evidence arising from responses to Q.12(11) already commented on.

Respondents in Survey One were particularly concerned with the notion of justice. The distinction between <u>duties</u> and <u>attitudes</u> - that is, between what the respondents were required to do, and their reactions - was made perfectly clear in their comments.

Q.16(15):   What personal standards or values are considered
            to be most important in your school?

The results of responses to this question showed that the order
of categories had changed.

Part I:

In each case, presentation of self was the first category,
accounting for just over half the total number of responses.

The category particular values took second place in
Survey Two, with a substantially higher response rate - 8.9% -
than work, the second category in Survey One.

Although in moving from Survey One to Survey Two from
second to third place, the category work sustained only a slightly
increased number of responses: from 14.11% to 15.27%.

Table 10

Table to show the difference in categories
and percentages between Survey One and
Survey Two, with reference to Q.16(15)

	1		2
Presentation of Self	54.97	Presentation of Self	51.18
Work	14.11	Particular Values	23.01
Particular Values	11.78	Work	15.27
Miscellaneous	4.42	Miscellaneous	1.08
All-round	2.09	All-round	0.43

Part II:

The fact that presentation of self emerged so clearly in
each case as the largest category reveals something about the
schools as well as about the respondents. It shows that the
principal concern is with appearance, image and presentation,

and it is significant that an almost identical pattern is
evident in each survey.

The rise in importance of <u>particular values</u> from third
to second place, with a substantial increase in size, and the
fall of <u>work</u> from second to third place, albeit with similar
proportions, shows a change in attitude.

The attitude to work in general is ambivalent, as
reference to Q.11(10) in this chapter will substantiate.

The importance accorded to <u>particular values</u> is echoed
in responses to Q.17(16), Survey Two.

However, a clarity of thought and directness of approach
in the responses to this question demonstrate that Sixth
Formers are constructively critical in the way in which they
think about their schools.

In Survey One, there was certain confusion concerning
the possible ambiguity of "standards" and the relationship of
standards and values. Some respondents commented merely on
standards, highlighting cleanliness, for example.

Others commented on standards of behaviour, and on values
as a separate entity.

Others referred only to values - honesty, respect and
related concepts.

Q.17(16): <u>If you were establishing a school of your own, which personal standards or values would you think most important in your school?</u>

The results of responses to this question showed that the order of categories had changed.

Part I:

The category <u>particular values</u> moved from second position in Survey One to first place in Survey Two with the number of responses increasing to over half the total number, by 14.53%.

The category <u>presentation of self</u> moved to second place in Survey Two, increasing in size by 16.44%.

Maintaining the same position, the category <u>work</u> increased from 8.83% to 11.61%.

Table 11

Table to show the difference in categories and percentages between Survey One and Survey Two, with reference to Q.17(16)

	1		2
Presentation of Self	39.88	Particular Values	54.41
Particular Values	31.17	Presentation of Self	23.44
Work	8.83	Work	11.61
All-round	5.03	Miscellaneous	1.94
Miscellaneous	2.09	All-round	0

Part II:

The position of the category <u>particular values</u> accords with the pattern demonstrated in a previous question: Q.16(15). Respect and honesty were the two particular values mentioned most frequently in each survey, in connection with the present

question; concern for other people was an issue recurring
throughout both surveys.

The fact that the category <u>presentation of self</u> was accorded
more popularity in Survey One than in Survey Two was significant.
It points to a change in attitude, suggesting that attitudes
have moved from those connected with outward presentation to those
showing deeper concern. The degree of conceptual thought and
a significant absence of preoccupation with self (present also,
but to a lesser degree in Survey One) demonstrates examples of
Kohlberg's moral development, stages 4 and 4B and perhaps
stage 5. It shows a marked progress in the development of
attitudes.

Conclusions

Percentages having been recorded, category order evaluated and comparisons drawn, certain rather nebulous, yet very important, areas of the research remain to be considered. It is not easy to prove in an empirical sense the general trend of attitudes.

However, in the comparison of Survey One with Survey Two, distinctive characteristic attitudes were apparent, usually in relation to specific questions. It is possible, on the basis of an overall appraisal of responses, to delineate these more clearly. It must be stressed that the attitudes or tendencies are observed in a general sense and cannot be traced in a way which allows them to be quantified. Emphasis has been placed throughout the duration of the two surveys upon the fact that the area of Sixth Form attitudes under consideration is nebulous and far-reaching in the implications which may be drawn.

With this in mind, the following observations have been recorded as a result of the comparison made between Survey One and Survey Two.

(Note: It is apparent that several of the aspects covered below relate not only to the questions with which they have been identified, but also to others in a less particular sense. The attitudes or tendencies specified have been selected because they have been observed in direct connection with responses to the questions with which they have been aligned.)

Q.7(6): A sometimes impressive degree of assurance was evident in the way that respondents replied to this question. Responses were characterised by confidence. This at

times bordered on a tendency for the SixthFormers to take for granted the fact that they would be able to follow their chosen courses. Only a very small minority of respondents was hesitant or doubtful; similarly, comparatively few people did not know which direction a career might follow.

Q.8(7): A very distinct awareness of utilitarianism was what emerged from the responses to this question. Respondents were quite open about their reasons for being in the Sixth Form. They saw their courses as a means to an end; very few of them considered 'A' level to be of use generally and, even in that case, it was the utilitarian value which was stressed, and not any other aspect.

Q.9(8): Q.9(8) yielded responses which revealed, when the two surveys were compared, an increasing awareness of self-knowledge. Survey Two illustrated that considerable progress had been made in this respect. The increased confidence was not arrogance, rather, an awareness of having become more mature. This growth was frequently attributed to respondents having spent two years in the Sixth Form; sometimes it was accredited to the natural process of development.

Q.10(9): Responses to Q.10(9), in stating which aspect(s) of Sixth Form life were liked best, were characterised in both surveys, by a perceptiveness and a depth of understanding which was at times both surprising and encouraging.

Q.11(10): A considerable degree of tension was fostered by this question and connected generally with the topic of work

whenever it was raised. It was easy to discern the pressure created by the amount of work. The responses demonstrated the extent to.which Sixth Formers seemed to be torn in two different directions. They were almost defeated by the amount of work, yet they wanted to get through it in order to have the required qualifications.

Q.12(11): Q.12(11) well illustrates the variety and complexity of attitudes it is possible for an individual to hold. One person might have distinctly different attitudes towards different groups. Evidence provided by Survey Two pointed to the resolution of imbalance, and a greated degree of consistency was evident than after Survey One. This demonstrates the way in which an individual will strive for harmony, balance and congruity.

Q.13(12): A significant element of trust was apparent in the responses to Q.13(12). This was seen to be well-founded and it was obvious that respondents regarded it with enough confidence to be able to write convincingly about it. Their reactions were genuine and open, indicating that, in relationships, they would be able to reciprocate the positive feelings which they would recognise as being extended to them.

Q.14(13): This question allowed the researcher clearly to distinguish between those pupils who were involved in duties in school, and the rest, who appeared, according to their responses, to do nothing at all. It yielded the most negative set of responses in each survey. Although

it was a question based on the establishing of fact, and comparable with Q.7(6), it provided nothing like the degree of assurance to be found there.

Q.15(14):Responses to this question in Survey Two showed a progression beyond the rather discouraging negative of the previous question. They indicated a concern and an awareness which extended beyond the limits of duty and which considered the needs of the school and the needs of other people in a way which may be described as sensitive and selfless.

Q.16(15):An assurance similar to that by which Q.7(6) was characterised was a distinctive element in the responses to Q.16(15), which were written with clarity and directness This was the case in both surveys.

Q.17(16):The more matter-of-fact tone of the previous question contrasted with the concern shown once more.

An evaluation of the comparison made between Survey One and Survey Two reveals very positive and encouraging results. Apart from certain areas of confusion, tension or reluctance already outlined, and, perhaps, to be expected, there is an abundance of sensitivity and concern for others, of assurance and perceptiveness. These stem from an increased self-knowledge and a readiness to be receptive to what relationships have to offer, pointing to a deepening awareness and development of a variety of attitudes.

Observations Concerning the Responses

The responses to Survey One were in general characterised in three distinct ways. Firstly, a sense of unsureness, of insecurity was conveyed. This was apparent because of some tension. It was quite common for reference to be made to personal grievances. Sometimes, particular members of staff were mentioned; at other times, pupils new to the school from which they were writing (because of family removal or because they were obliged, owing to Local Authority re-organisation, to attend an Upper School after the Fifth Form) complained bitterly; other respondents claimed that they were not receiving fair treatment because they were less intelligent than their contemporaries.

Secondly, there was, in Survey One's responses, a preponderance of bad spelling ranging from someone who wished to improve his "ejucation" to others writing about qualities of "perseverence" and "independance". Sentence construction was poor and words were often omitted.

Thirdly, a significant majority of answers throughout was lacking in quantity.

The responses to Survey Two, although containing elements of the three aspects recorded above, were substantially different.

Fewer respondents reflected the insecurity and unsureness of the first survey. It was observed that several of the more discontented Sixth Formers did not complete the questionnaire in Survey Two. It may therefore be concluded that some of these people were of the number which left at the end of First Year Sixth.

Spelling in general was improved, together with sentence construction and handwriting. This would indicate that respondents felt more at ease and were less unsettled emotionally.

The answers in Survey Two were written in a more full way, demonstrating, on the part of the respondents, an ability to look beyond the question. Even the questions requiring more factual answers - Q.7(6) and Q.15(14) - provoked comments.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

This chapter draws together the findings of Survey One and Survey Two, and the comparisons made in Chapter 6. It has been divided into two parts, (a) and (b). Part (a) is further sub-divided.

(a)   <u>Conclusions</u>

    1. Main Areas:

        (i) negative aspects

        (ii) positive aspects

    2. General remarks about the Surveys

(b)   <u>Recommendations</u> (five points)

The chapter ends with a final statement concerning the research after the conclusions drawn and the recommendations made.

(a) <u>Conclusions</u>

1. <u>Main Areas</u>

Two aspects emerged in the main areas of the conclusions to be drawn. It was apparent that responses in general yielded attitudes and tendencies, some of which were <u>negative</u> and the majority of which were <u>positive</u>.

(i) <u>Negative</u>

This aspect of the responses, evident as a result of the comparison made between Survey One and Survey Two, was connected with work. An overwhelming majority of comments demonstrated resignation and determination simultaneously. The former indicated an abandoning of self to an inevitable fate and an acknowledgement of it; the latter demonstrated a single-minded intention of application. Such a curious combination created a marked degree of tension. Further evidence of the tension was in the previously reported ambivalent attitude to work. A preoccupation with the amount and frequency of work set characterised both Survey One and Survey Two. A majority of respondents believed Sixth Form courses to be of help in chosen careers, a majority wanted to gain qualifications but in reply to yet another question, a majority complained that work was a burden.

<u>Note 1</u>: Pleasure in work done increased from Survey One to Survey Two, and tension decreased, but by no means in proportion.

Note 2: This <u>negative</u> aspect of the responses covers a much smaller area than that covered by the <u>positive</u> aspect.

(ii) <u>Positive</u>

This aspect of the responses was evident as a result of the comparison made between Survey One and Survey Two and was associated with relationships.

Throughout the surveys, very positive attitudes were held by a majority of respondents in connection with relationships. It is possible to delineate certain qualities in this respect. The researcher detected a sense of personal assurance on the part of respondents, who, for their own part, frequently acknowledged a persistence in behaving in the way that they felt to be correct. This latter was closely connected with the setting of an example to juniors.

In their reporting of direct relationships with others, of whatever age, respondents showed a significant and encouraging degree of concern, care and imagination.

2. <u>General Remarks about the Surveys</u>

In order to qualify (i) and (ii) above, further comments are offered.

Firstly, it has already been stated that the intention of the research was not to make it primarily concerned with the academic nature of Sixth Form life, but to cover, in particular, the area of relationships. However, it is undeniably the fact that the question of work and attitudes to it presented problems for the respondents. Evidence

has been provided by researchers and writers to show
that members of the Sixth Form are no longer a privileged
class, an academic elite, yet the academic demands made
upon them have not been modified accordingly.

Secondly, with reference to the fact that the research
is concerned primarily with human relationships, there is
an overwhelming degree of goodwill and potential in this
area. There was evidence to show that respondents were
ready to communicate with juniors where the nature of
the school was such as to allow this. Further, the
respondents were concerned to set an example and to be
fair and reasonable in the use of authority.

Thirdly, there was in all respects a desire to do
well. This was distinctly more than a desire to please.
It was reflected in an independence of spirit more fully
developed in the Second Year Sixth, demonstrated in Survey
Two. This independence was acknowledged not only by the
researcher but also by the respondents themselves as being
evidence of increased maturity.

Fourthly, there was a general concern for what is
good, manifest in relationships in particular. In this
connection, frequent references were made to respect and
honesty. It was clear that, by the time they had almost
completed their first term in Second Year Sixth, respondents
had a finely developed sense of discrimination and were
able to evaluate and assess standards and values put before
them.

Fifthly, the evidence available substantiates the
significant aspects of the study of attitudes outlined in

Chapter 1. The action tendency, an integral component
of the concept "attitude" is manifest in the way in which
the Sixth Formers describe their behaviour towards others,
demonstrating the behavioural content of "attitude".
The cognitive aspect of the concept can be seen from
the way respondents make sense of their social environment,
from the relationships about which they are generally
articulate. An increased assurance, clearly apparent in
a comparison of the two surveys, indicates that individual
needs are more satisfied, that tension is reduced and that
the degree of dissonance is less. The complex nature of
the study of attitudes is reflected in the varied attitudes
which may simultaneously be held by an individual. The
effect, over a period of time, of attitude change is
highly relevant to the developmental aspect of attitudes
in relation to moral education. This is apparent in
connection with a recognised awareness of self-knowledge,
of vital importance in areas of moral concern.

Finally, it only remains to be said that the results
of the research are very encouraging. Attitudes are seen
to have developed in a most positive way, arising, it must
be added, not only from sound bases, but also coming to
positive fruition from less secure beginnings.

(b) Recommendations

On the basis of the present research and the
conclusions drawn above, it has become apparent that
there are specific recommendations which are felt to be
relevant and which, it is hoped, may be of value.

It is recommended, therefore:

1. that there be notice taken of the unfortunate pre-occupation with work which seems to dominate and impair the quality of the lives of the Sixth Formers;

2. that Sixth Form courses, of whatever content and to whatever purpose, be presented to pupils in such a way as to bring alive the positive, wholesome aspect of such work;

3. that the massive amount of goodwill be harnessed to yield more productive results to be of benefit to school and Sixth Former alike. This might be employed by involving Sixth Formers to a much greater degree in the administration and organisation carried out within schools, but in a supervised, guided way. This will be seen to be particularly relevant at a time when

   (a) greater numbers of pupils are following courses which are not 'A' level courses and which, therefore, do not make the traditional academic demands upon time and energies;

   (b) greater numbers of pupils hope to follow careers which span wider areas of experience and

   (c) society exercises a changing, stimulating influence over the lives of young people;

4. that greater consideration be given to the advisability of separating Sixth Formers from the rest of the school age group, bearing in mind that contact with and responsibility for juniors has been proved to be agreeable and beneficial to a majority of Sixth Formers taking part in the present research;

5. that everything possible be undertaken to foster and

   improve relationships because it is from that area that

   Sixth Formers have been seen to derive the greatest good.

Mary Warnock[1] holds that:

> Quality in education entails learning about
> something, as they say, 'in depth'.

That this is true must be evident to members of the teaching

profession concerned in a worthwhile sense about their work.

The present research has shown without doubt that people

in the 16 - 18 age group in a selection of schools and

circumstances can respond in a positive way to very ordinary

situations. To present patterns of excellence to one's

pupils, to extend them beyond ordinary situations is the only

way to move further towards positive results. It is obvious

that Sixth Formers must be faced with situations which continue

to challenge and stimulate and which do it in the very best

way possible if the potential peculiar to their age group is

to be realised.

In exhorting the people of Philippi to put into practice

what they have heard him say and do, St. Paul puts before them

a pattern of excellence which he knows by his own experience

to be practicable and to be the only way:

> Finally, brothers, whatever is true, whatever is noble,
> whatever is right, whatever is pure, whatever is lovely,
> whatever is admirable - if anything is excellent or
> praiseworthy - think about such things.
> Philippians 4^8, Holy Bible,
> New International Version.

The only way to elicit the best possible response to the

challenge and stimulation seen to be so necessary is to exhort

senior pupils by means of such patterns of excellence.

---

1. Towards a Definition of Quality in Education, in Philosophy of Education, R.S. Peters, O.U.P., 1973, p.119.

APPENDICES

Contents

SIXTH FORM QUESTIONNAIRE

The questions that follow are nearly all concerned with life
and work in the Sixth Form. They aim to find out WHAT you
think about your environment now that you have decided to
stay on at school, and also WHY you think as you do. I shall
be grateful, therefore, if you will attempt to answer the
questions as honestly as you can.

You do not need to put your name on the sheet, as this
questionnaire is confidential, but it would help if you were
to put your initials in the box provided, and to supply the
information in the first section.

Should you wish to write answers at greater length, or to add
any comments relating to any of the questions, please use the
extra paper which is available.

Thank you for your help.

I. PERSONAL INFORMATION

    1. Sex: Male/Female

    2. Age: .....years .....months

    3. Father's Occupation: ....

        Mother's Occupation (if any): ....

    4. Name of School: ....

    5. Length of time spent at present
        school – please circle the
        appropriate number: 1 2 3 4 5 6 7 years

II. SIXTH FORM STUDIES

    6. Please list, in the appropriate sections, any subject
        that you are studying in the Sixth Form:

        (a) Advanced Level: ....

                          ....

        (b) Ordinary Level: ....

                           ....

        (c) C.S.E. Subjects: ....

                           ....

        (d) 'A'/'O' Subjects: ....

                           ....

(e) Others: ....

            ....

7. What do you hope to do when you leave the Sixth Form?

    ....

    ....

8. (a) Do you think that your Sixth Form studies
         might be of help in your chosen career?   YES/NO

    (b) Please explain your answer.

         ....

         ....

         ....

         ....

         ....

9. (a) Do you think that your time in the Sixth Form
         should influence your own personal development? YES/NO

    (b) Please explain your answer.

         ....

         ....

         ....

         ....

         ....

III. SIXTH FORM ATTITUDES

10. Which aspect(s) of being in the Sixth Form do you enjoy
    most, and why?

    ....

    ....

    ....

    ....

    ....

    ....

11. Which aspect(s) of being in the Sixth Form do you enjoy least, and why?

....

....

....

....

12. Is your behaviour towards others any different now that you are in the Sixth Form?
Please explain your answers:

   (i)   towards juniors   YES/NO

          ....

          ....

          ....

   (ii)   towards members of staff   YES/NO

          ....

          ....

          ....

   (iii)   towards members of your own age group   YES/NO

          ....

          ....

          ....

   (iv)   towards others in school   YES/NO

          ....

          ....

          ....

13. Are you treated any differently from the way you were treated earlier in your school career now that you are in the Sixth Form?

....

....

....

....

14. (a) Do you have any special duties in school?   YES/NO

    (b) If your answer is YES, please say what you do.

....

....

....

....

15. (a) Do you find, as a Sixth Former, that you are
obliged to exert any kind of authority?   YES/NO

    (b) If your answer is YES, please explain what you do.

....

....

....

....

IV. VALUES IN SCHOOL

16. What personal standards or values are considered to be
most important in your school?

....

....

....

....

....

17. If you were establishing a school of your own, which
personal standards or values would you think most
important in your school?

....

....

....

....

....

SIXTH FORM QUESTIONNAIRE (2)

This questionnaire is designed to follow up the one which you
completed during your first year in the Sixth Form. The
questions are nearly all concerned with life and work in the
Sixth Form. They are very similar to the ones on the first
questionnaire, but it is important that you answer them as
fully and as honestly as you can. They aim to find out what
you think about your environment now and also whether your
attitudes have changed during your time in the Sixth Form.

You do not need to put your name on the sheet, but please write
your initials in the box provided, as you did last time.

Thank you for your help.

I. __PERSONAL INFORMATION__

1. Sex: Male/Female

2. Age: ..... years   ..... months

3. Father's Occupation: ....

    Mother's Occupation (if any): ....

4. Name of School: ....

5. Length of time spent at present school at the end of this
    academic year:
                    1 2 3 4 5 6 7 years
    - please circle the appropriate number.

II. __SIXTH FORM STUDIES__

6. What do you hope to do when you leave the Sixth Form?

    ....

    ....

7. (a) Do you think that your Sixth Form studies might
         be of help in your chosen career?   YES/NO

    (b) Please explain your answer.

         ....

         ....

         ....

         ....

         ....

8. (a) Do you think that your time in the Sixth Form
         has influenced your own personal development? YES/NO

    (b) Please explain your answer.

         ....

         ....

         ....

         ....

         ....

III. <u>SIXTH FORM ATTITUDES</u>

9. Which aspect(s) of being in the Sixth Form have you
    enjoyed most, and why?

    ....

    ....

    ....

    ....

10. Which aspect(s) of being in the Sixth Form have you
    enjoyed least, and why?

    ....

    ....

    ....

    ....

11. Is your behaviour towards others any different now that
    you are in the Sixth Form?
    Please explain your answers.

    (i) towards juniors   YES/NO

         ....

         ....

         ....

    (ii) towards members of staff   YES/NO

         ....

         ....

         ....

(iii) towards members of your own age group YES/NO

....

....

....

(iv) generally YES/NO

....

....

....

12. Are you treated any differently from the way you were treated earlier in your school career now that you are in the Sixth Form?

....

....

....

....

13. (a) Do you have any special duties in school? YES/NO

(b) If your answer is YES, please say what you do.

....

....

....

....

14. (a) Do you find as a Sixth Former that you are obliged to exert any kind of authority? YES/NO

(b) If your answer is YES, please explain what you do.

....

....

....

....

IV. <u>VALUES IN SCHOOL</u>

15. Which personal standards or values are considered
to be most important in your school?

....

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....

....

16. If you were establishing a school of your own, which
personal standards or values would you think most
important in your school?

....

....

....

....

....

17. (a) Are there any aspects of Sixth Form life
that you would like to be changed?   YES/NO

(b) Please explain your answer.

....

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The Design and Format of the Questionnaire

It was decided that the Questionnaire should have a limited number of questions and that it should be as concise as possible. Two points were considered priorities in this respect:

(i) compactness of presentation so that respondents would not be discouraged by a mass of duplicated sheets and questions:

(ii) limitation of number of questions so that the Questionnaire might be answered during a single lesson lasting 35-40 minutes. This was a significant factor because the research depended very much upon the goodwill of the staff in the schools involved.

Subsequently the resulting format was developed:

(a) a brief introduction,

(b) a short section providing personal information, partly as a help in identifying by providing a means of cross-checking in pairing Questionnaire (1) with Questionnaire (2) and partly as a way in to the Questionnaire proper. It was felt that this would enable the Sixth Former to complete answers to questions he could cope with before he was led to questions about which he would have to think more carefully,

(c) three sections relating to the research. In all three cases, open-ended questions were used, and the questions themselves were frequently paired either by contrast or by similarity.

In almost all cases, one question was placed because it was seen to arise out of another.

Two major pilot surveys were conducted before the final draft of the Questionnaire was presented, and several minor pre-pilot projects were launched to provide help in the wording and composition of questions. A wide range of ability was embraced in these preliminary stages so that as many areas of difficulty as possible might be eliminated.

Although the questions were designed so that they could be open-ended because of the breadth and depth of the area covered by the research, there was scope for a more limited response. Where possible, questions could be answered in two parts:

(a) YES/NO;   (b) unlimited answer.

Respondents were invited in (b) to "explain" their answers, but whether or not they did so was left entirely to them.

In the early stages of Questionnaire design, attempts were made to organise categories for responses. In the light of responses to preliminary surveys and because of the nature of the research, this was discovered to be impracticable.

It was interesting that, in spite of the variety of answer and expression, certain clearly defined categories did emerge.

<u>The Organisation of the Questionnaire</u>

The Questionnaire was divided into four sections:

<u>Personal Information</u>

<u>Sixth Form Studies</u>

<u>Sixth Form Attitudes</u>

<u>Values in School</u>

<u>I. Personal Information</u>

1. Sex: Male/Female

2. Age: ...... years   ...... months

3. Father's Occupation

    Mother's Occupation (if any)

4. Name of School

5. Length of time spent at present school.

This was intended for use largely as a means of identification for cross-checking, but was also intended to provide information about numbers of male and female respondents and about socio-economic groups.

II. Sixth Form Studies

Q.6 <u>Please list, in the appropriate sections, any subject
that you are studying in the Sixth Form</u>:

    (a)   Advanced Level

    (b)   Ordinary Level

    (c)   C.S.E. Subjects

    (d)   'A'/'O' Subjects

    (e)   Others

As the research to be carried out was not intended to centre on the academic work done in the Sixth Form, the information provided by this first question in the section was once more to help with identification and cross-checking in the second survey. It was intended also to yield information about pupils following certain kinds of courses.

Q.7(6): <u>What do you hope to do when you leave
the Sixth Form?</u>

8.8(7):   (a) <u>Do you think that your Sixth Form studies
might be of help in your chosen career?</u> YES/NO

      (b) <u>Please explain your answer.</u>

Q.7 and Q.8 were designed to go together.

Q.7 may be seen as a continuation of Q.6 in that a choice of 'A' level subjects may often be related to a choice of career. The question itself was included because of the way pupils tend to change their minds as to the careers they wish to follow. It was designed to encourage a long-term answer.

Q.8 was intended to give the Sixth Former an opportunity to express himself in an open way. It was included because it seemed to have potential as a question which might yield information after a pupil had been in the Sixth Form for a year.

Q.9(8):   (a)   <u>Do you think that your time in the
Sixth Form should influence your
own personal development?</u>   YES/NO

         (b) <u>Please explain your answer.</u>

Q.9 was constructed as the converse of the previous question;
it was biased socially as opposed to being biased academically.
Again, it seemed to have potential as a question to be
answered after an interval of twelve months.

III. Sixth Form Attitudes

This section aimed to cover attitudes to contemporaries, juniors, authority figures and other people, as well as to take within its scope the exercise of authority by the Sixth Formers themselves.

Q.10(9): Which aspect(s) of being in the Sixth Form do you enjoy most, and why?

Q.10 was to be a completely open-ended question, once more created as a starting point for a comparison with the same question in the proposed second survey.

Q.11(10): Which aspect(s) of being in the Sixth Form do you enjoy least, and why?

Q.11 was to be a parallel to Q.10.

Q.12(11): Is your behaviour towards others any different now that you are in the Sixth Form?

Please explain your answers.

    (i)   towards juniors   YES/NO

    (ii)   towards members of staff   YES/NO

    (iii)   towards members of your own age group   YES/NO

    (iv)   towards others in school   YES/NO

Q.12 tried to encompass all possible attitudes to people, specifying the attitudes of the Sixth Former.

Q.13(12): Are you treated any differently from the way you were treated earlier in your school career now that you are in the Sixth Form?

Q.13 was designed as the converse to Q.12.

Q.14(13): (a) Do you have any special duties in school?   YES/NO

         (b) If your answer is YES, please say what you do.

Q.14 developed naturally out of Q.12 in that it could be seen that this might be an area in which attitudes and ideas might be translated into action. It was appreciated that this might

well <u>not</u> be the case, but in any event, it was anticipated

that it would provide evidence to fit into some kind of

pattern, in indicating a connection or a breach between idea

and action.

Q.15(14):   (a)   <u>Do you find, as a Sixth Former,</u>
<u>that you are obliged to exert</u>
<u>any kind of authority?</u>   YES/NO

            (b)   <u>If your answer is YES, please</u>
<u>explain what you do.</u>

Q.15 was created to balance the action tendency of Q.14,

with its emphasis on a concept rather than on the deed itself.

IV. Values in School

Q.16(15):   What personal standards or values are considered
            to be most important in your school?

Q.16 was designed to reveal the extent of the impact of

standards imposed externally by the school on the pupils, and

in an effort to reveal the effect on the individual of what

the school claimed to stand for.

Q.17(16):   If you were establishing a school of your own,
            which personal standards or values would you
            think most important in your school?

The inclusion of Q.17 offered an opportunity for the Sixth

Former to state what were his own priorities in standards

which can be imposed by a school on its pupils.

    It was felt, after an appraisal of the responses to

the first questionnaire, that it would be useful to give

the Sixth Formers the opportunity freely to express themselves

about any changes they might wish to make. The following

question was subsequently added to Sixth Form Questionnaire (2):

Q.17:   (a) Are there any aspects of Sixth Form life
             that you would like to be changed?   YES/NO

        (b) Please explain your answer.

Notes on the two Questionnaires

The two questionnaires which follow are substantially the same. They differ slightly, in three ways.

(1) On examination of the returned questionnaire (Survey One, Autumn, 1976), it was decided that there was extraneous information relating to qualifications. Subsequently in the second questionnaire (Survey Two, Christmas, 1977), there was included only a question relating to 'A' Level subjects studied.

(2) Perusal of the first set of responses to Q.12(iv)(b) revealed that there had been some confusion, leading to ambiguity of interpretation of the term "Others". It was decided to substitute, in the second questionnaire, the word "Generally", in an attempt to avoid confusion.

(3) It being evident that some dissatisfaction was felt about life in the Sixth Form (see responses to Q.11 in the chapter: Survey One), it was decided that an extra question should be included, in the form of a new Q.17. Different categories were used from the ones used for the previous two questions.

The Distribution of Sixth Form Questionnaires (1) and (2)

Copies of the Questionnaire were sent to the following 18 schools, all of which are in Cumbria. Numbers were based on estimates provided by Head Teachers.

In alphabetical order the schools are:

> Appleby Grammar School
> Barrow Girls' Grammar School
> Harraby
> Heversham Grammar School
> Kendal Grammar School
> Kendal High School
> Kirkby Stephen Grammar School
> Millom School
> Newman School, Carlisle
> Our Lady's Roman Catholic School, Barrow
> Queen Elizabeth Grammar School, Penrith
> Samuel King's School, Alston
> St. Aidan's School, Carlisle
> The Lakes School, Windermere
> Trinity School, Carlisle
> Ulverston Victoria High School
> Whitehaven Grammar School
> Wyndham School, Egremont

Of the total number,

4 were single-sex schools: 3 girls' schools
1 boy's school

13 were co-educational schools

1 had a majority of boys as pupils, having only recently admitted a small minority of girls to its Sixth Form

all of the schools except one were day schools.

1 was a school admitting pupils to its Sixth Form from other "feeder" schools.

at the time, the majority was comprehensive, with the exception of 5 schools

all the schools were state schools.

The survey covered much of the county of Cumbria in its scope, schools being chosen for variety of pupils and variety of size. Both urban and rural areas were included.

Survey Two, Question 17:   The Results

The following brief section presents an analysis
of the results of Question 17 (Are there any aspects
of Sixth Form life that you would like to be changed?).
This question was included in the second survey to allow
respondents to comment on possible change.

Q.17:   (a)   Are there any aspects of Sixth Form
              life that you would like to be changed?   YES/NO

        (b)   Please explain your answer

Response rate: (a)   Total   (435)   93.55%

                       YES   (323)   69.46%

                       NO   (112)   24.09%

                       No answer   (30)   6.45%

                 (b)   Total: (385)   82.80%

Categories: Particular values   (155)   33.33%

                 Work   (72)   15.48%

                 No change   (57)   12.26%

                 Facilities   (50)   10.75%

                 Miscellaneous   (21)   4.52%

                 Future improvement   (15)   3.23%

Remarks related to categories:

The most immediately significant factor concerning
the responses to this question is their wide distribution.
One-third (33.33%) of responses was devoted to particular
values. Fewer than half this number (15.48%) of respondents
made reference to work, the second most popular category.
There was no evidence of polarisation in a particular direction,
and the third and fourth categories contained a similar

proportion of numbers in relation to each other. Responses were almost evenly shared amongst the three final categories.

The second significant factor is that the category presentation of self does not appear in the list of priorities.

Finally, it should be noted that the responses were generally quite lengthy and there was evidence that the majority of Sixth Formers wished to write in full.

The responses in the first category, particular values, indicated that Sixth Formers wanted greater freedom. The freedom may be widely interpreted in terms of scope for initiative. Suggestions were usually practical, such as:

"More involvement in running of school.",
                                    7 f.

offering actual suggestions for participation and involvement, rather than merely requesting freedom. For example, it was suggested that:

"Smoking should be allowed. If given duties
should have more control and power. More say
in how school is organised, e.g. on assemblies."
                                    419 m.

The notion of responsibility was referred to by some:

"More enforced responsibility. Greater participation
with rest of school."   19 f.

It is interesting to observe the nature of responsibility requested by this respondent. A different kind of responsibility was also felt to be necessary:

"A little more responsibility given to 6th formers
in that they can miss a lesson or two of general
studies to do work if they have a lot more than
can cope with."   449 f.

The topic of uniform inevitably arose in such a widely-spread collection of responses. This was a subject appearing regularly in responses to questions, although not to any

significant degree. It was often mentioned in a context

which indicated a respondent's particular grievance.

The following was felt to be an example of such:

> "The wearing of uniforms for sixth formers is
> unnecessary in my view. People lower in the
> school will not resent this not ahppening to
> them because they should realise sixth-formers
> are at school by their own free will and therefore
> must be treated as adults."   43 f.

Numbers in the second category, <u>work</u>, were substantially

fewer (15.48%) than those relating to particular values.

Responses once more reflected the overall pattern of responses

to the question, in that they varied considerably in content.

Quantity of work received a significant mention:

> "Amount and regularity of homework. I would like
> to know exactly how much and at exactly which
> point in the week I will be getting work to do.
> This I am afraid cannot be organised exactly, but
> it would allow me to organize my own life better."
>   328 f.

Responses ranged from those complaining of the amount of

work to those who wanted more variety:

> "A wider range of subjects should be studied in
> the sixth form."   267 f.

There were also those who expressed a desire to be free to

work in the way that they wanted:

> "Sixth formers (ONLY UPPER 6TH HOWEVER) should be
> allowed to go home in free lessons as it is much
> easier to work and revise at home." 307 f.

One respondent objected to:

> "The fact that some people do not work, and come
> here to "waste" 2 more years. When you want to
> study they inhibit you, which is not fair on the
> people who want to work."   12 m.

This was a feeling expressed by others and indicates a more

discriminating, serious approach to work.

The category <u>no change</u> contained, in its responses,
some of the more brief remarks. It is important to note
that this was the only "negative" category in the present
list. This means that the answer to part (a) of the question
was invariably negative. Responses to part (b) varied. Some
respondents merely stated that they were perfectly happy with
their Sixth Form lives; others said that they required that
nothing be changed; the rest demonstrated approval and
enthusiasm:

> "I would recomend 6th Form to anyone, I feel so
> much more mature now than 2 years ago."   397 f.

It should be noted that fewer than one-quarter (24.09%)
of the respondents wanted <u>no change</u> as indicated in the
responses to (a). This may indicate that this proportion
is perfectly happy, and possibly complacent. The fact that
69.46% of respondents saw the need for change could suggest
that Sixth Form life is not satisfactory, or it could mean
that the Sixth Formers are actively engaged in wanting to
improve their lot.

It would appear logical to conclude, on the basis of
the evidence provided by the responses to part (b) of the
question, that the respondents are constructively critical,
not complacent, and certainly not apathetic. It is apparent,
too, that in covering a wide area of concern with responses
distributed in sufficiently substantial proportions, the
respondents demonstrate a lively interest in all aspects of
Sixth Form life.

Remarks relating to <u>facilities</u>, taking up 10.75%, were
largely devoted to requests for improved accommodation and
more provision for recreational activities. It is significant

that there was no excessive preoccupation with the more

material aspects of Sixth Form life.

The category <u>miscellaneous</u> yielded interesting observa-

tions concerning the Sixth Form and the rest of the school.

These points are relevant in the context of relationships,

demonstrating the concern for juniors as well as the obvious

way in which Sixth Formers feel the need for meaningful contact

with people. The following remarks illustrate exactly the

points made:

> "I would prefer to have more activities with members
> of the school from year 5 downwards - at the moment
> they only ever aim footballs at us."   336 f.

> "I would prefer to be part of the school as a whole
> rather than just the sixth form. I also think more
> emphasis should be placed on artistic qualities and
> unusual abilities."   381 f.

In connection with the <u>future</u>, the category which attracted

the lowest number of responses (3.23%), the same number

falling into the category improvement, one respondent began:

> "Maybe I'm prejudiced ..."

continuing:

> "The emphasis is placed on careers for boys & girls
> are usually left to themselves."   57 f.

The final category, <u>improvement</u>, attracted a minority

(3.23%) of responses. They covered a variety of topics -

attitudes to work, to juniors, to staff. There was a noticeable

trend in the direction of relationships:

> "There should be a lot more teacher/pupil relationship
> otherwise it is just bottled up inside of the pupils,
> so that by the time a pupil is 18 they can't wait to
> leave school & be able to stand on their own two feet
> & say what they think."   118 f.

The improvement was not necessarily to the immediate advantage

of those involved:

> "Maybe it would be better if life in the sixth form
> were not so relaxed, but just a little bit more
> effort and strictness from the staff to push us on
> to higher standards of academic achievement."
>
> 110 m.

Concern for improvement did not arise from self-interest.
Responses were characterised by a preoccupation with what
was good and fair. The wide distribution of subjects
raised by respondents in answer to this question demonstrates
the widely-ranging concerns of the Sixth Formers.

17.2% of respondents chose not to comment, and, in
addition, 12.26% (category: no change) saw no reason for
change.

The nature of the responses indicates an openness to
events, a lack of tension and a freedom of expression which
was encouraging. There was, overall, no apparent degree
of dissatisfaction; it must be re-stated that respondents
were constructively critical and responses were characterised
by a healthy interest in conditions and situations.

The results of the responses to this question would
indicate that Sixth Formers see that the main direction for
change lies in connection with the amount of freedom and
responsibility accorded to them. Even in the case of the
responses which fell into the largest category, taking up
one-third of all possible responses, no particular extremes
of opinion were evident.

The general trend of responses suggests that no particular
dissatisfaction is felt on the part of respondents in connection
with aspects of Sixth Form life.

APPENDIX II

TABLES

TABLE   12

A Table to show the Change in Category Order between Survey One and Survey Two

	Category Order – Survey One	Percentage	Category Order – Survey Two	Percentage
Q.7(6)	Further Education	51.58	Further Education	64.09
	Further Training	24.17	Further Training	15.70
	Employment	15.46	Employment	15.29
	Don't Know	5.77	Don't Know	3.66
	Miscellaneous	1.72	Miscellaneous	0.65
	No Answer	1.35	No Answer	0.43
Q.8(7)	Qualifications	89.58	Qualifications	70.54
	Generally	2.82	Generally	15.05
	No Reason (negative)	2.82	No Reason (negative)	6.88
	Don't Know	0.49	Don't Know	2.37
	Miscellaneous	0.37	Miscellaneous	2.15
	No Answer	3.93	No Answer	3.01
Q.9(8)	Acquisition of Knowledge	54.48	Acquisition of Knowledge	55.27
	Future and Work	17.18	Relationships with Adults	12.26
	No Help	8.59	Future and Work	10.11
	Relationships with Adults	5.40	Don't Know	8.39
	Miscellaneous (affirmative)	2.70	No Help	3.01
	Miscellaneous (negative)	1.10	Miscellaneous (negative)	1.72
	Don't Know	0.61	Miscellaneous (affirmative)	0.86
	No Answer	9.94	No Answer	8.39

Table 12 (cont...)

	Category Order - Survey One	Percentage	Category Order - Survey Two	Percentage
Q.10(9)	Ways Sixth Formers Treated	37.06	Ways Sixth Formers Spend Time	39.79
	Ways Sixth Formers Work	26.87	Ways Sixth Formers Treated	33.33
	Ways School Organised	18.65	Ways Sixth Formers Work	13.76
	Ways Sixth Formers Spend Time	11.29	Ways School Organised	10.75
	Miscellaneous	4.66	Miscellaneous	0.43
	No Answer	1.47	No Answer	1.94
Q.11(10)	Work Pressures	41.71	Work Pressures	41.08
	Social Pressures	16.20	Responsibility Pressures	19.14
	Responsibility Pressures	11.78	Social Pressures	15.70
	None	6.63	External Pressures	7.31
	Miscellaneous	5.40	None	4.52
	External Pressures	3.44	Miscellaneous	3.66
	Don't Know	0.49	Don't Know	0
	No Answer	14.36	No Answer	8.60
Q.12(11)(i)	No Change	36.69	Better	30.97
	Change (no improvement)	23.93	No Change	28.60
	Better	20.86	Change (no improvement)	24.30
	Worse	3.80	Worse	1.72
	Don't Know	0.37	Don't Know	0
	No Answer	14.36	No Answer	14.41
	(Total Change	48.59)	(Total Change	56.99)

Table 12 (cont...)

	Category Order - Survey One	Percentage	Category Order - Survey Two	Percentage
Q.12(11)(ii)	Better	65.89	Better	78.28
	No Change	20.98	No Change	11.18
	Change (no improvement)	3.44	Change (no improvement)	4.95
	Worse	0.74	Worse	0
	Don't Know	0.12	Don't Know	0
	No Answer	8.83	No Answer	5.59
	(Total Change	70.07)	(Total Change	82.23)
Q.12(11)(iii)	No Change	48.83	Better	38.71
	Better	21.96	No Change	34.62
	Change (no improvement)	2.94	Change (no improvement)	3.23
	Worse	0.98	Worse	1.08
	Don't Know	0	Don't Know	0.65
	No Answer	25.28	No Answer	21.72
	(Total Change	25.88)	(Total Change	43.02)
Q.12(11)(iv)	No Change	34.23	Better	48.82
	Better	11.17	No Change	11.61
	Change (no improvement)	9.45	Change (no improvement	7.53
	Worse	2.09	Don't Know	0.65
	Don't Know	0.74	Worse	0
	No Answer	42.33	No Answer	31.40
	(Total Change	22.71)	(Total Change	56.35)

Table 12 (cont...)

	Category Order - Survey One	Percentage	Category Order - Survey Two	Percentage
Q.13(12)	By Others	75.34	By Others	80.65
	In Work	11.04	In Work	7.31
	No Change	6.38	No Change	5.81
	Change, no reason	2.70	Change, no reason	1.29
	Miscellaneous	2.33	Miscellaneous	2.58
	No Answer	2.21	No Answer	2.37
Q.14(13)	Specific Duties	36.44	Specific Duties	54.62
	General Duties	3.69	General Duties	0.86
	Miscellaneous	1.47	Miscellaneous	0
	No Answer	58.40	No Answer	44.52
Q.15(14)	Duties	22.21	Attitudes to Lower School	27.96
	Attitudes to Lower School	21.60	Duties	23.23
	Negative Statements	2.45	Negative Statements	2.15
	Miscellaneous	0.25	Miscellaneous	0
	No Answer	53.50	No Answer	46.67
Q.16(15)	Presentation of Self	54.97	Presentation of Self	51.18
	Work	14.11	Particular Values	23.01
	Particular Values	11.78	Work	15.27
	Miscellaneous	4.42	Miscellaneous	1.08
	All-Round	2.09	All-Round	0.43
	No Answer	12.64	No Answer	9.03

Table 12 (cont...)

	Category Order – Survey One	Percentage	Category Order – Survey Two	Percentage
Q.17(16)	Presentation of Self	39.88	Particular Values	54.41
	Particular Values	31.17	Presentation of Self	23.44
	Work	8.83	Work	11.61
	All–Round	5.03	Miscellaneous	1.94
	Miscellaneous	2.09	All–Round	0
	No Answer	13.01	No Answer	8.60
Q.0(17)			More Responsibility	33.33
			Work	15.48
			Same	12.26
			Facilities	10.75
			Miscellaneous	4.52
			Relationships	3.23
			Future	3.23
			No Answer	17.20

Table 13

A Table to show Categories, Numbers and Percentages
in Survey One and Survey Two

		Survey One Numbers/815	Survey One Percentages	Survey Two Numbers/465	Survey Two Percentages
Q.7(6)	Further Education	420	51.53	298	64.09
	Further Training	197	24.17	73	15.70
	Employment	126	15.46	72	15.29
	Don't Know	47	5.77	17	3.66
	Miscellaneous	14	1.72	3	0.65
	No Answer	11	1.35	2	0.43
Q.8(7)	Qualifications	730	89.58	328	70.54
	Generally	23	2.82	70	15.05
	No Reason (negative)	23	2.82	32	6.88
	Don't Know	4	0.49	11	2.37
	Miscellaneous	3	0.37	10	2.15
	No answer	32	3.93	14	3.01
Q.9(8)	Acquisition of Knowledge	444	54.48	257	55.27
	Future and Work	140	17.18	47	10.11
	No Help	70	8.59	14	3.01
	Relationships with Adults	44	5.40	57	12.26
	Miscellaneous (affirmative)	22	2.70	4	0.86
	Miscellaneous (negative)	9	1.10	8	1.72
	Don't Know	5	0.61	39	8.39
	No Answer	81	9.94	39	8.39
Q.10(9)	Ways Sixth Formers Treated	302	37.06	155	33.33
	Ways Sixth Formers Work	219	26.87	64	13.76
	Ways School Organised	152	18.65	50	10.75
	Ways Sixth Formers Spend Time	92	11.29	185	39.79
	Miscellaneous	38	4.66	2	0.43
	No Answer	12	1.47	9	1.94

Table 13 (cont...)

		Survey One Numbers/815	Survey One Percentages	Survey Two Numbers/465	Survey Two Percentages
Q.11(10)	Work Pressures	340	41.71	191	41.08
	Social Pressures	132	16.20	73	15.70
	Responsibility Pressures	96	11.78	89	19.14
	None	54	6.63	21	4.52
	Miscellaneous	44	5.40	17	3.66
	External Pressures	28	3.44	34	7.31
	Don't Know	4	0.49	0	0
	No Answer	117	14.36	40	8.60
Q.12(11)(i)	No Change	299	36.69	133	28.60
	Change (no improvement)	195	23.93	113	24.30
	Better	170	20.86	144	30.97
	Worse	31	3.80	8	1.72
	Don't Know	3	0.37	0	0
	No Answer	117	14.36	67	14.41
(ii)	Better	537	65.89	364	78.28
	No Change	171	20.98	52	11.18
	Change (no improvement)	28	3.44	23	4.95
	Worse	6	0.74	0	0
	Don't Know	1	0.12	0	0
	No Answer	72	8.83	26	5.59
(iii)	No Change	398	48.83	161	34.62
	Better	179	21.96	180	38.71
	Change (no improvement)	24	2.94	15	3.23
	Worse	8	0.98	5	1.08
	Don't Know	0	0	3	0.65
	No Answer	206	25.28	101	21.72
(iv)	No Change	279	34.23	54	11.61
	Better	91	11.17	227	48.82
	Change (no improvement)	77	9.45	35	7.53
	Worse	17	2.09	0	0
	Don't Know	6	0.74	3	0.65
	No Answer	345	42.33	146	31.40

Table 13 (cont...)

		Survey One Numbers/815	Survey One Percentages	Survey Two Numbers/465	Survey Two Percentages
Q.13(12)	By Others	614	75.34	375	80.65
	In Work	90	11.04	34	7.31
	No Change	52	6.38	27	5.81
	Change, no reason	22	2.70	12	2.58
	Miscellaneous	19	2.33	6	1.29
	No Answer	18	2.21	11	2.37
Q.14(13)	Specific Duties	297	36.44	254	54.62
	General Duties	30	3.69	4	0.86
	Miscellaneous	12	1.47	0	0
	No Answer	476	58.40	207	44.52
Q.15(14)	Duties	181	22.21	108	23.23
	Attitudes to Lower School	176	21.60	130	27.96
	Negative Statements	20	2.45	10	2.15
	Miscellaneous	2	0.25	0	0
	No Answer	436	53.50	217	46.67
Q.16(15)	Presentation of Self	448	54.97	238	51.18
	Work	115	14.11	71	15.27
	Particular Values	96	11.78	107	23.01
	Miscellaneous	36	4.42	5	1.08
	All-Round	17	2.09	2	0.43
	No Answer	103	12.64	42	9.03
Q.17(16)	Presentation of Self	325	39.88	109	23.44
	Particular Values	254	31.17	253	54.41
	Work	72	8.83	54	11.61
	All-Round	41	5.03	0	0
	Miscellaneous	17	2.09	9	1.94
	No Answer	106	13.01	40	8.60
Q.0(17)	More Responsibility			155	3.33
	Work			72	15.48
	Same			57	12.26
	Facilities			50	10.75
	Miscellaneous			21	4.52
	Relationships			15	3.23
	Future			15	3.23
	No Answer			80	17.20

Table 14

Table to compare numbers of Boys and Girls
in Survey One and Survey Two

Sex	Survey One	Survey Two
Boys	347 42.58%	195 41.94%
Girls	468 57.42%	270 58.06%

Table 15

Table to compare numbers in Socio-economic Groups
in Survey One and Survey Two

S.E.G.	Survey One	Survey Two
0	20 2.45%	13 2.80%
1	58 7.12%	36 7.74%
2	309 37.91%	188 40.43%
3	311 38.16%	172 36.99%
4	89 10.92%	47 10.11%
5	28 3.44%	8 1.94%

<u>INDEX OF TABLES</u>

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        - Unified 16 - 19
          MUMFORD, Derek

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          LYNCH, James

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