VALUES IN EDUCATION

With Reference to Secondary Schools

An enquiry into attitudes towards aspects of education held by students, teachers and headteachers in a representative group of secondary schools.

A Thesis Submitted for the degree of

Doctor of Philosophy

at the University of Leicester

by

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October 1992

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VALUES IN EDUCATION

by B.S.HOLT

ABSTRACT

Education appears unavoidably linked to values but the content and manner of values education seems a matter of some confusion and controversy.

In considering this proposition recent writing is reviewed. **First**, to show that there is a real dilemma in modern education concerning the values and purposes which are served in schools, particularly secondary schools, and in the difficulty of finding firm ground from which to clarify the situation.

Second, to attempt to explore the meaning of the term 'values in education' and to find an approach from which the questions arising may be tackled.

The methods of research are then set out, outlining the methodology and the concepts used.This includes a description of the sample of schools and of the means of gathering, processing and considering data, from students, teachers and headteachers, by questionnaire and interview.

The results are then set out: **First**, the questionnaire, under the headings of Priorities, Qualities, Offences in School and in Wider Society, attitudes to the Curriculum, the School Ethos and the direction of Student Development: **Second**, the interviews, under the headings of five main questions.

The last two chapters are concerned with reactions to the enquiry; with findings related to the original hypotheses and with inferences drawn from these findings. The interest shown in the project is discussed, the relationship to the National Curriculum, political control and the issues of motivation.

The conclusions include the suggestion that both teachers and students are interested in a 'valuate' aspect of education but a difficulty is the individualistic nature of much educational practice. It is also found that both teachers and students appear unsure of the 'core mission' of their schools and that insufficient attention is paid to this in teacher training. Thus a need is suggested for a clearer vision concerning the overall purpose of education.

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CHAPTER ONE

INTRODUCTION

"A stable and democratic society is impossible without a minimum degree of literacy and knowledge on the part of most citizens, and without widespread acceptance of some common set of values." Martin Friedman (1962)

"Teachers are the forlorn hope of the culture of Western modernity." Alasdaire MacIntyre (The Richard Peters Lectures ,1985)

INTRODUCTION

THE PROBLEM

The following is a letter written by a headteacher in America at the beginning of a school year. (Quoted in the Secondary Science Curriculum Review, October 1987)

"Dear Teacher,

I am a survivor of a Concentration Camp. My eyes saw what no man should witness; gas chambers built by learned engineers; Children poisoned by educated physicians; infants killed by trained nurses; women and babies shot by High School and College graduates.

So I am suspicious of education.

My requests; help your children to become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. Reading, writing and arithmetic are important only if they serve to make our children more human."

Although that letter clearly emanated from a particular and horrific historical situation it does, nevertheless, point, perhaps rather dramatically, to a real dilemma in modern education where there seems to be more and more emphasis placed upon what J.L.Jarret (1991) has called an input/output attitude towards schooling. As he expresses it, "Put meat into the machine, which then makes certain noises and puts out sausages. Put money into the bank and your output is more money. Put abysmally ignorant five year olds into school and in time retrieve the eighteen year olds full of knowledge." Perhaps a further point that may be made is that all too frequently this knowledge would seem to relate schooling more or less directly towards vocational skills and wealth creation rather than to social development.

The context of the headteacher's letter may seem clear but its implications are deceptively simple. What does it mean to "help your children to become more human"? There is no doubt that it is being indicated that education should be concerned not only with academic knowledge and skills but also with relationships and values. This, however, seems to lead us into a morass of controversy and doubt.

"What about the term 'value'?", wrote Alan Montefiore (1975), "In many ways I wish we could get on for a while without having to use it, or other members of its family, so

confused and interwoven have debates on their proper meaning become."

In 1985, F.W.Garforth made a similar point when he wrote, "Another question sometimes asked, particularly by those energetically employed at the classroom workface, is whether statements of educational purpose are either necessary or helpful, especially when expressed in such general terms as, 'personal development', moral autonomy' and 'acculturation'. Why not simply concentrate on the job and leave generalisations to academics?"

However Garforth continued, "The answer is that they are both necessary and helpful. Education, as practiced in advanced societies, is a complex, sophisticated, difficult and expensive activity. Those who engage in it and those who pay for it must surely see themselves as contributing to purposes that are worthwhile, one cannot conceive of education as aimless or aimed at trivialities". (1985)

He suggested that even skills widely acknowledged as at the heart of education and providing its most inevitable and relevant aspects, such as literacy, numeracy and the acquisition of knowledge, need justification at deeper levels of interpretation of the purpose of education as a whole. Indeed this is no doubt related also to the general conception of the values of the society within which

education takes place. Unfortunately it does not appear that these values are often explicitly defined or related clearly to the practice of education.

The above quotations imply that values and purposes are closely related. The purposes which are regarded as worthwhile grow out of a system of values by which orders of priorities or estimation of desired qualities are decided. They also indicate that it is not at all easy to clarify the values upon which such decisions are to be made.

It is also true, as Richard Pring has written, "In educating young people for the future we cannot predict with certainty the skills and knowledge they will need. Nor can we draw upon a shared tradition of values to meet the many problems that young people will face in their personal and social lives. Nor indeed have we the same confidence that existing social and political arrangements will sustain the allegiance of those who are being currently taught. Therefore we cannot, in preparing them for such a future, rely upon our traditional authority in teaching with confidence what these problems will be." (1987)

The suggestion here is that in the present moral and social climate there is both a lack of clarity about present or future values and also an unease about how such values may be justified or confirmed. In this situation, although

doubtless there are likely to be competing systems of values or interpretations of life available, it is not easy to see how teachers can honestly provide or recommend one rather than another,

Clearly, therefore, there is a problem of how we should think about values in education. On the one hand, values appear to be an important and inescapable aspect of teaching; on the other, there is uncertainty and perplexity about what particular values may be legitimately fostered in school and perhaps even what we mean by values at all. As Mike Cross (1987) has commented, "The situation is quite invidious. One is likely to be damned if one imposes moral values and one is likely to be damned if one doesn't."

Alan Bullock, in an address to the Mathematical Association in 1965 referred to the difficulty of trying to educate in an age which lacks consensus on many of the crucial issues of personal life, social life, politics or of education, "There is little doubt that this permanent lack of consensus and the consequent weary endemic clash of first order values is rather debilating for education." (Quoted by C.Ormell 1980)

This is, of course, not a situation which has arisen overnight. J.M.Rich has commented, "The twentieth century arrived in an atmosphere of hope and promise, of general

confidence that relationships among peoples everywhere would be increasingly humanized abd improved. This noble hope was soon to be shattered. By the mid-century man could look back on two world wars, the political isolation of societies, totalitarian revolutions and the concomitant dehumanizition of relations among peoples, and poverty and squalor juxtaposed with opulence and waste. No wonder the minds of many men turned from optimism engendered by trust in the inevitability of progress to apprehension, doubt and distrust." (1968)

That quotation is a comment upon American society but there is little doubt that the disillusionment it describes has not been confined to the U.S.A. In the twentieth century, it has been suggested that much of the western world has suffered a 'failure of nerve' concerning the purpose and meaning of life in general. As Professor W.R.Niblett wrote (1954), "It is not to be expected that a satisfying philosophy of education will be widely spread when a satisfying philosophy of life is so seldom achieved."

In 1960 he also commented, "The fact is that to many in the mid twentieth century, positive and deeply held beliefs are apt to be regarded as an attribute of less civilised people. Non involvement seems almost to be a part of safety; firm affirmation to have something of a toxic character."

He then, no doubt controversially, also suggested that a child growing up in England at this time would be likely to go to school from a home without either definite beliefs to foster or moral principles which could be derived from such beliefs. Even more disturbingly he feared that these homes would also be likely to lack the stimulus of wide experience and even to protect youngsters from basic facts of life. "Suburban living", he declared, "tends to banish birth, death and severe pain to nursing homes, to keep eccentricity and enthusiasm out of sight and to cut off both grown-ups and children from many experiences basic to life in earlier periods." (1960)

At about the same time, M.V.C.Jeffreys (1965) was making a similar comment, "Material standards were never higher but moral confusion was probably never worse.....In almost every department of life, traditional moral values are confused." Some of the aspects of the situation on which Jeffreys was commenting would seem to need to be recognised as generally beneficial. For example, he acknowledged that the 'Welfare State' was providing services for the less fortunate within society - but even this he feared had also disadvantages in weakening earlier virtues such as thrift on which he felt much of moral teaching had previously been based.

It may be felt that these statements are either reactionary or overstated, or both. However, since both witnesses were distinguished professors of education at major universities, perhaps their opinions should not be so lightly dismissed. The point both were making was not one of condemnation of current values but of concern about the state of confusion which seemed to be coming into existence. As Jeffreys later commented, "Ours is not an age of comfortable moral indifference, but rather of anxious confusion." (Op. Cit.)

A more recent picture of the problems of background values in modern society is provided in the following comment on contemporary family values, "Of all our social institutions, the family is probably the one about which the most contradictory images abound. On the one hand, home and family are often seen as a haven from the harsh realities of the outside world.....Yet at the same time.....the modern family is regularly portrayed as being in a quite serious state of decline."(Allen, 1985)

The same author continues, 'Evidence of the breakdown of traditional family values and solidarity appears all around us. The rising divorce rate, the level of domestic violence, the neglect of the elderly, the number of 'latch key' children, the frequency of extra-marital affairs and so on,

all indicate how family organization is currently being undermined.' (Op. Cit.) Indeed within the results of this enquiry there is evidence of the kind of attitudes and values which , no doubt, underlie these developments.

Thus, it is being suggested, the word 'family' today means many different things to different people. For example: it means a couple who marry but decide they will remain childless: it means a single parent who must work to support children and where the children, at least in earlier years, may have needed care and supervision elsewhere: it means a young mother who bears a child outside marriage. Once again, the intention here is not to condemn current attitudes but to indicate the confusion of values which appears widespread.

The following are examples of recently published statistics concerning the family. (see Social Trends 1990).

- One quarter of all households in Great Britain were one person households in 1988 compared to about one eighth in 1961.

- In 1987, 14% of dependent children in Great Britain lived in lone parent families, about twice the proportion in 1971.

- In 1988, 25% of all births took place outside marriage compared to 6% in 1961.

- In 1987 44.1% of all households consisted of married couples with dependent children compared to 52.2% in 1961.

If these trends continue it may be wondered how long we can continue to think in terms of a 'typical family unit'.

If to this is added the possibility that young people spend much time in their homes watching television or video-films with all the conflicting values that implies, it must indicate that youngsters, when they come into school, bring with them a ferment of differing values, or perhaps, more likely, even no clear values at all.If we also add to that the inescapable fact that we must come to terms with a multi-cultural society, where a school may have representatives from five or six, or even more, religious faiths, the confusion and lack of confidence about basic values becomes more evident.

In the midst of all this the school stands and it is perhaps not surprising that many teachers have indicated a feeling of impotence and inability to assess and cope with the values, or lack of them, which come in from outside the school. It is clear from the enquiry however, that many teachers feel that the school nevertheless has a responsibility to bring some stability and discrimination into the attitudes of their students.

Of course it is possible, as Graham Allen has pointed out elsewhere in his book, that we may have an idealised picture of family life, and indeed of the stability of social values, in earlier times. For example, he indicates that outside the aristocracy it is unlikely in pre-industrial society that many people lived long enough to create the extended three generation family which forms the traditional picture. It is also probable that the poverty of the average family would prevent many of the social supports or insurances that we tend to think of as the product of family life. Indeed it must be reflected that it was precisely the inadequacy of the family training or education which gave rise to the Sunday School Movement and the British or National Societies which were the voluntary forerunners of our present educational system.

Nevertheless, it is a truism of our present situation that family background has a great influence upon educational performance. The Robins Report (1963-4) found that a child of professional parents was about 20% more likely than a child of semi-skilled or unskilled workers to enter full-time higher education. Such recent evidence as exists does not indicate any change in the link between social class and academic achievement. (c.f. June Statham and Donald MacKinnon, 1989) Universities still tend to be middle class institutions and relatively few children from artisan

families attain graduate status. It seems reasonable to believe that schools have a responsibility to try to even out these differences and to take note of the confusion which would appear to exist in family values in particular and of wider values within society which , without doubt, affect attitudes to education.

The difficulty of doing this, however, may be illustrated by the following comment. "Our society marches along on the theory that there are no absolute values, only such values as are arrived at subjectively through experience."

"Subject to these influences the teacher tends towards an attitude which might be described as 'conscientious non-committedness', careful not to advance value judgements, to state any faith or impose any opinion or judgement on his pupils in case he should inhibit their growth into fully autonomous individuals. All too easily forgotten is the fact that 50 million autonomous individuals will find it impossible to live a constantly expanding life of exciting exploration without getting in each other's way. In a free society it is usually assumed that the state exists for the convenience and well being of its members where freedom is guaranteed by the rule of law. We are free under the law and not in spite of it."(G.S.V.Petter 1973)

It might be felt that the mid section of that comment is something of a calumny against many dedicated teachers. Nevertheless it would suggest that there are very real problems in considering how values may be dealt with in schools. Yet recent publications from the Department of Education and Science urge teachers, for example, "to instill respect for moral values, for other people, for oneself and tolerance of other races." and to equip, " young people to take their place as citizens and workers in adult life." (DES. 1977) The Education Reform Act of 1988 has as its second requirement that schools should, "Promote Spiritual, Moral, Cultural, Mental and Physical Development of pupils and of Society."

This is a very real commitment of schools to promote values but without defining clearly what these values should be in our society's very clouded view of such matters, particularly when it is also pointed out, quite rightly, that schools must take full note of the fact that we now live in a multi-cultural society. So far the publications of the D.E.S. appear to give little guidance either on what in detail is meant by these aims or what may be the content of teaching which would be required to fulfil them. No doubt Government agencies in the present time would find it difficult, if not impossible, to make such definitions which they could feel would enlist universal support - but it leaves teachers with

a problem.

It is, of course. traditional that British schools have never been thought of as purely academic institutions concerned with the study of examination subjects alone, important as that aspect of education is and no doubt always will be. British teachers have been accustomed to think of themselves as 'in loco parentis', and that true, full education is concerned with the whole person - not just the intellectual or academic part alone.

It may be argued that the task we lay upon school education is different from that of any other institutional form of education. Schools are, it may be suggested, one of the most important channels of the basic culture and values of our society. Further Education is generally undertaken for functional reasons or for specialist education and training. Higher Education is still for the minority. Schools, however, exist for all, not only to develop numeracy and literacy but also, consciously or unconsciously, to provide an introduction to the values, beliefs and aspirations embodied in the general culture of our society. Perhaps this is an important reason for compulsory education, even if not usually acknowledged in those terms.

A further complication is that whilst it is difficult to see how teachers could engage in such activities without having considered their own personal value system, there is widespread belief that teachers should not attempt to impose their own views on to their students. As Richard Pring has written, "But there are large areas of disagreement over what society should be and over what counts as a virtuous citizen, so that teachers cannot engage with confidence in promoting social and personal values.." and "it would clearly be wrong for teachers to use their positions of authority to promote a particular political viewpoint...How then might one prepare young people for a future in which they may participate politically without abusing the trust which people of different political persuasions place in schools?"(Pring 1987) The same point might just as well have been made about religious, ethical, social or indeed any other area of education into which values enter.

Nevertheless,the importance of this area of education is underlined by the researches of the Institute of Manpower Studies which have indicated the crucial importance attached to personal qualities by employers, even though they seem not to loom very large in the timetabled curriculum of schools. It is also emphasised in a publication of O.E.C.D. (Organisation for Economic Cooperation and Development) which includes the following statements, "The responsibility of education to prepare pupils and students for adult life

implies imparting an understanding of the world they will confront and it is hard to see how this can avoid attention to values." and later,"This takes on a special significance as it comes to be recognised that education's role in preparing and fostering non-cognitive traits, and values and attitudes more generally, may be just as critical a part of its impact upon the economy as in its transmission of technical cognitive knowledge and skills.....It has a far reaching, if often intangible, effect upon such factors as productivity, entrepreneurial attitudes, saving and consumption habits, attitudes to innovation and to job satisfaction or industrial relations. But while most can agree that education is crucial in the transmission of values, it becomes much more difficult to agree how they should be integrated into schools and the curriculum." (O.E.C.D. 1985)

The last sentence underlines the theme of this chapter and the reality of the problem which is the background to this enquiry.

There is, of course, a considerable literature concerning values in schools but it would seem that the vast majority - if not virtually all - of it is concerned with attempting to define what, in the opinion of the authors, ought to be meant by values in education or with considering the problem from a general point of view. F.W.Garforth (1985)

has written, "Much of what has been said and written on educational aims has been prescriptive - ie. what should be done rather than what is. Often these prescriptive aims are stated as though they were facts."

Clearly it would be going much too far to agree with Sir Karl Popper(1976) when he commented, "so much of the talk about values is just hot air." It does, however, appear that there has been comparatively little research, at least in Britain, into what actually happens in schools in this area of education; rather than looking at the problem from a philosophical or theoretical point of view. It does also seem that much of the writing has been upon the question of morals rather than upon the wider question of values in general.

Perhaps one area where the difficulty of defining values becomes clearer is in the matter of evaluation - either in such activities as examination of students or directing curriculum development, or even the assessment of teachers. In these days this is given a very high profile and importance in political circles if no other. But, as Roger Straughan (1980) has commented, "Values judgements clearly underline almost all evaluations - yet seldom are such value judgements made explicit." He then referred to a suggestion made by Raymond Wilson(1980) in the same publication that a 'clerisy' (a group of informed persons

who are considered capable of making judgements and then handing them down to the rest of the people concerned) might be the way to make responsible decisions about such value sensitive matters and wondered whether such a group might be a way of controlling the practice of evaluation.

However, as he wrote, "How do we select the clerisy, the connoisseurs....? How do we refresh the group so that it is not too self-satisfied, self-opinionated or self-perpetuating? How do we allow for the fact that in taking an average view, admittedly a more reliable and more objective view, we may miss the essence of genius?" How indeed - and what guarantee is there that the average view of such an élite group would be 'more reliable and more objective'?

These questions relating to evaluations are just one more example of the general confusion about values and, as the comments of the Institute of Manpower Studies and of the O.E.C.D., previously referred to, indicate, the current system of evaluation perhaps misses some of the most important and socially valuable parts of education.

Perhaps one problem related to these questions, it may be suggested, is that there is nowadays much emphasis upon evaluation and appraisal but much less open discussion of the overall purpose and value of education on which such

appraisal may be based. Without a more open and public valuation of the purpose education itself is expected to serve the evaluation of aspects within education seems likely to be confused and even perhaps misdirected.

Might it not more reasonably be proposed that the best starting point for a consideration of values in education would be first to investigate what is the present factual situation in schools at least as far as the attitudes towards values which are now held by the teachers, headteachers and students who are presently engaged in the business of education. From the picture which then emerges some realistic suggestions may be made on how, if at all, schools are dealing with the present uncertainty and how the situation could develop. At the very least it would indicate a practical starting point for further thought upon how education in values may proceed and, indeed, it may be suggested that without this factual basis of what is the current state of things in schools any theoretical suggestions would seem to be in danger of being suspended in mid-air.

That factual enquiry, as has already been implied, is what this investigation attempts to make. The intention of this study is to gain some insight into value judgements as they actually exist within schools and the context in which they are formed; not among those who administer or direct

education but among those who are involved in the work itself. It is concerned with discovering, as far as possible without presupposition, what are the priorities which students and staff think they and the school feel are important; with the personal qualities which they think should be developed and which they wish to see in teachers and students; with the things which they feel may cause offence in school and in society in general; with their reaction to their experience of the curriculum, the school ethos and to the way in which it is felt that the school is helping students to develop; and with any conclusions or implications the study might suggest.

CHAPTER TWO

TOWARDS A DEFINITION OF 'VALUES IN EDUCATION'

In an essay on 'Plato and Modern Education' (The Rede Lecture 1944) Sir Richard Livingstone wrote, "The main difference between Plato's conception of education and our own is that his concern was to impart values, ours is to impart knowledge and teach people how to think." Although the point he meant to make by that remark is no doubt clear enough nevertheless the statement, as it stands, is misleading. To wish to impart knowledge or to stimulate thought is as much a propagation of values as any other purpose which education might serve. The comment appears to suggest that one conception of education was concerned with values whilst the other is not. The reality is that different ideas of education grow inevitably out of contrasting schemes of values. If modern education is concerned with the acquisition of knowledge and developing the ability to think independently then that is an expression of a current system of values (although it may seem doubtful to deny such values to Plato).

In a paper published by the Scottish Consultative Council on the Curriculum in February 1991 there appears the following statement, "When we 'educate' or 'teach' we communicate values. The very existence of a school, or of a systematised educational structure, is a statement of

value: it demonstrates our belief that it is necessary and valuable to enable young people to learn. What we choose to enable them to learn is a value judgement. We select certain elements of our culture; we ignore others. In according esteem to those elements we reflect the values of our educational system: in establishing a set of values within education we have to take account of many influential factors."

"Values permeate all educational activity." (S.C.C.C. 1991) Part of the problem in current educational practice, however, is that the values it serves often appear less than clear. As the Scottish paper also comments, "Even to attempt to describe and define values in education, or in social and personal life, is to enter a controversial area." (op.cit.) Nevertheless, the attempt cannot be avoided.

A value is clearly concerned with what is considered valuable or to be of worth by an individual or by society. As C. Ormell (1980) points out, "It is evident that human beings value things: this is a general characteristic of the human species." It seems equally incontrovertible that different human beings value different things and here is the difficulty which the term 'values' poses and which is the starting point for this research project.

However, as Ormell also indicates, to speak of 'a value' or of 'values' is not to refer to the individual objects or activities which a person may regard as of worth. The term refers rather to the underlying scheme of things, or interpretation of life, which causes the person to regard the individual object or activity to be important. Thus it is, perhaps, the cumulative picture of the sum of individual things which a person regards as important or of worth which enables an indication to emerge of the values which underlie his or her approach to life. Irrational and inconsistent as human beings often are, there may well be inconsistencies within the cumulative picture which complicate the whole business of attempting to arrive at an agreed formulation of values. (Compare the comment in Bloom's Taxonomy II, 1970, "since the values of our society are not completely internally consistent - e.g. competition vs. cooperation - the task of the teacher is markedly complicated.")

It does seem to be part of the human condition to make valuations and, indeed, if such motivation did not exist it is difficult to see how it could be injected into human beings. In the last century or so, and certainly since the work of Sigmund Freud, psychologists have attempted to understand how this motivation develops. In the main their work seems to confirm that it appears to be a characteristic

of the human race that we do not, and indeed cannot, exist in isolation so that the content of our value systems is related to the groups or societies to which we belong: that values, like the rest of human culture, are a product of our social experience. As Bloom's Taxonomy II indicates, "This abstract concept of worth is in part a result of the individual's own valuing, but it is much more a social product that has been slowly internalized or accepted and has come to be used by the student as his own criterion of worth." (Krathwohl, Bloom & Masia, 1970)

As Professor Niblett comments, "To the individual learning to be a good member of society life must be an experimental, existential business. At first, as William James said long ago in a famous phrase, it comes upon a baby as a big, blooming, buzzing confusion: that is, not simply a big confusion but a confusion which is an experience too. Every life is made up of a succession of actual situations in which we are involved as persons at deeper or shallower levels. Respondeo ergo sum. We begin life, not simply by being members of a social group.....but by knowing and loving a particular father.... and one special understanding mother and maybe our brother Tom and sister Mary too." (Niblett 1954)

Of course we may wish to comment on the last sentence of that quotation that far too many people begin life in much less cosy situations - some perhaps not even knowing father let alone loving him, and experiencing relationships much less warm and supporting. There, indeed, is clear ground for differences in values.

Nevertheless, it must be through such intense personal experiences that we gain an understanding of the human world outside us and feel the emotions, reactions and tensions which, unless they are part of our inner life, we are unlikely to be able to understand when we encounter them in others. Out of these situations and reactions our values grow.

Support for the idea that values are as much a product of social conditions as of individual need is to be found in the following comment. "Although moral, aesthetic, social and intellectual values have usually been taken to encompass the task of education, there is a tendency currently operating towards recognition of certain new values as fit for inclusion in the educational process. These new values are chiefly those of economics, national development, technology and industry."

"If the task of education is to prepare children to lead worthwhile lives in the future, it is essential that they should be prepared for life in the world as it is, not as educators would prefer it to be." (Ormell 1980) These "new" values clearly emanate from the perceived social needs of the time and place, that is the situation in Britain in the closing years of the twentieth century.

As an example on a more individual level; a person might feel that one of the important values is competitive fitness, or perhaps to gain entertainment by watching such fitness in action. It would then doubtless be the social environment which would cause the decision to carry out that value through Association football or Rugby (Union or League). Equally the same cultural influence would operate in a choice between Cricket or Baseball. Thus what counts as a value is effected both by individual motivation and by social pressure.

It might also be suggested that if social, political or educational decisions are taken on the basis of 'market' needs or pressure concerning competition for economic advantage, then a different system of values may be expected to develop within individuals and society from those likely in a situation where the decisions are taken from the point of view of communal harmony or equality.

In 1975 Mary Warnock commented, "Moral views then are not prejudices, but they are totally distinct from matters of opinion." In the same work she went on to suggest, "A man without moral views is, after all, a monster." (Moral views are, of course, a particular example of values. As J.C.Flugel (1955) asserted,"Moral action is action in accordance with values.")

If we can accept this point of view then it seems likely that values are to be seen to spring from deep roots, both within the human spirit and within the societies to which human beings belong. This depth of origin is no doubt why they are so difficult to define and indeed why agreement on definition is so often difficult to achieve. It is also a reason why, when there is perceived conflict of values it can cause such deep distress. The attempt to find adequate definitions is nevertheless important.

In a radio discussion some years ago, John MacMurray (then Professor of Moral Philosophy at Edinburgh University) commented. "The decline of religion is the surest sign, as it is the inevitable accompaniment, of social decadence." A difficulty with that quotation, of course, is that in these days a clear definition of what is meant by the word 'religion' is not easy to come by. We may perhaps clarify the statement by suggesting that the word may be derived

from an etymological root in the Latin word 'religare' which means 'to bind together again'. Thus perhaps we may paraphrase the comment, for our present purposes, as - 'The decline of clear and agreed values which bind us together is the surest sign, as it is the inevitable accompaniment, of social decadence.'

In that form there seems support for the point of view. For example, J. C. Flugel wrote, "The search for such basic values as will secure the necessary loyalty and enthusiasm .....is clearly work of the very first importance. It may be that the very existence of democracy depends upon the success of such a search." (Flugel 1955) R. H. Tawney (1938) suggested that a community requires a common culture and agreement on basic values because, without it, it is not a community at all. Of course it is without doubt equally true that an indication of lively social awareness is found in the production of rebels against the accepted code and it is perhaps out of such conflict that progress occurs. However, even that presumes the existence of a recognised code of values within society for the rebels to tilt against. Cultural ferment is not necessarily a bad thing - it may be creative - but if it is to be so then there is a need in education, at least, not to accept cultural disintegration but to make a responsible striving to understand new values and thus help to create a new synthesis.

Even in such statements of ultimate value it may be seen that they have complicated origins. For example, a person may feel an important value is to worship, or to find some meaning or purpose in life, but it is likely that the social environment would be critical in determining whether those needs would be expressed through ,for example, Christianity or Islam or Agnosticism. In turn this would introduce the influence of theology or philosophy even if at a simple or even subconscious level. Thus moral judgements may again be modified by logical or philosophical argument.

Thus it can be argued that values may have at least three roots. 1) Individual need, 2) Social pressure and tradition, 3) Belief in a philosophy or other interpretation of life (which may be well worked out or unconsciously accepted). If this is so then clearly 2) and 3) are related to education, formal or informal, and probably 1) as well.The importance and indeed inescapability of values in human life is an indication that they need to be dealt with seriously within education, in spite of the confusion which, as we have seen, so often surrounds them. Not surprisingly this is an enterprise which seems to be fraught with difficulty and dissension.

Alan Montefiore (1975) has suggested, "If moral and personal maturity is characterised in terms of self-conscious choice of one's own leading values and if - which is a natural, if logically gratuitous, assumption - one regards such maturity as desirable, then education must have as one of its objects the inculcation of habits of autonomous individual choice in matters of ultimate value." This statement would seem to imply that values are to be thought of as individual possessions, but it may be questioned whether, or how far, we can choose our values in this autonomous sense, or whether they more realistically emerge, at least to some extent, from our previous experience. If we do have choice about the values we will follow, is it not true that the choice can only be among the values available to us from within our experience? If it is also true that values grow out of the 'big, blooming, buzzing confusion' of social experience, then it is likely that we may be unaware of many of the influences which have affected our value judgements and this must cast some doubt upon the reliability of our choice. Nevertheless, this does not mean we are not responsible for the values we hold; and here lies the importance of education.

Education, as has already been indicated, is much more than helping students to be more literate, more numerate, more technically skilled, important as these aspects of it are. It is also involved in helping students to feel, to

experience, to understand. This does not necessarily mean teaching students what it is believed they ought to feel, what they ought to experience or what they ought to understand but to introduce them to situations from which their own conclusions may emerge and to heighten awareness of some of the influences that may be relevant to the conclusions at which they may arrive. This is what is meant by the educational task of helping students to become 'valuate' - that they may be more able to understand and choose their values realistically, responsibly and relevantly, with some awareness of the issues involved.

The difficulty of this educational enterprise is not lessened by the fact that the multiple origins of values combine to produce an emotional commitment in the individuals and societies which hold them. By their very nature values cannot be uncommitted but will exercise an influence which contributes to the whole self-image of the person or the raison d'être of the society. This commitment is part, at least, of what is meant by 'holding a value'. As Bloom's Taxonomy II, once again, expresses it, " The learner displays this behaviour with sufficient consistency in appropriate situations that he comes to be perceived as holding a value." and again, "An important element of behaviour characterized by valuing is that it is motivated, not by the desire to comply or obey, but by the individual's commitment to the underlying value guiding the behaviour."

(1970)

However, this does not mean that education, in dealing with this commitment in students, can itself be completely uncommitted in the field of values. Since teaching is a personal, responsive activity it is difficult, if not impossible, for it to be an 'antiseptic' process. "Try to read Wordsworth, or play Mozart, antiseptically, so that no germs of our own enjoyment shall infect our pupils. Can the essentials be taught thus or are they simply left out?" (Niblett 1954) Mixed up in any effective teaching are inevitable value judgements arising specifically from the teacher and from the student. Indeed, unless the teacher believes in the importance of what is being taught education seems less than worthwhile. If education is "casting sham pearls before real swine" as Sir Julian Huxley (1966) claimed a harrassed and overburdened teacher once defined it then it is perhaps better discontinued.

Thus a further complication appears in the development of our values - the inevitable interpretation which emerges through our education - not least, for example, through examinations and other methods of assessment in which there are unavoidably underlying values, often not made explicit and usually not emanating from the school itself.

As H. G. F. Woods (then Fellow and Dean of Downing College, Cambridge) commented, "There is no neutral account of the facts of a moral case which is uninfluenced by the standpoint, interests and view of the world held by the observer. No-one is without a world view." (Woods 1962) In a worthwhile education we are very likely to be introduced, consciously or unconsciously, intentionally or unintentionally, to a world view, or at least invited to consider one which will contribute to our own interpretation of, and our experience of, life and thus to our system of values. Here, once again, is a problem out of which this investigation arises. How far is it true of schools that they embody a 'world view' and how far are students invited to develop such a view of their own and how far ought it to be so?

Unfortunately 'world views' are many and various and may well be contradictory. For example, one argument,very briefly outlined, may run thus: The existence of value judgements depends upon the existence of an agent capable of making such judgements. If, in the last resort, human beings are "Four buckets of water and a bagful of salts" and no more, where are value judgements to develop? Thus the holding of values implies a particular interpretation of human nature in which a person can make a distinction between what is and what ought to be. If such a distinction

is to be meaningful this implies a world view in which there is a moral imperative which makes demands upon human beings to behave in a particular way. The suggestion that such an imperative exists perhaps implies the existence of some superhuman or supernatural force which makes the demand. (The attempt to describe this force gives opportunity for even more further differences of interpretation).

An alternative argument, equally briefly outlined, may run as follows: in an empirical age such as ours the conclusions of natural science are the basis upon which interpretations must be made. Natural law is a statement of what happens not of what ought to happen and it can be objectively verified. Anything superhuman or supernatural must be overlooked or denied. Nature simply takes its course and there is no external moral demand or guidance for mankind. In the evolutionary process of the world the survival of the fittest merely means that those who have survived are those who have shown themselves capable of survival. Whether they 'ought' to have survived is a pointless question. Survival of the fittest does not mean survival of the 'best' whatever 'best' might mean, other than that they have in fact survived.

Clearly these two arguments are likely to produce different interpretations of the meaning of our experience and without some way of finding a generally agreed view of

the world and human nature it is difficult to see how we may find a frame or a context within which an agreed system of values may be constructed. Disputes about values may well be in reality disputes about incompatible world views.

Without an agreed view of the world we would seem to be in the situation (to use an image suggested by H. G. F. Woods. (Op. Cit.) of a navigator of a ship who has lost confidence in the reliability of his compass and cannot see the stars and has no other dependable means of setting his course. Alternatively, and perhaps more accurately, the picture may be of two or more navigators fighting for the wheel of the ship because they put their trust in different compasses or different readings from the stars. In such a situation how may teachers help their students to make sense of their world and order the course of their lives and make responsible choices in the field of values? Once again, that dilemma is a starting point of this enquiry into what in fact teachers and students think are the values which underlie their work. It is not intended to set out what school or educational values ought to be but to try to discover what the attitude of teachers and students is towards values; what in fact does count as a value within the schools; and whether any pattern or system of values may be discerned.

In approaching the enquiry we are in effect asking students, teachers and headteachers what in their opinion counts as a value, how far the schools hold these values and whether there is agreement to be observed between them and whether a coherent view of life and education can be seen to be underlying all that is done in schools.

It is, of course, true that the enquiry is concerned with what the students, teachers and headteachers say are their values and what they say may not be verified by their actions and this may be thought a serious criticism of the research. However, difficulties may also be raised about an attempt to assess values by actions (and this would, in any case be a very difficult, if indeed not an impossible, enterprise to undertake).

Actions alone cannot necessarily be described as moral or value driven unless the intention is also known. A 'good' action may be carried out by accident or for selfish reasons. Both action and intention need to be known as consistently aimed at a single target before the action can be claimed to embody a value. As Alasdair MacIntyre (1985) has commented, "It is by way of their intentions that individuals express bodies of moral belief in their actions. For all intentions presuppose more or less complex, more or less coherent, more or less explicit bodies

of belief - sometimes moral belief."

Thus the intention is significant in disclosing value judgements. It is, of course, true that dishonest,irresponsible or careless people may claim in words to hold a value which they have no intention of carrying into action but that is perhaps an unavoidable risk in any enquiry into values. It is also true that people may honestly claim to hold a value and then because of weakness, fear or inability of one sort or another not live up to their values. This is a fact of human nature which must be universally acknowledged by all, other than 'plaster saints'. Nevertheless, when someone deliberately and seriously, in a neutral situation devoid of threat, claims to hold a value it deserves to be given considerable weight or attention.

A further point on the same problem is that values are related not only to motivations but also to aspirations. They are concerned with a person's concept of who he/she is and what sort of person he/she would wish to be; with who are his/her heroes; with what kind of life or society he/she would wish to achieve and this may only be revealed in words. At least it is difficult to see how these aspirations could be clearly revealed in any other way.

It is, after all, difficult to be clear about values or intentions embodied in action unless they are explored in language. As Leslie Button (1987) has argued, "an ability in oral communication is essential in the exchanges required throughout the educational process.... Many, indeed probably most, people need to form ideas through their mouths before they are in possession of them."

As he also commented, " this is a much neglected part of education, as witnessed by the large number of inarticulate young people leaving our schools, even at higher levels of academic achievement." (Op. Cit.) It is perhaps interesting that in this enquiry the young people concerned did not seem to find great difficulty in expressing their ideas about values.

It is at least arguable that the oral expression of values may well be necessary before they can be usefully or consciously considered or pursued. One of the great dangers in education - perhaps of life in general - is of hidden or unrecognised values. Perhaps it may not be too immodest to hope that one of the results of this enquiry with its need to clarify attitudes and concerns may have been to have a creative influence, even if small, on the practice of education within the schools which took part. That however is a question beyond the scope of this present project.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

3.2. Methodology

3.3. Concepts

3.4. The Sample

- a) The Schools
- b) Individuals

3.5. Data

- a) The Questionnaire
- b) The Interviews
- c) Analysis

3.1. INTRODUCTION

This research is concerned with what people say they feel about certain concepts or values. It is not about how we may help people to develop or understand these concepts, nor is it concerned with suggesting what values or concepts 'ought' to be held. It is, therefore, an investigation into what attitude the people concerned take towards their values. This is clearly a 'qualitative' type of enquiry - but it is hoped to make the results as 'quantitative' as possible so that they may have the maximum objective validation.

As J.B.Wilson (1981) has pointed out research into other people's concepts or beliefs or values is notoriously difficult because it is so wide open to the prejudices or bias of the researcher or perhaps to the unfamiliarity or misunderstanding in the subjects of the research. Thus care needs to be taken in choosing methods of research. At least in this piece of research the attempt has been made to avoid the pitfalls.

The main difficulties include:-

a. The researcher may start from a particular theory which is used to mould the results.

b. The questions used may not be expressed in terms understood or meaningful to those who are asked to answer them.

c. The form of the questions or the way issues are approached may precondition the results in a particular way.

d. The results may be, consciously or unconsciously, selectively chosen to suggest desired conclusions.

(q.v. for example, Cohen and Manion (1989), Burgess (1984 & 1985) and E.C.Wragg (1978))

Recognising dangers is the first step towards avoiding them but it is also hoped that effective measures have been taken to make them much less likely. It would certainly not be true to suggest that the researcher has no views on the nature of education but it is believed that there is a real problem, and indeed some perplexity, about the question of values within school education and in any case conscious efforts have been made to approach the study objectively.

Nevertheless, it is clearly necessary to outline the methodology, the concepts and the criteria used in and underlying the project.

3.2. METHODOLOGY

"Research method refers to the general strategy followed in gathering and analysing the data necessary for answering the questions at hand. It is the plan of attack for the problem under investigation." (D.Ary et al. 1985)

The method and its design must clearly depend upon the particular issues to be investigated and it may be suggested that educational research falls into three broad categories - a) historical, b) descriptive, and c) experimental. Of these three approaches it would seem evident that we are not addressing an historical or an experimental situation and thus it is the descriptive method which is taken to apply, since we are concerned to discover what are the current attitudes towards values which exist within schools.

Fox (1969) suggests that two conditions justify a descriptive survey type of research: 1. Absence of information about the issue: 2. The existence and accessibility of relevant information. In this instance, since a thorough search of the relevant literature and other resources did not reveal similar research activity and since it seemed possible to access the information, the study was felt to be justified.

"The broad descriptive research category can be subdivided into more specific methods, with observation, the survey and content analysis accounting for the vast majority of studies." (Hayman, 1968) Content analysis is concerned with determining characteristics of verbal or written communication and therefore did not seem relevant to the present project. The observation option was also rejected for a number of reasons. First, since it would mean the devotion of considerable time by the reearcher to one or at most a very small number of institutions, it would limit the range of the research. Second, the inevitably subjective nature of the observer reaction would limit its validity in this case. This point is verified by the following comment, "Observation, the sine qua non of science, is more difficult in the social sciences than in the natural sciences. Observation in the social sciences is more subjective because it more frequently involves interpretation on the part of the observer. Motives, values and attitudes are not open to inspection. Observers must make subjective interpretations when they decide that behaviors observed indicate the presence of any particular motive, value or attitude. The problem is that social scientists' *own* values and attitudes may influence both the observation and the assessment of the findings on which they base their conclusions." (D. Ary et al, 1985) Third, the more qualitative the subject of the observation the

less reliable the results of the observer become. Fourth, however empathetic the observer the intrusion of an outside influence must inevitably cause some disturbance, even if small, in the general life of the school which may distort the results. Nevertheless there was an element of informal observation in the research since every institution which took part was visited for a week and school publications such as brochures and news-letters etc. were collected.

This left the survey method as the main instrument to be used. This can be subdivided into the use of questionnaires and interviews. The ideas embodied in these two instruments as they were used in this research will be described in the next section of this chapter (i.e. Concepts) but an initial pilot questionnaire was drawn up by the researcher which provoked a response from the trial run in one school, enabling a revised, better and more relevant questionnaire to be produced.

It was clearly desirable that the population involved in the research should be as broadly based as possible and it was fortunate that within a relatively compact area representatives of a wide range of type of secondary school and of social background was available. The construction of a sample of schools in which every school could be clearly contrasted on one or more aspects of organisation and/or environment was effected and arrangements made with

the headteachers concerned. The arrangements were agreed on condition that anonymity of both schools and individuals was assured.

As Measor has commented, "A number of strategies for validation of qualitative data have been put forward. (Hammersley,1979) Triangulation is one of the most frequently cited tactics." (1985) Perhaps a more readily understood term for 'triangulation' is cross referencing and this has been addressed in this research on a number of levels. For example, the broad range of schools is one strand. Also in every school responses were obtained from students, teachers and headteachers. In addition the inter-relation of the results from interviews, questionnaires and the brief informal observations made during the visits provides another variety of bases for considering the results.

During these visits some discussion with both students and teachers took place but this has not been recorded or taken into consideration in the results because, as Ball has pointed out, "The researcher in this area is reliant for the most part on outgoing and articulate pupils to provide 'good' data. One can only speculate as to the possible distortion of this in the accounts that are being generated." (1985) The same kind of danger applies to informal discussion with staff. This is a reason for the

choice of questionnaire as the method of enquiry because it enables equal representation of opinion from all points of view. It is, however, recognised in addition that the inevitable rigidity of the questionnaire needed to be enlightened by the wider ranging information from carefully conducted interviews.

Validation of data is obviously very important in any research. As Hayman has commented, "A researcher must aim for both internal and external validity, but the conditions which most favour internal validity - the controls possible in the laboratory - least favour external validity, and the conditions which most favour external validity - the generalization possible through field research - least favour internal validity." (1968) As he also commented later in the same work, "Almost always the ability to generalize results is an object of research; therefore external validity is an important consideration."(op.cit.) Since the last sentence seemed relevant to the present research, it was decided that field research was much the best method.

3.3. CONCEPTS

A 'Concept', claims D. Ary (1985), is an abstraction from observed events. He continued, "The further removed one's concepts or constructs are from the empirical facts or phenomena the greater the possibility of misunderstanding and the greater the need for precise definition. The meaning of the words in a scientist's vocabulary must be established. Concepts must be defined both in abstract terms which give the general meaning they are supposed to have and in terms of the operations by which they will be measured or manipulated in a particular study." (op.cit.)

The term 'value' is the most important concept with which this study is concerned. We have already defined it as what is considered valuable or of worth by an individual or society - not the individual object which is desired but the underlying scheme of things or interpretation of life which causes the particular object to be regarded as of worth.

It is now necessary to consider how that general idea may be broken down into constituent parts which would enable it to be addressed in a questionnaire or an interview. Since the object of the study was not to claim

authoritatively what 'values' ought to be, the need was to formulate the various aspects under which values might be revealed. The intention was that the enquiry should not be concerned only with values which might be thought of as 'moral values' or as the definition of right or wrong behaviour, but rather with values underlying the whole of life in general and education in particular.

After consultation with a number of students and teachers it was decided that the main categories under which values in schools may be subdivided were as follows: 1. Priorities, 2. Personal Qualities, i.e. what makes an effective or admired human being, 3. Professional Qualities, i.e. what makes a proficient teacher or a successful student, 4. Activities that may be regarded as offensive in school or society, 5,Tendencies in the curriculum, 6. Emphases in the school ethos, 7. Objectives for student development. Inevitably there may be some overlap between these categories. It may also be felt with hindsight that another heading could have been included, such as activities regarded as desirable in school or society but perhaps that has been covered under the others.

Since we were not attempting to recommend what values ought to be, the content of these categories needed to be recommendations from representatives of students and

teachers within the schools. In the event these representatives were drawn from two very different schools, one the original pilot school (a small inner-city 11-16 school), which then did not take part in the main enquiry and a large upper school (i.e. 14-18) set in a nearby market town. These recommendations were also augmented by some suggestions from the researcher. It was also felt that in the case of the first three categories it would be important to see if there were differences of opinion between the values claimed by the students and teachers on the one hand and what they felt were the values followed in practice within the various schools as institutions on the other hand.

These suggestions were then incorporated into a questionnaire in which students, teachers and headteachers were asked to record their choice of values and the relative importance which they attached to them.

The ideas involved in the interviews were approached rather differently. Here the intention was to provoke free and wide-ranging discussion of the values embodied in the schools in which not only attitudes to the school might be revealed but also the personal values of the interviewee. Although the interview was not to be rigidly structured because that would put too much control into the hands of the interviewer, nevertheless unless there was some

structure there would be a danger of the interview merely rambling round the issues or indeed of it being at the mercy of distractions or 'hobby-horses' of one sort or another.

In order to avoid this, five open ended thematic questions were formulated and posed at the beginning of the interview. This both gave direction to the interviews and enabled any conversation which seemed to be moving too far out of control, or on to irrelevant issues, to be drawn back to the original questions.

The questions were intended to probe into;

a) The Core Mission of the school. This might be defined as a minimum agreed purpose within the school which gives meaning to the enterprise and to which every member of the school might be expected to give allegiance. The question also enabled the query whether schools do or should develop such an agreed purpose to be discussed.

b) Where the values which underlie such a purpose might originate.

c) Whether there are psychological developmental aspects to the educational task of helping young people to gain value concepts. This might have been expected to

raise questions such as whether there is a process of development through which human being need to grow in the development of values, (qv. e.g. Kohlberg, 1981 & 1983) or whether values education should concentrate rather upon the encouragement of overt behaviour rather than upon stages of development (qv. B.F.Skinner, 1974).

d) Whether there are particular parts of the curriculum which may have special responsibility in the area of values. (e.g. Religious Education)

e) Whether or not it matters if young people are helped to acquire value judgements.

One of the objectives of these questions was to inquire into the relevance and adequacy of teacher training in relation to values education: that is whether teachers felt well prepared to undertake the tasks involved.

3.4. THE SAMPLE

It was hoped that the research would be able to reveal attitudes to values which would be relevant to the whole school population - both teachers and students, particularly in the secondary stage. However, since it would be difficult, if not impossible, to investigate the

opinions of every-one, it was necessary to construct a representative sample. Since at the present time there is considerable variety of school organisation and age range, this clearly involves representative types of school as well as of students and teachers.

It would, without doubt, have been desirable to cast the net of research widely across the whole country, but since this would have meant a very superficial contact with schools far away and also the reliance upon others to conduct the way the instruments of research were handled, it was decided to concentrate upon an region where a variety of types of school was available within a reasonably compact area. This inevitably raises questions about whether different local cultures in different parts of the country may have produced different results and that perhaps needs to be tested in other research projects. However, at least, this decision meant that the research was both consistently handled and also was the result of direct personal contact with the schools concerned. It also meant that there was virtually a hundred per cent response from the persons and schools approached.

a. The Schools

The type of school approached could not be randomly chosen if there was to be a representative sample. It was regarded as desirable that the type of background, neighbourhood and organisation of the schools should be from as wide a range as reasonably possible. The research project was to be concerned with secondary education and it was therefore decided that there should be twelve schools, made up of three each of the 11-16, 14-18, 11-18 age range and three boarding public schools which would be likely to cover the range 11 or 13 - 18. It was also intended that co-educational, single-sex schools and also schools from rural, suburban, inner-city and deprived areas should be represented. All this was achieved, except that in the event only two public schools were able to take part at the time required. Thus only eleven schools finally took part in the survey.

The schools were not chosen to be other than representatives of their particular type of organisation and (although some of them may have been) not distinguished by privilege or under privilege, success or lack of success, other than the naturally distinctive nature of their various intakes and neighbourhoods.

They did, however, in the event. contain a number of schools which had obtained the School Curriculum Award, or were pilot schools for the original T.V.E.I. scheme. Some of the state schools were ex-grammar schools before becoming comprehensive; others were created as purpose built comprehensive schools. Some were the result of amalgamations, others had remained as single institutions from the time of their foundations. Some were community colleges, others not. All the elements mentioned in this paragraph were not planned in the original choice and therefore from these aspects it could be claimed that it was a random selection. However, the fact of this additional variety added to the range of schools covered.

b. Individuals

Since the research was concerned with statutory schooling the questionnaire was addressed to students in their final year of compulsory schooling (i.e. 15 - 16 year olds) because it was felt that they would represent the 'product' of such education. It was hoped that they would answer the questions in groups of thirty randomly chosen from each school. In the event the groups varied between fifteen and thirty-six because of the particular situation in each school.

Initially teachers were also asked to complete the questionnaire on a random basis, but then in each school the initial list of teachers was inspected and some individual teachers in some schools were approached in order to ensure that there was not an imbalance of specialist teaching expertise. This was in the interest of ensuring a representative teacher response. No teacher refused to take part although one or two preferred to be interviewed rather than complete the questionnaire.

All the head teachers were asked both to complete the questionnaire and to be interviewed. However, the public school heads both diverted the request to a housemaster neither of whom were able to find time for an interview and only one returned the questionnaire. Two state school heads also failed to return the questionnaire but all gave their time generously for the interview.

A table of the response showing the final numbers of students and teachers in each type of school is included in the next chapter, which deals with the conduct of the research.

3.5. THE DATA

a. The Questionnaire

As has been previously indicated the particular values which featured in the questionnaire were decided in consultation with representatives of the students, teachers and headteachers who took part in the enquiry. The distinguishing of those values felt to be most or least important was carried out as follows. In the case of Priorities and Personal Qualities a simple ranking was requested. The rest were to be assessed on a five or four point scale, as seemed appropriate. (i.e. Very Important, Important, Desirable, Unimportant, Undesirable: or Very Serious, Serious, Minor, Unimportant: or Strong, Slight, Neither, Slight, Strong.) The variety of response in the scale results was such that they too could be ranked for those regarded as most or least important or desirable.

Although due regard was taken of the top and bottom results it was felt that this may not be as significant as it might appear. Many teachers in particular pointed out that they were giving their opinion as they felt on the particular day when they filled in the questionnaire but they also suggested that on another day they might make rather different decisions.

It was felt therefore that it was more realistic and reliable to consider the top five and the bottom five as having more significance. It was felt that the day to day variation would be catered for in that way. In the event it was interesting that although there was sometimes a notable difference between individual top and bottom results there was much more consistency in the top five or bottom five results.

b. The Interviews

The interviews were designed to be semi-structured but open ended. It was felt that recording the interviews was less open to distortion than by taking notes or relying upon memory. The recordings were then able to be scrutinized at leisure to discover individual opinions as well as similarities or contrasts between schools or individuals. The interviews were also arranged to be private and anonymous and were expected to take about an hour, although one or two lasted longer up to about two hours. It was felt that interviews much longer than this would become less relevant or useful because of the difficulty of maintaining concentration as well as perhaps interest. As Measor(1985) has commented, "The teacher can usually talk on, but after an hour-and-a-half I find myself incapable of that critical listening." It may be suspected

that this time scale is likely to be true of both interviewer and interviewee.

c.Analysis

In analysing the data it appeared that, although the subject of the research was without doubt qualitative, the information could lend itself to at least two methods of enquiry. Firstly, the questionnaire produced material which could be dealt with in a quantitative way and secondly, the interviews and observations needed a rather different treatment.

The results from the questionnaire could thus be fed into a computer database and spreadsheet; and from there systematised into tables and graphs. The details of this are indicated in the next chapter on the conduct of the research. From these figures comparisons could be made both within schools and between schools. Also the results of the different questions could be compared and related.

The interviews were recorded and later listened to several times, transcribed and notes taken - largely in the words of the teachers and headteachers themselves. This enabled comparisons to be made between individuals and also between schools. It was not felt that this information lent itself to presentation in graphical or tabular form but

along with the general observation of the schools was used to enlighten the information from the questionnaire and to help relate results to the hypotheses.

It is, of course, important that there should be methods to ensure as far as possible that the data produced in the research is tested and screened so that its reliability is validated. As Hayman points out, " Error in a research study may be of two general types: chance, or accidental, error and constant, or systematic, error." (1968)

Steps taken in this project to control such errors were; against chance error - the use of statistical procedures such as the median test and the chi-square test. Against systematic error - by the variety of schools used in the sample; the random choice of students; and the spread of teacher specialisation. Also the relating the results of the questionnaire to those obtained in the interviews and by general observation would provide further cross referencing or 'triangulation'.

Nevertheless, it is, of course, true that certainty in human life is not easily obtained and this is no doubt true of educational research. As Hammersley (1986) has pointed out, "There is no doubt that classroom researchers face difficult methodological problems, whatever the tradition

in which they work. Moreover, in my view, none of the strategies currently available in any of the research traditions is very successful. Given this, it seems essential to approach these problems with some humility."

Saran (1985) quoted Foster and Shepherd(1980) in the following comment, "Perhaps the most important point for all those wishing to use primary source material.....is that the reader should approach the material with an open mind in order to get the most from it.....Having read around the subject the next step is to see what the documents tell you rather than look for individual theories to be proved. You may be surprised by your own conclusions."

It is hoped that, in this project, both the warnings mentioned in the previous two paragraphs have been borne in mind throughout.

CHAPTER FOUR

CONDUCT OF RESEARCH

4.1. Introduction

4.2. The General Approach

4.3. The Sample

4.4. Gathering Data

4.5. Processing Data

a) Questionnaire

b) Interviews

4.6. Considering Data

4.1. INTRODUCTION

"The school is a forum in which not only are there important individual differences in values (arising out of different family experiences and social traditions) but also cultural differences between groups of pupils, especially groups from different ethnic backgrounds. It is not easy to find a way of respecting, while at the same time bridging, these differences in establishing a common cultural and educational experience." (Richard Pring 1987)

"...the traditional emphasis upon the moral element of education is still evident in many aspects of current educational theory and practice" but "The present picture is nevertheless an undeniably confused one".(Roger Straughan 1988)

These two quotations illustrate something of the origin of the present piece of research in a personal feeling of some uncertainty and confusion about the purpose and values served by education in schools - an uncertainty and confusion which did not seem to be resolved by conversations with teachers or other educationalists. They also illustrate that the feeling was not merely personal but was shared by others. The personal feeling, however, was that the confusion did not arise only from differences of family or social tradition or even ethnic background but was related to conceptions of the nature of education itself.

It seemed reasonable, therefore, to attempt to clarify the situation by asking a cross-section of students and teachers a number of questions concerning their views on the priorities and qualities which they expected their schools to serve or inculcate. The intention was not to restrict the enquiry to what might be included in a specific course of 'Personal, Social and Moral Education', nor indeed to restrict the meaning of the word 'values' to what might be implied by the term 'moral values'. The intention was, rather, to interpret the term 'values in education' to mean the purpose or significance which those involved in it expected the whole experience to be concerned with. The part of education with which this enquiry is concerned is school education and, in particular, with the statutory period of schooling.

4.2. THE GENERAL APPROACH

The enquiry is inevitably concerned with what people say are their values and it has to be recognised that what people say is not necessarily the same as what they do. Nevertheless it may be suggested that what is said may at least indicate intentions or hopes - even if the intentions or hopes are, for whatever reason, not realised. As has already been commented (q.v. p.45), it is the intention which lies behind an action which defines the framework of values which has prompted the behaviour. Thus what people say may be

reasonably regarded as a significant commentary upon what they do and, if it is an honest commentary, must reveal something of their value judgements.

The first step then was to compile a questionnaire which listed suggestions of priorities and qualities which students may be asked to put in rank order, together with an opportunity to indicate attitudes to school and school activities. Then, as a pilot exercise, the questionnaire was used in one school. It was issued to teachers who were asked to administer it to their students.

There were at least three interesting reactions to this first tentative approach. The first was the evident - and perhaps surprising - enthusiasm with which a number of students received the questionnaire. One group made it clear, in a quite spontaneous comment, that they felt it had been the basis of what they said was the best lesson they remembered in school. Thus it seemed likely that many students would welcome the opportunity to express their points of view in this manner.

The second was the different ways in which the teachers had dealt with the questionnaire. Some had handed it out with a minimum of instruction and had not apparently ensured that it was correctly understood or completed. Others had used it as a basis for a discussion lesson with a good deal of input from the teacher. Thus it seemed clear that it would be important for the questionnaire to be administered by the

researcher to ensure consistency of treatment. It was also interesting that a number of teachers filled in the questionnaire which encouraged the belief that they, as well as the students, would be willing to interest themselves in the project.

The third reaction was that some students wished to amend and adjust the questionnaire to make it more relevant to their feelings and points of view. Thus it was decided that a form of consultation was needed to draw up a better questionnaire.

Accordingly it was with some encouragement that the second step was begun. This was thought of as including two tasks, which it was felt should be tackled separately as far as possible and not to be inter-related.

The first was the drawing up of a number of hypotheses which would clarify the object of the enquiry and be used as starting points for analysing the results when they were obtained. This was a task for the researcher alone.

The second task was the construction of a new questionnaire which would provide the majority of the data. In order to ensure that the data was not gathered in a biased way this questionnaire was drawn up in a manner which attempted to make it as neutral as possible, as far as the hypotheses were concerned. This was done by taking the original questionnaire as an initial priming and discussing it, requesting suggestions for improving ideas and language,

with a small group of students, teachers and the headteacher (all three separately) from two widely different schools. One was the original school - a small inner-city 11-16 school - the other was a large 14-18 school situated in a relatively rural market town.

The students were all fifth formers (i.e. 15-16 year olds) because it was felt that they were in the final year of statutory schooling and would therefore represent the end product of the eleven years of such education.

The resulting questionnaire was very considerably revised from the original and in the event seemed to create very few problems concerning understanding or vocabulary. The preparations for undertaking the enquiry were now made.

The intention was not to impose any kind of pre-emptive strait-jacket but to allow staff and students to reveal their own approaches in a way that could be grasped and compared. In tackling these issues it may be felt that a problem of the method employed is that still too many abstract words have been used. They were, however, as has been described, arrived at out of consultation with youngsters and teachers from widely differing schools and while there may well be some differences in the meaning placed on these words by different people, it is hoped that there is enough choice and enough common ground for the results to be meaningful.

Certainly it was felt that to try another method, such as, for example, to present people with a hypothetical, fictional situation to which reactions were invited (such as the situations used for a rather different purpose by Lawrence Kohlberg e.g. 1983 or 1981) would not only be felt by the subjects of the enquiry to be contrived - if not unreal - but also probably more limiting and more subject to pre-supposition and perhaps presumption. It was felt that the issues raised by the questionnaire would be realistic in that they were related to the real experiential situation of the school within which the students or the teachers worked.

Although values are held by individuals they operate in social groups and are influenced by social pressures. This study therefore has been mainly concerned with school results rather than with individual students or teachers. However, the differences between individuals cannot be ignored and has an influence upon conclusions reached. Inevitably, since there is only one per school, the headteacher's approach may seem to be considered as that of an individual but even here it is mainly seen in relation to the school or to the whole body of the headteachers considered together.

4.3. THE SAMPLE

The geographic area chosen for investigation provided a great variety of school organisation and social environment. The schools to be chosen were to include fifth formers for the reason given above. Thus there were four organisational types available - 11-16, 11-18, 14-18, and 10 or 13-18 independent schools. It was hoped to invite three schools of each kind to take part, making a total of twelve schools. In the event, as indicated in the previous chapter, only two independent schools were able to make themselves available so that eleven schools actually took part in the enquiry. The school which had answered the original questionnaire was not included because it was felt that the previous experience might complicate the second.

All the state schools were comprehensive. The 11-16 schools were all inner-city schools. One was a girls' school; two were community colleges; one had a largely Asian intake; one served an economically deprived area.

The 11-18 schools were all on the outskirts of the city; two were ex-grammar schools; one was a voluntary aided Catholic school; none were community colleges. Two of the 14-18 schools were suburban schools, situated outside the city boundaries; one was the only school in a medium sized market town; two were community colleges.

The two independent schools were prestigious nationally known boarding schools which drew their students from a wide area, including overseas. In both the independent schools the enquiry was diverted to a housemaster and thus entrance was gained only to a house and not to the school, which inevitably restricted the data which became available from those schools.

The total numbers of those who took part in the enquiry were as follows:

a. The Questionnaire: 270 students, 103 teachers, 7 headteachers, 1 acting headteacher and 1 housemaster.

b. The Interviews: 46 teachers, 9 headteachers.

They were distributed as the following table shows;

SCHOOLS		STUDENTS	TEACHERS		HEADTEACHERS	
			Q	I	Q	I
	a	24	11	5	1	1
11-16	b	30	7	5	0	1
	c	36	12	5	2 (a)	1
	a	20	15	5	1	1
11-18	b	30	10	5	1	1
	c	23	11	6	0	1

SCHOOLS		STUDENTS	TEACHERS		HEADTEACHERS	
			Q	I	Q	I
14-18	a	20	11	5	1	1
	b	23	12	5	1	1
	c	36	9	5	1	1
'I'	a	15	0	0	1 (b)	0
	b	13	5	0	0	0
totals		270	103	46	9	9

(Figure 1)

'I'- Independent Schools

Q - Questionnaire

I - Interview

(a) - The headteacher was away on a course but cooperated fully in both questionnaire and interview. The acting head also completed a questionnaire.

(b) - Housemaster

The Schools

a)

This was a school set in the middle of a post-war council housing estate where there were many social and economic difficulties, including high unemployment, and comparatively few facilities apart from the school. It was built as a co-educational secondary modern school and had been considerably extended since then, both to enable it to become an 11-16 comprehensive school and later a community college. It was a social priority area school and had a deep involvement in its local community which had been recognised with a School Curriculum Award. It was also a pilot school for the original T.V.E.I. in 1983. The building could have accommodated 800 to 900 students but the school roll was around 500. The student body was predominantly of white indigenous racial background.

b)

This was a girls' school, established before the second world war as an elementary school, which later became a single sex secondary modern school. It was situated in a relatively comfortable suburb although its catchment area also included part of a large council housing estate a little distance from its building. As a secondary modern school it had enjoyed a considerable reputation for the quality of the education provided and this continued after it became a single sex comprehensive school. The buildings had been considerably

extended when the school became a community college. There were approaching 800 girls on roll and the school was fully subscribed. The students appeared to be predominantly of white indigenous racial background although there were a number of girls from the ethnic minority groups.

c)

This was a co-educational, multi-cultural, multi-faith school with extensive grounds set in a relatively modern housing estate towards the outskirts of the city. It had begun as an elementary school before the war, later becoming secondary modern, and had moved to its present site in the post-war period. Although it was to some extent affected by the falling rolls situation it had in previous years had to increase its accommodation by the use of large numbers of temporary relocatable classrooms which still constituted a considerable part of the classroom facility. In course of time it became a comprehensive school and received the School Curriculum Award for its curriculum and good practice. Its roll was approximately 900 and, although it had been larger, this was still much more than its permanent accommodation could cater for.

d)

This school traced its history back to the eighteenth century when it was originally two schools, one a boys' grammar and the other a girls' grammar school. These two long established schools were amalgamated to form the present co-educational comprehensive school. The premises were much extended and modernised to allow this establishment to take place. It now served a mixed area of council and private housing. It had its own field centre in Wales to which all students were expected to go at least twice during their school career. The student body numbered about 900 and was predominantly of white indigenous racial background although there was some representation of ethnic minority groups.

e)

This school was formed by the amalgamation of two adjoining schools, one a boys' grammar and the other a co-educational secondary modern. One building housed the first three years and the other, years four and five with an extension for the purpose built sixth form centre for years six and seven. The staff were expected to teach in both buildings . It was a large school with more than 1200 students and the student body was predominantly of white indigenous racial background with a small proportion of youngsters from ethnic minority groups.

f)

This school was a voluntary aided comprehensive school in a modern purpose built accommodation on the outskirts of the city with extensive grounds and playing fields. It drew its students from a large area of the city and from villages and towns nearby. The number on roll was approaching 1000 and although predominantly of white indigenous racial background there were a number of youngsters from the ethnic minorities. In the school's aims it was stated, "The basic principle which underlies the school is that the education of each member will be based on Christian principles and concerned with the Christian formation of each of its members. The school seeks to foster a committed knowledge, understanding and experience of the Catholic faith and culture."

g)

This school was a voluntary controlled comprehensive school which had been developed from an older grammar school with a Church of England foundation. The original grammar school building remained at the heart of the school but now housed mainly the administrative block. The accommodation had been very considerably extended since the post-war period to provide very varied facilities including the Public Library

for the area. It had been a pilot school for the original T.V.E.I in 1983 and had gained the School Curriculum Award. It had been a community college from the time of its establishment as a comprehensive school. The numbers on roll exceeded a 1000 and were predominantly of white indigenous racial background.

h)

This school was opened as a purpose built upper comprehensive school. It was situated in somewhat rural surroundings on the outskirts of a middle class suburb just beyond the city boundaries. It was also established as the community college for the area. The number of students on roll were almost a 1000 and they were predominantly of white indigenous racial background. The original buildings had been considerably extended to cope with increase of numbers and to establish a sixth form centre.

i)

This school began as a small county grammar school before the first world war, serving a medium sized market town. It became a comprehensive school but was not a community college. Since it was the only upper school in the town its intake might be expected to provide a fully comprehensive range of ability. The accommodation had been considerably extended over the years to facilitate the development from a small grammar school to a large comprehensive. The numbers on roll exceeded

1200 and were predominantly of white indigenous racial background although there were a few representatives of ethnic minority groups.

j)

This school was a sixteenth century foundation and had grown from a small local grammar school four hundred years ago to be a well known co-educational boarding and day school. It had a junior school which catered for the ages between ten and thirteen and the main school for youngsters between thirteen and eighteen. Most of the buildings probably dated from the nineteenth century but there had also been considerable modern extensions during the last twenty years or so. The houses were accommodated in separate buildings and were organized on a 'horizontal' age system so that the differing needs of the age groups could be catered for but the school ate communally in the school dining hall. The brochure indicated that the Christian Religion played a central part in the life of the school community.

k)

This school began as a small local grammar school some four hundred years ago but had developed into a boarding school with a wide reputation, numbering famous names among its headmasters. It was mainly a boys' school but admitted girls into the sixth form. Many of its buildings were listed structures and dated back to the original foundation but its facilities were very modern and were spread across the small market town in which it stood. The houses were each in separate buildings within their own grounds which enabled them to become distinctive communities in themselves and they were made up of youngsters from every year within the school. The school had a central chapel and in the brochure it was stated that Christianity played an important part in the daily life of the school.

4.4. GATHERING DATA

The initial contact with the schools was by telephone to the headteacher. When provisional assent was gained a small pamphlet was sent setting out the intention and method of the enquiry. At a subsequent meeting with the headteacher (or the housemaster in the case of the independent schools) a timetable was agreed for the visits to the schools. It was agreed that a group of approximately thirty fifth formers would be made available (except for the independent schools who made all the fifth years from the house available: in one

case this was fifteen and in the other thirteen). It was requested that the group should include a representative range of the ability available in the school - although it was suggested that they would need to be able to read the questionnaire. The independent school housemasters pointed out that as far as they were concerned the range of ability could only be described as 'grammar school' and therefore there would not be any youngsters of low academic ability. As far as the rest were concerned assurances were given that the group would not be a selected group of higher ability and would, as far as possible, cover the levels of ability available. The impression given by the groups was that they did contain a number of youngsters of less than average ability although few needed much help in dealing with the questionnaire. In every school, however, there were a few questions about the meaning of some words but not so many that the project was hindered.

The students tackled the questionnaire as a classroom group - though each youngster completed it individually without discussion. The researcher was to visit the school for a week to interview staff and persuade a representative number to complete the questionnaire also. The visit would enable an inevitably rather superficial view to be gained of the school in operation.

In the event two visits were made, one in the winter term of 1988 to administer the questionnaire to the students and one in the spring term 1989 for the staff. About half of

the schools did provide groups of thirty or more but the others (apart from the independent schools) varied between twenty and twenty-four. The explanation given for the smaller numbers was that their teaching groups were that size but it was also said that there were some absentees, even perhaps truants.

It may be, of course, that if those truants had been present their opinions might have been different from those expressed by the rest. However the pattern of replies did not vary greatly from school to school, except in ways that could be explained by other influences, so that it may be hoped that absenteeism was not a great factor to distort the results. The teachers who filled in the questionnaire or were interviewed were drawn from as wide a range of academic disciplines as possible.

In the book previously mentioned ('Discipline and Moral Education') John Wilson wrote that research which involves finding out what concepts people hold and what rules they follow, although it must respect equivalent standards of stringency, is essentially a different kind of enquiry from research into the natural sciences, which can be conducted along what might be called 'behaviouristic' lines.

In interpreting human thought and behaviour, he suggested, what counts as a 'fact' is usually much more disputable than in the natural sciences, so that it is rarely possible to draw a clear line between 'observation' and

'explanation'. Therefore statistics and other such techniques are of limited use. People, he commented, often mean different things by the same words. He went on to conclude that to obtain clear results in such a situation would require quite long conversations. Also, as Cohen and Manion (1989) point out, one advantage of the interview is, "that it allows for greater depth than is the case with other methods of data collection.

In view of that it seemed at least desirable that the questionnaire results should be supplemented by more extended conversations. This is why it was decided to arrange interviews with teachers and headteachers.

During visits to the state schools it was possible to arrange interviews of approximately an hour or so in a one-to-one situation with the headteacher and with a number of members of staff. Some of the conversations with the heads went on considerably longer. A similar opportunity was not available to talk with the students, first because of the amount of time that would have been required, and second because their school work had been sufficiently disrupted in their examination year by the completion of the questionnaire.

Seven of the heads also completed the questionnaire but the teachers were asked either to complete the questionnaire or to be interviewed. All nine heads were interviewed and the teachers ranged in status from Deputy Heads to those with only a few years experience. They were approximately equally

divided between the nine schools.

Unfortunately this kind of enquiry was not made available in the independent schools.

Although the conversations sometimes ranged quite widely there were five questions which were intended to be discussed in all interviews. They were:

a. What do you think is the 'Core Mission' of the school?

b. Where do you think school values originate?

c. Is there a developmental aspect in helping young people to acquire moral and value concepts?

d. What part does Religious Education play in the general ethos of the school?

e. Are there dangers if young people grow up without some sense of commitment?

Most of the interviews covered all of the questions but, perhaps inevitably, because the interviews had to be fitted into the teaching timetable, time sometimes ran out before one or other and occasionally both of the last two questions were dealt with.

4.5. PROCESSING DATA

The schools were promised anonymity. Therefore the questionnaires were anonymous and the schools were identified only by a code number, although information was retained about type of organisation and social environment. This code number was deliberately not used in the previous description of the sample. During the interviews with teachers information such as names, subjects or position was carefully avoided to prevent identification of individuals.

a) Questionnaires

The information from the questionnaires was entered on to a computer data base which was then scanned to produce aggregate answers to the questions which were then entered on to a spreadsheet for each question. Spreadsheets were created for the groups of students, teachers and the head for each school and also for the total number of each group incorporating all schools together. From the spreadsheets graphs were created showing the relationship of the aggregate results of the various groups.

In creating the graphs, in order to produce positive results, points were awarded for particular answers. For example, where opinions were to be given in rank order and there were eighteen categories to be ranked, then the first priority would be allocated eighteen points and the last one

point with the others in between proportionally. Where opinions were asked for about a tendency between two opposing values on a scale of "Strong, Slight, Neither, Slight, Strong", the points ranged between +2 and -2. This enabled the points to be added from the list of aggregate answers and divided by the relevant number of students or teachers to give an average position for the group.

By this means it was possible to produce tables and graphs of results for students, teachers and head for each school for each individual question and also for the total numbers over all schools for each group. Thus it waspracticable to observe the spread of opinion, the weighting of opinion and the average opinion revealed by the results. It also enabled comparisons to be made in questions one to four, of personal opinions or values and what were thought to be the opinions or values embodied in the school as an institution. Graphs were also produced to compare the results of students with teachers and, where possible, of students with teachers and with headteachers.

b) Interviews

The interviews with teachers and with headteachers were initially recorded on a micro-cassette recorder. This enabled both a free discussion to take place without the distraction of taking notes and also for a careful summary to be made later without the distortion or incompleteness which note taking or reliance upon memory might have caused.

The discussion of each of the five main questions used during the interviews was then summarised and written out alongside similar discussions with other teachers, school by school. Thus a picture could be gained, not only of the opinions of individual teachers, but also of any differences which could be observed within or between different schools. The headteachers' interviews were dealt with in the same way.

4.6. Considering Data

There was a resulting plethora of processed data. Since there were nine main questions in the questionnaire with the first four in two parts, there were thirteen tables for each group of students, teachers and headteachers.

In practice, of course, this data was not dealt with all together, although occasionally individual issues might be traced across the whole spectrum. In the main, however, it was dealt with question by question.

The detail and the reflections upon these comparisons is set out in the results chapter, where it can be seen that the spread of opinion was considerable and also that there were nevertheless majority opinions which could be discerned. It was also possible to observe any differences in the weighting of opinion between different groups and schools.

From the total group of all the schools together diagrams were drawn to set out clearly what were the overall aggregate majority views. It was equally important, however, to notice the range of opinion and the variation between individuals and between different schools.

Sometimes casting across all the related results or opinions might suggest interpretations. For example, comparing the results in questions three and five might suggest reasons (as has been commented in the results chapter) why twenty-three students felt they wished their teachers to be frightening in contrast to the vast majority of students and teachers.

The results were also scrutinised to see if there were patterns to be discovered between schools of differing types of organization or environment. This has also been commented on in the results chapter.

Comparisons, contrasts and conclusions were tested and verified by the use of statistical calculations where possible. These were mainly the median test and the chi-squared test. These results are set out in the appendices and referred to where applicable in the text.

Tables and graphs could not usefully be produced from the records of the interviews but these records were listened to carefully several times and written summaries were made

and compared again with the sound recordings. The general impressions were then written out under the headings of the five main questions, where possible using the actual words of the teachers and headteachers. The intention was to look for any general consensus which might appear and also for differences which be related to type of organization, environment or perhaps distinctive educational theories or philosophies. The intention was to adopt as objective a view as possible, allowing the teachers to speak for themselves rather than attempt to make their views fit any preconceived interpretation.

Then all the results were considered in relationship to the original hypotheses. This, of course, meant that the questions were not particularly considered in isolation but in so far as they bore upon the particular theme which the hypothesis raised. Several questions might contribute to the response to a particular hypothesis.

Finally the whole project was reviewed and reflected upon to allow wider reactions or inferences to emerge which might point towards judgements or conclusions to be drawn from the whole exercise.

CHAPTER FIVE

HYPOTHESES

5.1. That Schools are concerned with Social and Moral Values.

5.2. That Schools have a Recognised and Conscious Core Mission.

5.3. That, in practice, Schools have a Recogniseable Values Pattern.

5.1. That schools are concerned with social and moral values as well as academic values.

5.1.i) That the type of school influences the values involved.

a. That there is a difference between state comprehensive schools and independent 'Public' schools.

b. That 14-18 schools have a different approach to other schools in the enquiry.

5.1.ii) That the environment of the school influences the values involved.

5.1.iii) That the possession of a sixth form influences the values involved.

5.1.iv) That the head teacher has an influence on the values involved.

5.1.v) That Assemblies are part of the values education in schools.

5.1.vi) That Religious Education has a part in the values education of schools.

5.1.vii) That teachers feel well prepared to take part in values education.

5.2. That schools have a recognised and conscious 'Core Mission'.

5.2.i). That the responses to the questionnaire and in the interviews shows a consistent view of aims and values.

a) between staff students and headteachers.

b) between various types of schools.

5.2.ii). That schools have a clear view of the future objectives for which they are preparing their students.

a) in regard to individual fulfilment. (e.g. Family, Citizenship, Philosophy of Life, Need for Commitment.)

b) in regard to future employment.

c) in regard to further education.

5.2.iii). That schools recognise a function in conserving the culture of the society in which they are set.

a) in inculcating a sense of community and of belonging to one society or nation.

b) in upholding the institutions, such as family life.

c) in developing a 'Vision of Greatness' to which students are to be encouraged to be committed.

5.3. That, in practice, schools have a recognisable value pattern.

a) in the priorities of students and staff.

b) in personal qualities desired by students and staff.

c) in attitudes to social values inside and outside school.

d) in attitudes to the curriculum and to the ethos of the school.

e) in aspirations for student development.

CHAPTER SIX

RESULTS A

Questionnaire

6.1. Question 1: Priorities

6.2. Question 2: Qualities

6.3. Question 3: Good Teacher Qualities

6.4. Question 4: Good Student Qualities

6.5. Question 5: Offences in School

6.6. Question 6: Offences in Society

6.7. Question 7: The Curriculum

6.8. Question 8: The School Ethos

6.9. Question 9: Student Development

QUESTIONNAIRES

In all the responses to the questions it is clear that there is a wide variety of attitude and valuation. This variety is important but to begin with it is the general or aggregate tendency indicated which is to be commented upon. Although there are relatively clear tendencies revealed by these aggregate results the disagreements in individual responses cannot be forgotten. In very few categories is there a concentration of opinion in any one position. The result of this may well be a confused impact upon the student. If there is a sizeable minority pulling in the opposite direction from the majority then this may appear democratic, but it may also result in a loss of credibility for any point of view among the students. It must also be recognized that a strong minority which dissents from the 'official' view can be extremely influential.

In the aggregate results there are discernable differences of emphasis between the various groups within the schools but there are also clear similarities. Both are equally important. These differences and similarities have been statistically verified by using the Chi-square test. The results of these tests are frequently included in the text, within brackets. Unless otherwise stated the comparison is normally between the students of the school under consideration and the rest of the student body from all the

other schools or between the staff of the relevant school and the rest of the staffs. Sometimes comparisons have been made between the valuation of categories or between staff and student opinion.

The detailed tables of results, including the chi square results are set out in Volume 2. The student questionnaire is to be found in the appendices. The staff questionnaire contained the same questions. Where there is any doubt it is hoped that reference to these records will make the situation clear.

QUESTION 1

PRIORITIES

(See Figure 2, p.118 and Figure 4, p.120)

STUDENTS

Not surprisingly, perhaps, students seem to take a functional attitude to their education. The most popular priorities would seem to be 'Increasing Knowledge', 'Examination Success', and 'Preparing for a Career'. In the state schools visited these were the only categories to achieve a first priority in the aggregate results. Seven of the nine state schools made 'Increasing Knowledge' the first priority. Only two gave first place to 'Examination Success'

but seven made it their second choice. One first (equal) and one second place was given to 'Preparing for a Career' but six schools made this their third choice.

The two Public schools, however, made other categories their first choice. One chose 'Develop Character and Personality' and the other 'Enjoyment of Life' These varied between fourth and tenth places for the state schools. In the Public schools 'Increasing Knowledge' gained second place in both and 'Examination Success' a seventh and fourth place respectively.

It must be reiterated that these are aggregate results and thus not necessarily the position of any single individual. Indeed it would not be difficult to find youngsters who would put many of these priorities at the bottom of their lists. It may, perhaps, be commented that the results show some degree of idealism among the students in that 'Increasing Knowledge' is almost everywhere given preferment over either 'Examination Success' or 'Career Preparation' In the two Public schools the students indicated even wider choice for their first priorities,- even further removed from aspects of education which can be measured or tabulated.

At the other end of the scale there was almost complete unanimity. Nine of the schools put as their last priority, 'Fashion' and the other two rated it next to last. This presumably does not mean that the youngsters are not

interested in fashion but that they do not think it is the school's business.

The two who did not put 'Fashion' last differed greatly on the priority placed last. One chose 'Computer Literacy' and the other 'Awareness of Religion or other Philosophy of Life' to put at the bottom of their lists The general reaction to both these categories was interesting. In spite of all the publicity and pressure, computer literacy does not seem to have caught the popular imagination, at least in the schools which were the subject of this enquiry. No school rated it higher than fourteenth out of eighteen and its aggregate rating was sixteenth.

'Awareness of Religion or other Philosophy of Life' received a similar valuation. No school, other than the Catholic school, placed it higher than thirteenth and the aggregate rating was fourteenth. The Catholic school placed it eleventh out of eighteen, which is still well into the bottom half of the range.(Chi-square=6.9 $p<0.02$)

However, those concerned with Religious Education might be interested that although the general rating of this subject was not high, nevertheless it was given the lowest rating in only one school (a state upper school) and next to lowest in only one (a Public school). It may also be interesting that both these schools were Church of England foundations. (Chi-square = 4.28 and 3.95 respectively, $p<0.05$) However, many individual youngsters gave it a much

higher rating. No-one made it a first priority but several made it second and about a quarter of all students placed it in the top half of the range. No doubt this accords with the situation in society at large.

Two other rankings are perhaps worth comment. In spite of the importance given to career preparation, the category 'Skills for Industry and Commerce' was not similarly emphasised.(Chi-squared=100.15, $p<0.001$) Is this an indication that the old preference for academic subjects over technical studies still applies? Does it also indicate that, despite the recognition that education has an important bearing on future career prospects, schools are still not seen as training grounds for industry? This is perhaps also worth comment because all the state schools studied were in the relatively early stages of the second phase of the Technical and Vocational Education Initiative and some had been pilot institutions in the first phase from 1983.

It is, perhaps, also interesting that the evaluation of 'Skills for Leisure' and 'Skills for Marriage and Family Life' placed them in the bottom third of the aggregate results.(Compared to "Increasing Knowledge" Chi-square = 279.25 and 310.1 respectively, $p<0.001$) It must, of course, be recognized that a low rating on this priority list does not necessarily mean that the category is regarded as unimportant but only that others on the list are regarded as more important. Nevertheless,it does raise the question of what is the purpose of education and what are the important

areas of human life.

STAFF

At first sight it would seem that the priorities of the staff are quite different from those of the students. The categories which achieved a first choice in the staff's aggregate results were also three: they were 'Develop Character and Personality', 'Increasing Knowledge' and 'Moral Values'. Character building received six first choices, 'Moral Values' three and 'Increasing Knowledge' two. All except one who gave first choice to character building made 'Increasing Knowledge' second. The one exception made 'Increasing Knowledge' third and 'Moral Values' second. Character building received only first and second choices,'Increasing Knowledge'received three third choices, 'Moral Values' received one second choice and five third choices. So far this seems to contrast clearly with the reaction of the students.

If, however, we look at the first five aggregate choices, four are the same for both students and staff. The exceptions are 'Moral Values'(third for the staff and eighth for the students. Chi-square = 22.42,$p<0.001$) and career preparation (third for the students and sixth for the staff. Chi-square=27.7,$p<0.001$).

Thus although there are differences of emphasis, there is certainly not any great discontinuity or rejection of values between the groups. The students are impressed with the need to launch themselves upon the world and see clearly the necessity to do well in the manifest curriculum and achieve as good examination results as possible. This is because the majority see that they can have a relation to career prospects and they look to the school for help in career preparation. However, they also recognise that the school should have a wider impact concerning personal development and moral values.

The staff, on the other hand, evidently wish to be involved first in the development of persons and moral values. Indeed many of the teachers indicated that this was the reason for entering the teaching profession in the first place. Nevertheless they also recognise that examination results and career preparation are an important part of their responsibility.

At the other end of the scale there seems broad agreement. Ten of the eleven schools rated 'Fashion' as the lowest priority. The only school staff not to rate it lowest was a Public school, which rated it next to lowest. Perhaps surprisingly, in view of the image of Public schools, that particular staff gave 'Pride in School' as its lowest priority. It was notable in fact that in every case the students gave 'Pride in School' a higher priority than the

staff of their school. The teachers' aggregate rating overall for 'Pride in School' was seventeenth out of eighteen.(Chi-square=18.46,p<0.001)

As with the students, 'Computer Literacy' held a low priority (sixteenth out of eighteen). Inevitably, there were individual teachers who were much more concerned with this particular skill, but even individual priorities for computer literacy were never higher than third and only one or two rated it higher than sixth whilst the vast majority rated it very much lower.

Comparing the five lowest priorities of staff and students there is again a good deal of agreement. Three categories are the same ('Fashion', 'Computer Literacy' and 'Skills for Marriage and Family Life'). The staff added 'Skills for Leisure' and 'Pride in School', which were rated thirteenth and twelfth respectively by the students. The students added 'Awareness of Religion or other Philosophy of Life' and 'Appreciation of the Arts', which were rated twelfth and thirteenth respectively by the staff. Thus the lowest seven priorities of both staff and students contained the same categories although in a somewhat different order.

HEAD TEACHERS

The priorities of headteachers would seem not dissimilar to those of the rest of the staff. Hardly surprising, since all headteachers have previously been members of staff. However there are one or two points which seem worth comment. Whilst agreeing with the rest of the staff on the primacy of character building, moral values and the increase of knowledge, they seemed to place rather less emphasis upon examination results or career preparation. Indeed two headteachers gave examination success the rating of thirteenth out of eighteen and the same two put career preparation at fourteenth or fifteenth respectively. In view of the pressure put upon schools to obtain tangible results which can be quantified and indeed published this must be rather surprising.

The exception here was the representative from one of the Public schools, who rated 'Examination Success' third and 'Career Preparation' fifth. Thus although, here, primacy was still given to character building and moral values there was considerable emphasis put upon examinations and careers from the administration of this school.

Another difference between the headteachers and the rest of the staff concerns the category 'Enjoyment of Life'. If we look at the first five priorities, the headteachers and the staff have four out of five the same though in somewhat

different order, but whereas the staff have 'Examination Success' as their fourth priority the headteachers have 'Enjoyment of Life' in that position. Another point worth comment is that the heads themselves disagree strongly about this category. Whilst three of the nine headteachers who filled in the questionnaire have this category as their first priority, one (from a state Upper school) placed it last and another (from a Public school) placed it next to last. Even for those who placed it first however it would seem that enjoyment of life was viewed rather stoically because they accorded 'Skills for Leisure' an aggregate position of fifteenth and no head rated it higher than tenth. Presumably it was hoped that enjoyment of life would be found in school activities.

In comparing the relatively low priorities, there is considerable agreement between the heads and the rest of the staff. Four out of the five categories are the same. The exception is that the headteachers seemed to give a higher priority to 'Marriage and Family Life' and a lower rating to 'Good Manners'. In view of this low rating by the heads for 'Good Manners', it is interesting that the students felt that good manners were one of the high priorities of their schools.(Chi-square = 3.7, $p<0.05$)

COMPARISONS

In 1979, after research into a secondary modern school which was in the process of becoming a comprehensive school, Peter Woods claimed that "the generalized aims of the teachers.....were to make 'happy marriages' and the children 'decent citizens' as one teacher said, or 'good christian gentlefolk' as the headmaster put it". In the light of that report it would appear that in little more than a decade, and in the transformation into comprehensive education, the aims of education have changed considerably. Indeed nowadays it seems almost inconceivable that aims should be expressed in the terms used by that headmaster.

It is not, however, very clear from the responses to the questions on priorities what are the present generalized aims of either teachers or students. The priorities appear to be rather individualized and concerned with personal aspirations for knowledge or examination success as far as the students are concerned and personal development of the pupils as far as the teachers are concerned.

Categories which might point towards generalized aims in the sense of the above quotation all seem to appear in the bottom half of the priority ratings. For example, 'Awareness of Religion or other Philosophy of Life', which might point towards a philosophic interpretation of the nature of man or perhaps to a sense of overall purpose, rated between ninth and fourteenth. An exception here was the Catholic school

where the head and staff (Chi-square=4.05,p<0.05) made it their third or fourth priority respectively but the students (Chi-square=6.9,p<0.02) put it in eleventh place.

'Teach how Society Works' might indicate an ideal of citizenship but it rated between seventh and tenth position. There were a number of exceptions here, however, among the headteachers; all the Upper school heads, and also the head of an 11-16 school which served a notably deprived area, gave it a higher rating. 'Skills for Leisure' would indicate a recognition of wider opportunities which might be open to young people in the future to use leisure time purposefully. This category rated between thirteenth and fifteenth in aggregate. 'Skills needed by Industry and Commerce', which might point towards the importance of producing an efficient work force to support the economic development of society, rated between eleventh and twelfth position. 'Skills for Marriage and Family Life', which would recognise the importance of the responsibilities of parenthood and other aspects of family life, rated on aggregate between tenth and fifteenth. 'Appreciation of the Arts', which could indicate a recognition of the possibility of finding fulfilment in aesthetic experience, rated between thirteenth and sixteenth.

Thus all these categories, which might give some indication of how the purpose of education was viewed, achieved undistinguished positions in the rank order of priorities. They appear in the main neither to inspire enthusiasm to lift them into the top five, or rejection to

relegate them to the bottom positions. Even 'Enjoyment of Life' is a disputed aim with its rank varying between first with a number of headteachers and the students of one school, and last with some others; although it did manage an aggregate rating varying from fourth to seventh.

Perhaps it is inevitable that youngsters should have short term and personalized aims and thus see their schooling in terms of examination and career preparation. However, it might perhaps have been expected that teachers, making education their career, would see their work on a larger canvas incorporating philosophies of human nature or social purposes of one sort or another. These results would not seem to indicate any such vision

It would seem that students are seen as isolated individuals rather than as individuals within society, and education as a personal service rather than as a social process. Of course this is a fairly safe view of education. There are many dangers inherent in a view of education as a social process, which can be illustrated from the work of Plato onward through to the prostitution of education by dictators such as Hitler and Stalin.

Yet, although clearly safeguards are needed against such exploitation, perhaps the soul and real interest of education departs unless it serves some vision of the nature of humanity. An important safeguard in this area may well be a firm separation of the agents of political power from the

practice of education.

SCHOOL PRIORITIES

(See Figure 3, p.119 and Figure 4, p.120)

There was not a great deal of difference between the personal priorities and the views of school priorities for each group, which indicates that there is not a great deal of tension between them and the school.

There were, however, some significant differences. Both staff and students evidently thought the school gave a higher priority to examination results than they did themselves (Chi-square = 43.43, $p<0.001$ for the staff; Chi-square = 7.28, $p<0.01$ for the students).Both also felt that the school emphasised 'Enjoyment of Life' less than they did themselves (Chi-square = 10.58,$p<0.01$ for the staff; Chi-square = 61.54,$p<0.001$ for the students) The students evidently felt that the schools gave lower priorities than they would wish to Careers (Chi-square=11.82,$p<0.001$) and to developing Character and Personality (Chi-square= 26.49,$p<0.001$)

Nevertheless, looking first at the students' results, it seems clear that they feel their main objectives are recognized and served by the schools. Their three main priorities are also very prominent in their assessment of the school's priorities. However they felt that the quantifiable priority of examination success was the most important to

the school. The other two categories which appear in their assessment of the first five objectives of the schools are rather interesting. They were 'Good Manners' and 'Pride in School'

'Good Manners' was not emphasised either by the staffs or the headteachers in their own or in the schools' results. Yet the students seem to think they are given high importance (Chi-square=16,$p<0.001$, when compared to the staff results). 'Pride in School' was also not prominent in the staffs' lists and indeed both 'Good Manners' and 'Pride in School' fall into the last five of the headteachers aggregate results. An exception here was among the staffs of two ex-grammar schools which have become 11-18 comprehensive schools where they have placed 'Pride in School' in either fourth or fifth place (Chi-square= 9.72, $p<0.01$ when compared to other staffs) It is perhaps interesting that both these schools exhibited in prominent places plaques and boards recording past academic and other honours and commemorating the history of the school or its founders. In the case of these schools it may be an indication of the importance of symbols in shaping the attitudes of members of the community.

Another suggestion, as far as the other schools are concerned, is that the views of the students are an indication of what has been called 'survival techniques' among the teachers. It may be that in their attempt to encourage the students to work hard or to behave acceptably, the staffs tend to feel that they will respond to appeals for

good examination results, or to concepts of good manners, or to the pride and reputation of the school, even though in fact the teachers would not place these ideas so high in their own list of priorities.

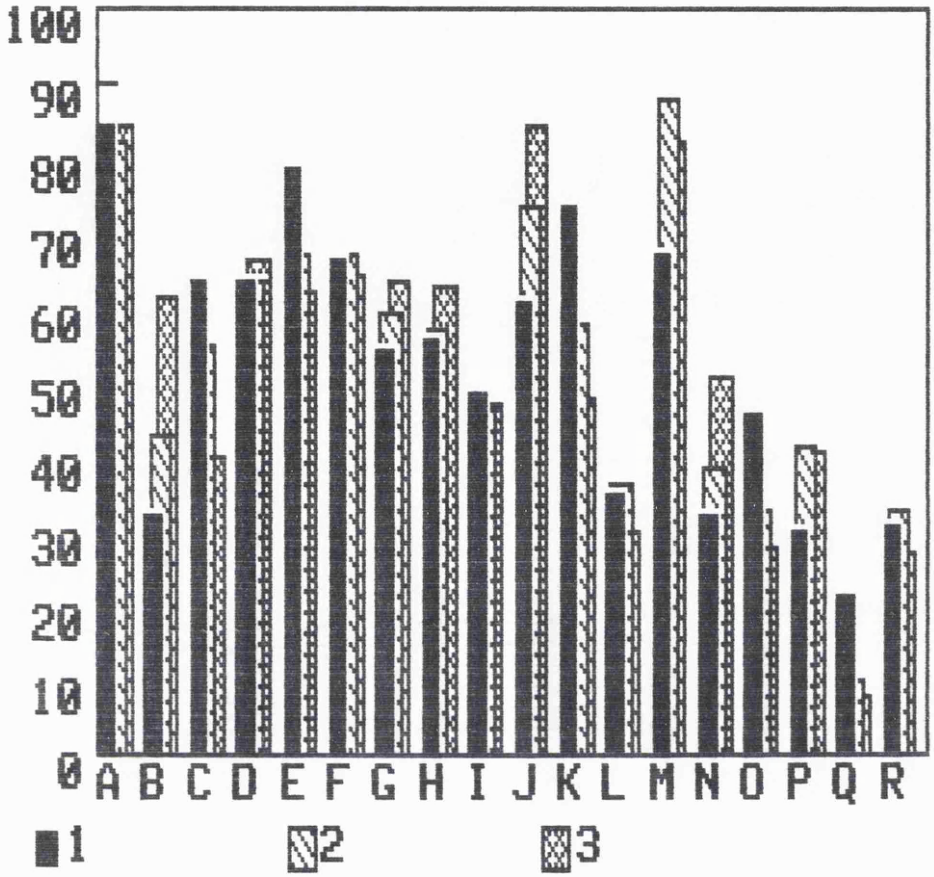
From the point of view of the staff also it appears that they feel the schools have similar priorities to their own, but there are one or two points of difference. For example, as with the students, the staffs believe that the quantifiable values of examination success have risen in importance so that they now take precedence over their own values of character building and moral values. Whether this is the result of direct pressure from outside the school, through parents or other groups, or whether it is an indication of what might be called 'survival techniques' from the headteacher, who recognises the importance of outside evaluation of the school, and therefore encourages the staff to achieve good examination results is, of course, not clear

The headteachers' evaluation of school priorities is an almost exact replica of the results of the staffs' personal lists. This may well indicate that heads see the school in terms of the staffs' activities. This is not to imply that the students are not thought to be important but that the task of headteachers is to lead, guide and inspire the staff in a process run for the benefit of the students. From this point of view the school priorities with which the head has to deal may well appear to be the staffs'views. If this is so then it presumably indicates a high degree of perspicacity

among many of the headteachers, but it may also indicate a certain isolation of headteachers from the hurly-burly of staff-student relationships. The question might well be asked how far headteachers undertake to lead, guide and inspire the students within their schools and indeed whether this is not an important part of their task.

All in all, although the priority results indicate somewhat different points of view among the several groups within schools, there is little indication of serious conflict or destructive tensions. There is also, however, little indication either of clear general objectives or of large ambitious social or philosophical aims within the schools,- even in schools founded on very specific religious foundations.

COMPARISON OF PRIORITY RESULTS



1=STUDENTS 2=STAFF 3=HEADS

(Figure 2)

A = Increasing Knowledge

B = Awareness of Religion

C = Good Manners

D = Enjoyment of Life

E = Examination Success

F = Pride in Work

G = Justice

H = Teach how Society Works

I = Skills needed by Industry

J = Moral Values

K = Career Preparation

L = Skills for Leisure

M = Develop Character

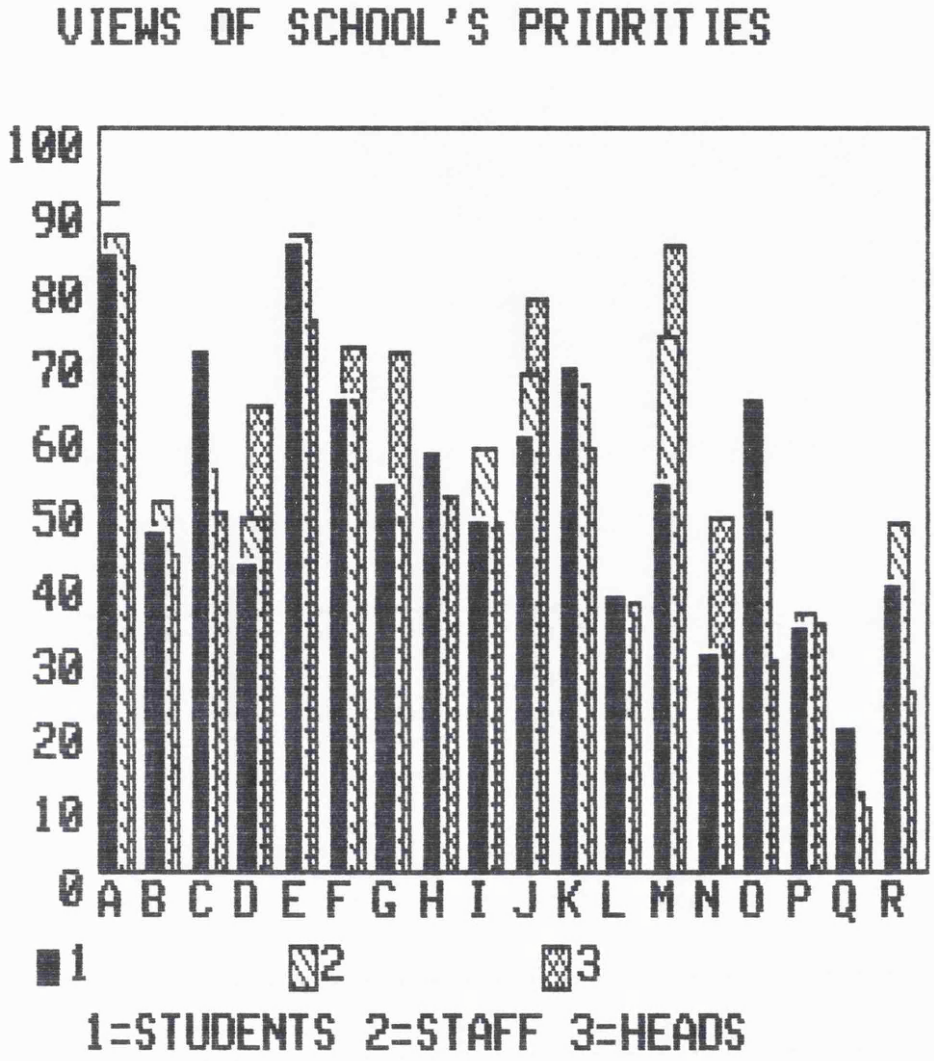
N = Skills for Family Life

O = Pride in School

P = Appreciation of Arts

Q = Fashion

R = Computer Literacy



(Figure 3) N.B. Key on previous page.

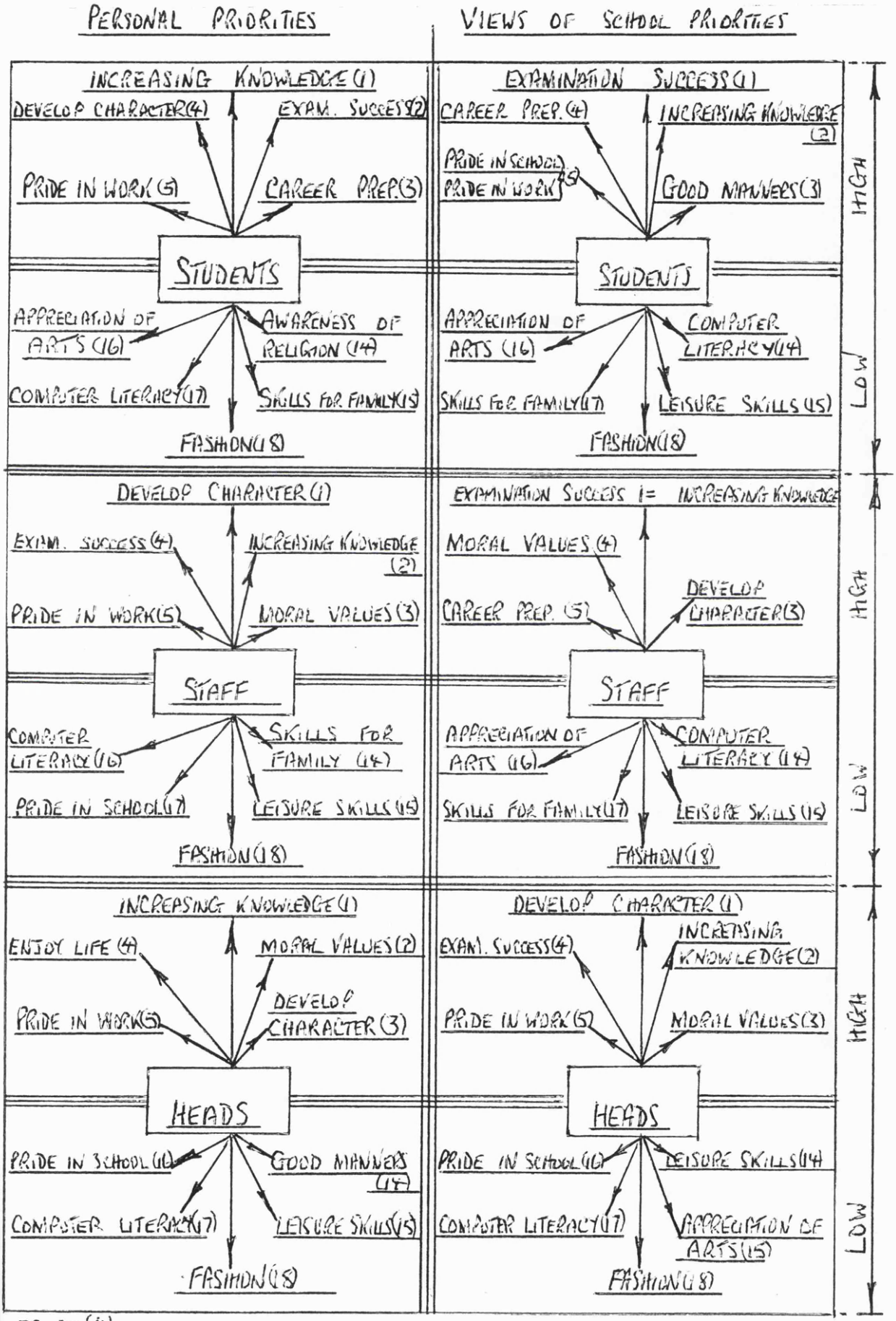

PERSONAL PRIORITIES
VIEWS OF SCHOOL PRIORITIES
INCREASING KNOWLEDGE (1)
DEVELOP CHARACTER(4)
EXAM. SUCCESS(2)
PRIDE IN WORK (5)
CAREER PREP.(3)
STUDENTS
APPRECIATION OF ARTS (16)
AWARENESS OF RELIGION (14)
COMPUTER LITERACY(17)
SKILLS FOR FAMILY(15)
FASHION(18)
EXAMINATION SUCCESS(1)
CAREER PREP. (4)
INCREASING KNOWLEDGE (2)
PRIDE IN SCHOOL
PRIDE IN WORK (5)
GOOD MANNERS(3)
STUDENTS
APPRECIATION OF ARTS (16)
COMPUTER LITERACY(14)
SKILLS FOR FAMILY(17)
LEISURE SKILLS(15)
FASHION(18)
HIGH
LOW
DEVELOP CHARACTER (1)
EXAM. SUCCESS (4)
INCREASING KNOWLEDGE (2)
PRIDE IN WORK(5)
MORAL VALUES (3)
STAFF
COMPUTER LITERACY (16)
SKILLS FOR FAMILY (14)
PRIDE IN SCHOOL(17)
LEISURE SKILLS(15)
FASHION(18)
EXAMINATION SUCCESS I= INCREASING KNOWLEDGE
MORAL VALUES (4)
DEVELOP CHARACTER(3)
CAREER PREP. (5)
STAFF
APPRECIATION OF ARTS (16)
COMPUTER LITERACY (14)
SKILLS FOR FAMILY(17)
LEISURE SKILLS (15)
FASHION(18)
HIGH
LOW
INCREASING KNOWLEDGE (1)
ENJOY LIFE (4)
MORAL VALUES (2)
PRIDE IN WORK(5)
DEVELOP CHARACTER (3)
HEADS
PRIDE IN SCHOOL (16)
GOOD MANNERS (14)
COMPUTER LITERACY(17)
LEISURE SKILLS(15)
FASHION(18)
DEVELOP CHARACTER (1)
EXAM. SUCCESS(4)
INCREASING KNOWLEDGE(2)
PRIDE IN WORK(5)
MORAL VALUES(3)
HEADS
PRIDE IN SCHOOL(16)
LEISURE SKILLS(14)
COMPUTER LITERACY(17)
APPRECIATION OF ARTS(15)
FASHION(18)
HIGH
LOW

FIGURE (4)

QUESTION 2

QUALITIES

(See Figure 5, p.133 and Figure 7, p.135).

STUDENTS

Once again the top and bottom of the scale of preference were very clear in the students' results. Only two qualities received first aggregate choices. Seven of the eleven schools chose 'Self Confidence' first and four chose 'Honesty'. All but one of the schools which chose one of these qualities as first choice made the other second. The only exception to this was one of the Public schools which chose 'Self Confidence','Courtesy','Leadership' and 'Honesty', in that order.

'Courtesy' was also an admired quality, with an aggregate third choice. The only school not to put it clearly into the top half of the list of preferences was the 11-16 school with a predominantly Asian intake, which placed it ninth(equal) (Chi-square= 6.17,$p<0.02$). Whether that has any significance is difficult to say. Both the Public schools placed it high, either second or third.

'Leadership', however, was dealt with very differently. Apart from the one school which placed it third, no other school had it in the top half of their list. The next highest were the other Public school and the 11-16 school

with a predominantly Asian intake which placed it ninth and ninth(equal) respectively. All the others were well into the 'teens and its aggregate position was thirteenth out of eighteen. Clearly, over all, 'Leadership' would not seem to be a popular quality, although it is interesting, if not significant, that the schools where it was rated highest were the two Public schools(Chi-square= 13,p<0.001)

A quality which might, perhaps, be associated with 'Leadership' is 'Competitiveness' and in this case all schools were unenthusiastic. The school which placed 'Leadership' third made 'competitiveness' fourteenth, which was in fact the aggregate rating for all the schools.

At the other end of the scale the picture is equally clear. All except one school gave the bottom place to 'Aggression'. The exception made it next to last and put 'Patriotism' last. Almost all the schools made 'Patriotism' next to last. Two variants from this were the Catholic 11-18 school, which placed 'Patriotism' sixteenth and 'Leadership' seventeenth, and the Public school which gave the highest rating to 'Leadership'. This school placed 'Patriotism' thirteenth and the seventeenth place was given to 'Racial Tolerance'.

It might be wondered whether the low priority given right across the board to 'Patriotism' indicates an important valuation. There are probably several ways of interpreting this. One is that it means as much, or as little, as the

famous result of an Oxford Union debate just before the Second World War in which the motion was passed 'That this House would not fight for King and Country'.

It is reputed that this result encouraged Adolf Hitler to believe that Britain would not be able to oppose his policies. A belief disproved by events but only at great cost.

Another interpretation might be that there is a widespread fear of the kind of jingoism and racialism associated with the nationalist type of political movement, which it would appear the majority do not wish to support. Yet another is that patriotism may not be thought to sit easily with racial tolerance which is a widely advocated point of view, although in the results the students gave 'Racial Tolerance' only an aggregate eleventh position and when we look at the individual results some ten per cent of all students gave 'Racial Tolerance' as their least admired quality (of the list offered) and over thirty per cent placed it in the bottom five places.

However it is interpreted (and there are no doubt many more ways than the suggestions above) it might be wondered whether it indicates a need - perhaps precisely because Britain has so quickly become a multi-cultural society - for a more positive attitude to our country which would encourage unity in diversity rather than merely tolerance of diversity. If so, where else could this be inculcated other

than in schools?

However, the picture of young teenagers which emerges is of a group of people aspiring towards Self Confidence, Honesty and Courtesy whilst eschewing Patriotism and Aggression. Even Assertiveness it would seem is not highly valued. This is a very different picture from the portrait so often painted in the popular press of undisciplined, rude and disruptive youth. It is true, of course, that these results refer to beliefs or aspirations rather than to actions and the two are notoriously unrelated, all too often.

It may also be that there is a different face of a minority within the group which is shown when it is reflected that some four per cent put 'Aggression' in the top five places and over thirty per cent put 'Racial Tolerance' in the bottom five places, along with twelve per cent who put 'Concern for other People' in the bottom five positions of their range of importance. Unfortunately it is often the minority which attracts the most publicity.

To put the figures in the last paragraph into some sort of perspective they may be compared with the corresponding figures for the staff. No teacher put 'Aggression' in the top five places. No teacher put 'Racial Tolerance in the bottom two places (although some six per cent did use the three places above that). One teacher rated 'Concern for other People' in the bottom five places.

STAFF

The preferences of the staff as far as personal qualities are concerned were much less clear than those expressed by the students. The aggregate first choices were spread among five qualities. However, in aggregate results two of them were inseparable as joint first choice over all and between them they also shared seven first choices out of eleven. These qualities were 'Self Confidence' and 'Concern for Others'.

Thus there was general agreement with the students that the quality to be prized was 'Self Confidence' but it needs to be tempered with a regard for the well being of others.This was supported by the two other leading qualities - 'Tolerance' and 'Courtesy' These values were echoed in the opinions of the students, who also gave prominence to 'Courtesy' and 'Concern for Others'.

Unanimity was, however, displayed in the qualities rejected (in the sense of placing them lowest in the list). All staffs made 'Aggression' the least popular of the suggestions. One made it equal bottom of the list with 'Patriotism' and all the others except one made 'Patriotism' seventeenth out of eighteen. The exception made it third from the bottom and placed 'Leadership seventeenth.

Three other qualities which came at the bottom of the aggregate results were 'Competitiveness', 'Leadership' and 'Assertiveness'. It may be wondered whether this indicates a desire in the staff of schools for a malleable, unchallenging, compliant student body. It is also notable that the staffs clearly put no great store by 'Courage' - which has been called 'the enabling virtue' indicating that little can be achieved without it.

It is perhaps interesting that in every case the students of a school rated 'Courage' higher than their teachers (Chi-square= 34.36,$p<0.001$), though not always higher than their headteachers. This is not ,of course, to make any comment upon the personal courage of either students or staff. It is an indication of what they think it is the responsibility of the schools to develop. In this sense the aggregate ratings for this quality were - students, eighth; staff,fifteenth; headteachers,twelfth.

As in question one, it would appear that there is comparatively little interest in developing a philosophy of life within the school. The staffs placed this in eleventh position, the students placed it third from the bottom of their assessments (Chi-square= 4.4,$p<0.05$): although it is true that there is a wide variety of individual responses. As far as the students individually were concerned over eleven per cent put 'Commitment to some Philosophy of Life in the top five places but over forty-one per cent placed it in

the bottom five.

The staff weighting was rather different. Almost eighteen per cent of the teachers put this quality in the top five positions and twenty-five per cent put it in the bottom five. Nevertheless, the over all result would indicate that developing a philosophy of life is not a high priority within the schools.

As with the students, the general picture is of people who aspire to be honest, considerate, tolerant and able to get on with others. It would also appear that they look for a relatively quiet life away from conflict or perhaps excessive demands. One reason for this may be that , as is widely recognised, the task of teachers in the present situation is one of the most stressful and demanding, particularly because of continual pressure from outside school for reorganisation and change.

HEAD TEACHERS

The qualities selected by the head teachers for the top of their lists were very similar to those of the staffs except that 'Commitment to some Personal Philosophy of Life' took the place of 'Courtesy'. This quality received a first choice from the head of the Catholic school, a second choice from one of the Upper schools and third choices from two of the 11-16 schools.

There is, perhaps, some discrepancy between the responses to question one and two in this area. In most cases the head teachers gave a lower rating to 'Awareness of Religion or other Philosophy of Life' in question one than the same person gave to 'Commitment to some Philosophy of Life' in question two.

It might have been thought that, educationally, 'Awareness' would come before 'Commitment' and thus there is an anomaly here, especially since it seems to be out of accord with the general trend of the rest of the responses, where commitment to any large purpose seems mostly absent. Of course, question one and two are not strictly comparable. The categories are not the same and this may be sufficient explanation. It is also true that it may indicate a reaction to the word 'religion' which appeared in question one and not in question two. Whereas it may have been felt possible to support the word 'philosophy', the word 'religion' may have seemed too specific.

At the less valued end of the list of qualities the head teachers assessments are much the same as those of the staffs except that 'Ambition' takes the place of 'Courage', although the latter quality falls again into the bottom five positions in the heads' assessment of their schools' valuations.

COMPARISONS

As in question one there seems little evidence of a drive or purpose other than dealing with the day to day problems of the students. Even 'Concern for other People' might be interpreted as necessary to create a reasonable 'modus vivendi'. It was not clear what 'Self Confidence' was needed for,- evidently not to enter into competitiveness or leadership or even ambition. The danger of self confidence without a purpose is that it may well become mere brashness.

The responses to this question are also not inconsistent with the suggestion that the students are seen as isolated individuals and education as serving their individual needs. There is little sense either that these individuals are being prepared to make an individual contribution to the world other than to care for themselves.

Almost it would seem that there is a quietism about the educational approach which avoids the challenge to change the status quo.

The apparent rejection of such qualities as 'Leadership', 'Ambition', 'Courage', 'Assertiveness', 'Philosophy of Life' etc. is perhaps inevitable if there is no over-riding purpose or direction of development. (In

comparison with "Self Confidence" Chi-squares = 167.2, 68.14, 99.48,131.9, 212.32 repectively, in every case $p<0.001$)

SCHOOL QUALITIES

(See Figure 6, p.134 and Figure 7, p.135).

All three groups clearly felt that the schools' aims as far as personal qualities are concerned were very similar to their own. There were, however, one or two differences that may be commented on.

The students evidently felt that the pressure of the school was first for honesty and second for self confidence, whereas their own preference had been the other way round. However, that was a very marginal difference. An area that is perhaps of more significance was concerned with 'Competitiveness'. In their own assessment this was a quality which was not highly regarded and the results were fairly consistent across all the schools. In some schools, however, the students clearly felt that the educational climate in their school was much more competitive than they wished. Three schools in particular indicated this. One was the 11-16 Girls' school where the assessment changed from fifteenth out of eighteen to sixth (Chi-square=8.08, $p<0.01$). The others were the two Public schools, where the assessment rose in one case from fourteenth to fifth and in the other from tenth to second (Chi-square= 9.64, $p<0.01$)

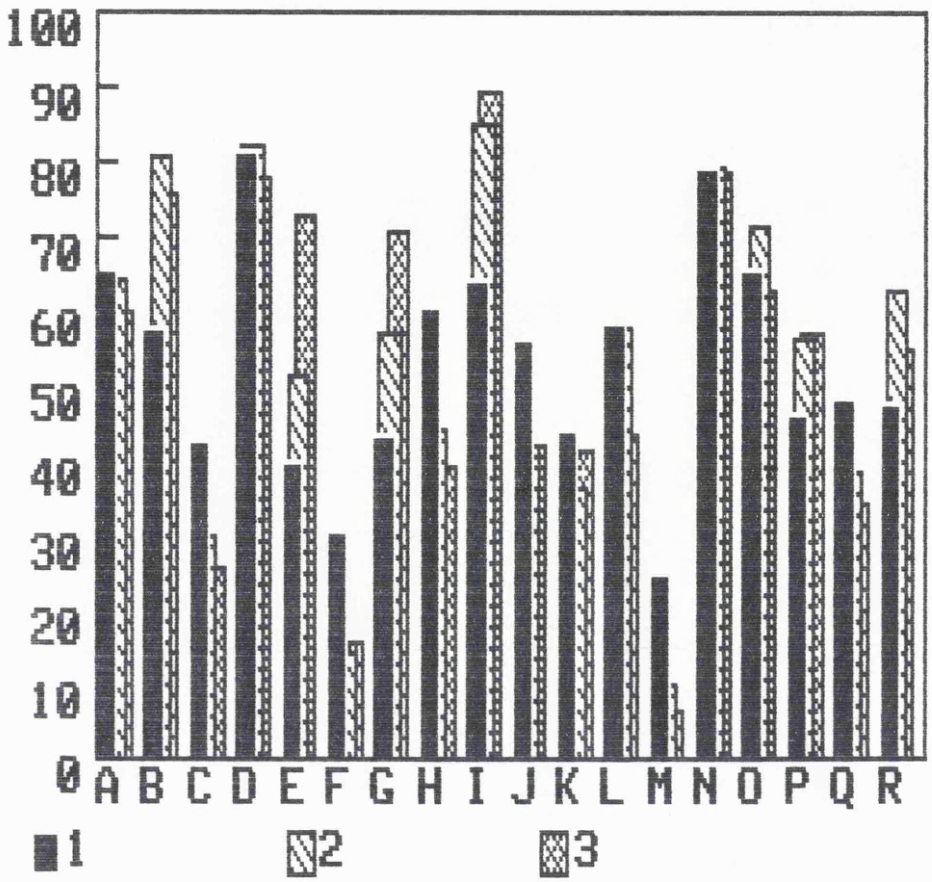
Strangely, when the staffs' results are examined, the teachers of these three schools were almost the only ones that felt their schools were not more competitive than their own assessment of the importance of competitiveness. The girls' school staff kept the assessment steady at sixteenth, the Public schools'staff also kept their somewhat higher assessment steady at about tenth. Elsewhere, however, in almost every other school the teachers also felt that the educational climate was more competitive than they evidently wished (Chi-square= 19.2, $p<0.001$). In one 11-18 school the assessment leapt from sixteenth out of eighteen to first. In one 11-16 school it changed from sixteenth to seventh.

The headteachers do not indicate that they saw any such dramatic change between their own wishes and the schools' evaluation, although the heads of all the Upper schools indicated a slight rise in competitiveness in the school's climate. The aggregate positions for this quality remained the same.

An interpretation of this might link up with the rise in importance attributed to examination success similarly indicated in question one and with the suggestion of 'survival techniques' It perhaps indicates that in a practical situation people do not act in accordance with the valuations which they would say they supported in a moment of quiet reflection.

It is easy to see, in a classroom situation and under the pressure to achieve good examination results, how the impression of competitiveness arises, both from the teacher and indeed from the more ambitious students, when neither really believe it is a desirable quality. It is an indication of how values are often conveyed unconsciously and unintentionally and indeed sometimes even against the will.

COMPARISON OF QUALITIES RESULTS



(Figure 5)

A = Courtesy

B = Tolerance

C = Competitiveness

D = Self Confidence

E = Philosophy of Life

F = Patriotism

G = Concern for Truth

H = Ambition

I = Concern for other people

J = Courage

K = Leadership

L = Sexual Equality

M = Aggression

N = Honesty

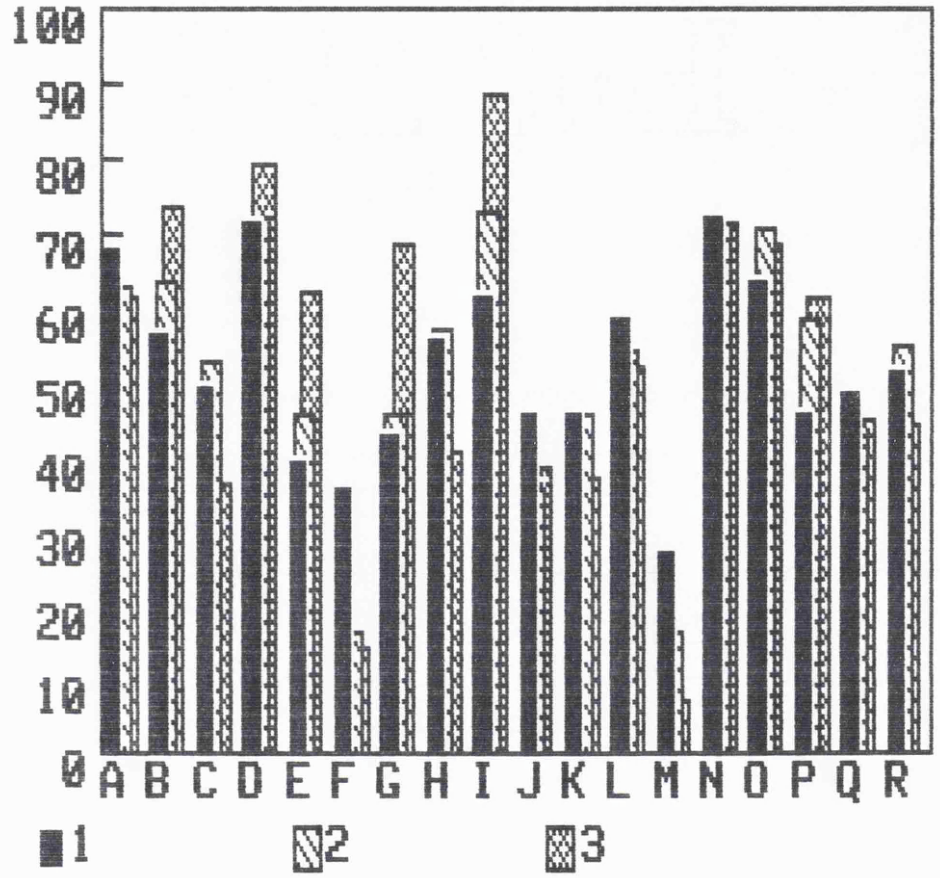
O = Reliability

P = Persistence

Q = Assertiveness

R = Racial Tolerance

VIEWS OF SCHOOL'S ATTITUDE TO QUALITIES



(Figure 6) N.B. Key on previous page.

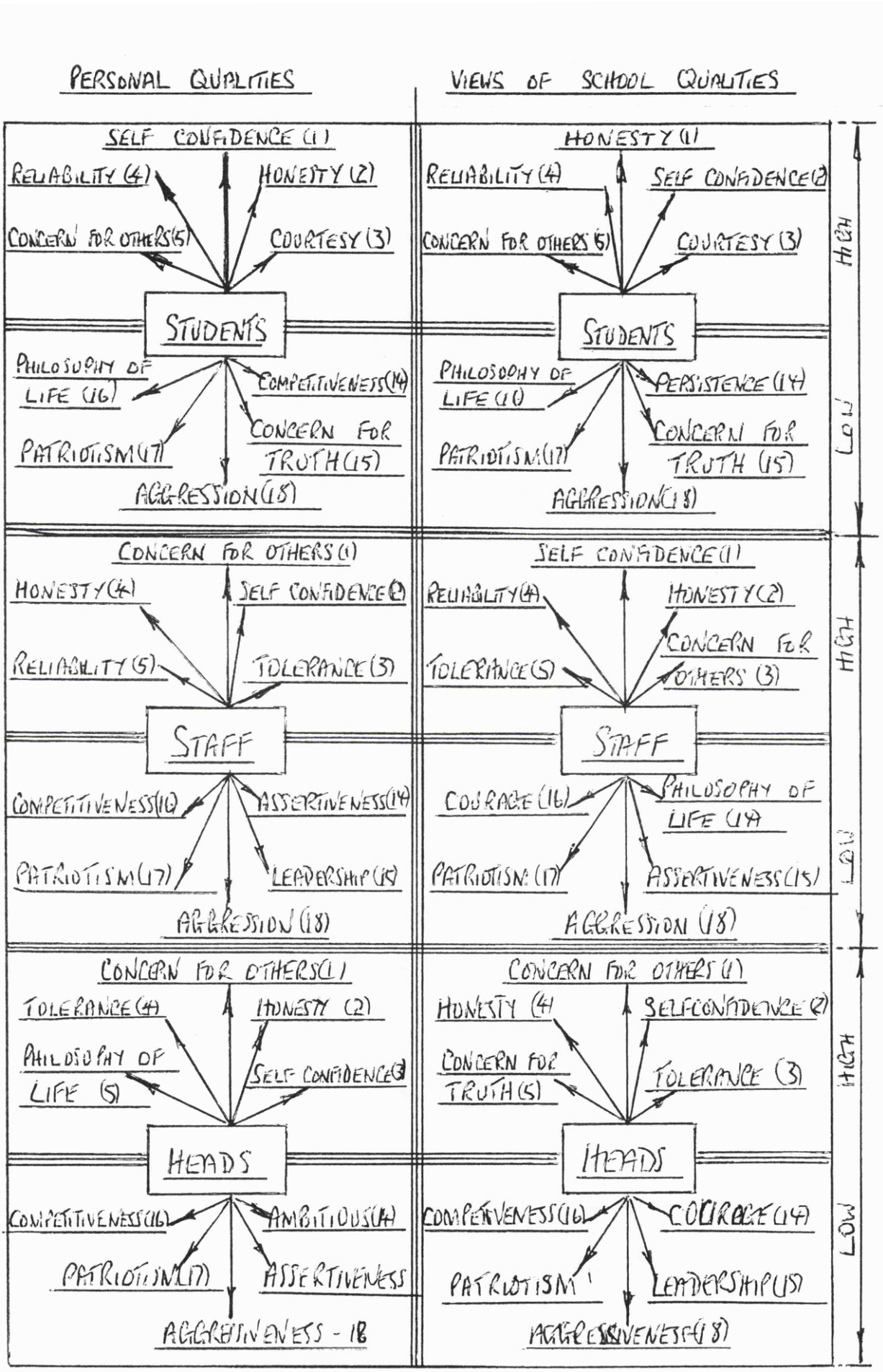

PERSONAL QUALITIES
VIEWS OF SCHOOL QUALITIES
SELF CONFIDENCE (1)
RELIABILITY (4)
HONESTY (2)
CONCERN FOR OTHERS (5)
COURTESY (3)
STUDENTS
PHILOSOPHY OF LIFE (16)
COMPETITIVENESS (14)
PATRIOTISM (17)
CONCERN FOR TRUTH (15)
AGGRESSION (18)
HONESTY (1)
RELIABILITY (4)
SELF CONFIDENCE (2)
CONCERN FOR OTHERS (5)
COURTESY (3)
STUDENTS
PHILOSOPHY OF LIFE (16)
PERSISTENCE (14)
PATRIOTISM (17)
CONCERN FOR TRUTH (15)
AGGRESSION (18)
HIGH
LOW
CONCERN FOR OTHERS (1)
HONESTY (4)
SELF CONFIDENCE (2)
RELIABILITY (5)
TOLERANCE (3)
STAFF
COMPETITIVENESS (16)
ASSERTIVENESS (14)
PATRIOTISM (17)
LEADERSHIP (15)
AGGRESSION (18)
SELF CONFIDENCE (1)
RELIABILITY (4)
HONESTY (2)
CONCERN FOR OTHERS (3)
TOLERANCE (5)
STAFF
COURAGE (16)
PHILOSOPHY OF LIFE (14)
PATRIOTISM (17)
ASSERTIVENESS (15)
AGGRESSION (18)
HIGH
LOW
CONCERN FOR OTHERS (1)
TOLERANCE (4)
HONESTY (2)
PHILOSOPHY OF LIFE (5)
SELF CONFIDENCE (3)
HEADS
COMPETITIVENESS (16)
AMBITIOUS (14)
PATRIOTISM (17)
ASSERTIVENESS
AGGRESSIVENESS - 18
CONCERN FOR OTHERS (1)
HONESTY (4)
SELF-CONFIDENCE (2)
CONCERN FOR TRUTH (5)
TOLERANCE (3)
HEADS
COMPETENCE (16)
COURAGE (14)
PATRIOTISM
LEADERSHIP (15)
AGGRESSIVENESS (18)
HIGH
LOW

FIGURE 7

QUESTION 3

Questions 3 to 6 were arranged differently from questions 1 and 2. Instead of placing the categories in rank order, they were now to be assessed according to a four or five point scale. This, of course, meant that the categories could, theoretically, all be placed at the same position on the scale. For example, all might be regarded as "Very Important" or "Very Serious" as the case may be, or alternatively all could be assessed as "Undesirable" or "Unimportant".

The variety of response was very great so that a suggestion which some people regarded as "Very Important" others regarded as "Undesirable". This inconsistency of approach meant that it was possible to construct an aggregate ranking of the categories in each question. It may also be argued that it supports the interpretation mentioned earlier that there is little or no sign of an agreed point of view or philosophy of the purpose or direction of education.

GOOD TEACHER QUALITIES

(See Figure 8, p.152 and Figure 10, p.154).

This question was scored on a five point scale (1/ "Very Important", 2/ "Important", 3/ "Desirable", 4/ "Unimportant", 5/ "Undesirable".)

STUDENTS

In the aggregate construction of results six of the eleven schools made "Academic Competence" their first choice, two made it their second, two made it third and one fourth. Of the schools which did not make this quality the first choice, one chose "A Good Listener", three chose "Encouraging" and one chose "Fairness". These four qualities together with "Reliable" made up the five most popular qualities.

Turning to the less desired qualities there was unanimity among the schools that they do not appreciate teachers who are frightening. Of the other qualities which were at the bottom of the aggregate results, "Strictness" came next lowest at seventeenth out of eighteen, "Tests Regularly" was sixteenth, "Sets Regular Homework" was fifteenth and "Firm Leadership" was fourteenth. (In comparison to "Academic Competence, chi-squares = 401.75, 223.67, 218.32, 190.22, 136.56 respectively. In each case $p<0.001$)

However it would be quite misleading to suggest that these qualities, other than "Frightening", were rejected. For example, whereas approximately eleven per cent of students felt that "Strictness" was undesirable and almost twenty per cent thought it was unimportant, almost sixty-nine per cent thought it was at least desirable that teachers should be strict and over fourteen per cent thought

it was very important.

There was no doubt, however, that the vast majority of the students rejected the idea that teachers should be frightening. Almost seventy-six per cent thought this quality was either undesirable or unimportant. Only about twenty-four per cent thought that it was at all desirable for teachers to be frightening.

If we look a little closer at this twenty-four per cent, there are some results which are perhaps interesting. For example, although there is such an overwhelming weight of opinion against this quality, nevertheless seven students (two and a half per cent) from six schools indicated that they thought it was "Very Important" that teachers should be frightening. Six of these students were girls from state schools and one was a boy from a Public school. Seventeen - eight girls and nine boys,(six and a half per cent) - all from state schools, felt that it was "Important" that teachers should possess this quality.

If we compare these results with those that come later in question five, which is concerned with offences in school, we find that twenty-one of these twenty-four regard "Preventing Others Working" as "Serious" or "Very Serious". It seems likely that these results indicate a resentment of others wasting time in class and wishing the teachers could frighten the time wasters, rather than that the students wish to be frightened themselves. It may be that they also

indicate that girls feel this resentment rather more than boys, though clearly not exclusively.

As striking as that twenty-four youngsters should wish their teachers to be frightening is the fact that every quality except "Reliable" was said to be undesirable by at least one student. The first reaction to this result was to suspect that some young person was using the questionnaire for a joke. However on investigation it was found that these entries were not from the same student. The number of these votes were often very small and they were from a number of schools. An alternative explanation may be that a few youngsters answered the questionnaire at random without thinking about the significance of their entries. This must be a danger in asking some adolescents to fill in an anonymous questionnaire and I am at a loss otherwise to explain why "Fairness", or "Academic Competence", or "Encouraging", should be regarded as undesirable qualities in a teacher.

However, if this is the reason for these entries the number concerned must be very small (two or three at the most out of a total of over two hundred and sixty students). There was ,for example, only one vote for each of the examples given. They would not therefore affect the final results significantly. Of course it is also possible that there are students who hold these opinions. It must be said that the demeanour of the youngsters answering the questionnaire appeared serious and responsible. Indeed a pleasing number

expressed gratitude at being allowed to set out their opinions which they felt were not sought often enough.

Overall the aggregate results would seem to indicate that students wish their teachers to be competent in their specialist subjects first of all - presumably in accordance with their priorities as indicated in question one - but they do not want them to be too dominant or aggressive. They appreciate encouragement and a willingness to listen as preferable approaches.

It is, however, worth reflecting on the comment of one headmaster of an upper school who said that the youngsters would forgive their teachers anything so long as they were competent at their main task - which he clearly felt was to enable them to pass their examinations. This did not seem to be a cynical remark but rather an indication of the forbearance of students toward their teachers.

STAFF

There were no suspicious results from the staff of the kind mentioned from the students - although one teacher had indicated that it was undesirable to keep marking up to date and two had made the same assessment about regular homework, which might make one wonder if they were self-justifying returns.

Apart from the two qualities mentioned there were three others regarded by some teachers as undesirable. "Strictness" was rejected by four teachers, "Frightening" by ninety and "Tests Regularly" by seven. It is perhaps interesting that ten teachers from seven schools thought it unimportant whether a teacher was frightening or not and two from two schools thought it might be desirable. The length of service of these twelve teachers varied between two and thirty years and they were from a wide range of subject specialities. Nevertheless, they were clearly a small minority of teachers and there was an overwhelming rejection of frightening as a quality in any way desirable.

There was, however, no unanimity on any quality. For example,"Strictness" was assessed as "Very Important" by five teachers from three schools, as "Important" by sixteen from eight schools, as "Desirable" by forty from ten schools, as "Unimportant" by thirty-six from eleven schools and, as previously mentioned, as "Undesirable" by four teachers from three schools. This spread of opinion was a typical pattern for all the qualities.

Four, nevertheless, were regarded as at least desirable by all the teachers. These were "Academic Competence","Enthusiasm", "Reliable", and "Encouraging".

If we turn again to the aggregate results there was a similar pattern to that observed in earlier questions. Both students and staff emphasised largely the same qualities but in a somewhat different order. Whereas the students put at the top of their list "Academic Competence" and "Encouragement" and after that hoped the teachers would be fair, reliable and good listeners; the staff valued first "Fairness" and "Encouragement" and then wished to be enthusiastic, reliable and academically competent. This perhaps reflects again student concern with tangible outcomes and teacher concern with personal development and relationships.

The less well supported qualities were also similar to those of the students. "Frightening" was eighteenth out of eighteen, "Tests Regularly" was seventeenth, "Strict" was sixteenth, "Sets Regular Homework" was fifteenth and "Keeps Marking Up to Date" was fourteenth.

As with the students, stating it thus baldly gives the wrong impression. Only "Frightening" was stated to be undesirable by a large proportion of the teachers. Nevertheless, some forty-six per cent of teachers indicated that testing regularly was either unimportant or undesirable. Forty per cent said that strictness was less than desirable and twentyfive per cent expressed a similar opinion about regular homework. "Keeping Marking Up To Date" was, however, thought at least desirable by about ninety-six per cent of teachers.

From these results there may be some concern all the same, whether some teachers preference for fairness, encouragement and good personal relationships may outweigh the necessity to stretch and demand high standards from their students which would be revealed by testing, by regular homework consistently required and by strict demand for excellence.

It again raises the question of whether there is a tendency among some teachers to avoid the kind of conflict which demanding high standards and strict monitoring may involve. This again may be related to the lack of prestige which many teachers feel at the present time. The frequent comment that the morale of teachers is low may well also be related. If the confidence of teachers is undermined by a feeling that they will not be supported in the demands they may make, it is not surprising if sometimes the conflict is avoided. Very often society gets the teachers it deserves.

HEADTEACHERS

The headteachers' results were again very similar to the rest of the staff. They agree in emphasising "Fairness" first and placed "Academic Competence" in fifth place. All heads felt that fairness was very important and indeed it was the only quality which all placed at that point on the scale.

Of the nine headteachers five said that "Academic Competence" was very important, three said that it was important and one said that it was desirable. They agreed also with their staffs in emphasising "Encouraging", all assessing that quality as either very important or important.

One quality which the headteachers appeared to emphasise rather more than their staffs, however, was "Sound Moral Character" (Chi-square = 5.99, $p<0.05$). Seven heads assessed it as very important, one as important and one as desirable.

Only two qualities were not assessed as very important by any headteacher. These were "Frightening", which all heads except one said was undesirable (The exception indicated that he felt that it was unimportant; but this particular head did not place any quality in the undesirable column) and "Strict", although three heads assessed this quality as important, two as desirable, three as unimportant and one as undesirable. One other quality was assessed as undesirable by one headteacher. This was "Tests Regularly". However, this quality was said to be very important by one head,important by four, desirable by one and unimportant by two.

Other than those mentioned above only one quality was regarded as very important by one head. This was "Sets Regular Homework". In this case three heads said it was important and five said it was desirable.

Thus there was a great variety of opinion but nevertheless the same pattern emerges. Personal values are emphasised and organisational techniques (e.g. "Tests Regularly") are secondary - though in most cases still regarded as having importance. Clearly also, as with other groups within the schools, the headteachers do not wish to see the rule of fear. It is perhaps surprising, however, that the heads gave such a low rating to 'Imagination' as a good teacher quality, although this opinion is also reflected in the teachers' view of the schools' attitude to this quality.

SCHOOL VIEW OF GOOD TEACHER QUALITIES

(See Figure 9. p.153 and Figure 10, p.154).

The top and bottom values in the students' views of the school are very clear and are the same as their own personal views of teacher qualities. Only two groups of students did not think "Academic Competence" was the most important quality in teachers. These two indicated "A Good Listener" or "Well Organised" as their first choices. "Frightening" was even more clearly the bottom value. In between there was, however, little general agreement.

When we look at the individual results there are assessments that seem to call for comment. For example, it may seem to reinforce the comment on suspicious results from a few students that four youngsters from three schools indicated they felt their schools regarded "Academic Competence" as undesirable. This view is not reflected at all

by staff or heads. It may allay such suspicions, however, that one of the youngsters was an Asian boy with ambitions to gain university entrance and who had indicated his own view that academic competence was very important for a teacher. Two of the others had indicated their own view that academic competence was at least desirable. It is perhaps more likely that this result indicates a certain disappointment about their teachers or schools and if that is the case it is remarkable that the numbers are so small; especially since only two others felt that their schools regarded this quality as unimportant. One hundred and seventy seven students (or almost sixty-eight per cent) felt that their schools regarded academic competence as very important. This was almost exactly the same number (178) as those who had indicated their personal assessment of this quality as very important (Chi-square= 2.4, $p<0.7$)

On "Frightening" it is perhaps interesting that over seventeen per cent of the students felt that their schools regarded this quality as either very important or important, whilst less than thirty per cent felt that their schools regarded it as undesirable. Of the seven students who had said that they felt it was very important that teachers should be frightening, two said they thought the school also thought it to be very important, two felt their school regarded it as important and three felt the school felt it to be desirable. Thus, as far as those seven are concerned this would not seem to indicate any great dissatisfaction with their school or teachers.

It is , nevertheless, striking that some thirty-eight per cent of students felt that the school regarded it as desirable or even important that their teachers should be frightening, when the teachers overwhelmingly reject this quality (less than five per cent of teachers felt it was in any way desirable). Once again, as with "Competitiveness" in question 2, there is evidence of messages conveyed perhaps unconsciously and against the will. Of course this particular value may be conveyed from outside the school, from parents or other channels of cultural values, because of earlier images of teacher behaviour from the past. Certainly it does not seem at all uncommon for people who have left school to enjoy telling stories of violent or frightening teachers. Whether these stories are true or not is a matter of conjecture but undoubtedly some of this will rub off on to the present generation of students.

There is very little absolute unanimity revealed in this enquiry but one area where it occurs is in the headteachers' views on teacher qualities of "Frightening" and "Fairness". Every head teacher indicated that they believed their school's attitude was that it was undesirable for teachers to be frightening and very important that they should be fair.

"Fairness", however, had a rather mixed reaction elsewhere. Heads and staff agreed as far as their personal values were concerned that it was of first importance and the

students ranked it third. When the schools'values were assessed the picture was less clear. The unanimity of the headteachers was not reflected in the other groups, although the majority of both the staff and students thought the school valued fairness in teachers. There was a small minority in both, however, who did not and indeed some three per cent of students felt that their school regarded it as undesirable.

When this is compared with the results in question eight, which is concerned with the school ethos, a similar result is found. The heads were unanimous that the school ethos was fair and the majority of staff and students agreed but there was a small minority who felt that the school tended to be unfair. Perhaps this difference of opinion and experience is inevitable in any institution which deals with a large group of people.

COMPARISONS

Many comparisons have been made under other headings but there is at least one which remains. It was noticeable that the students of one school had emphasised one teacher quality more than those from other schools. This was the 11-16 school which served an area well known for economic deprivation. The students had, both in their own assessment (Chi-square= 5.61, $p<0.02$) and and in their assessment of school values (Chi-square= 14.18, $p<0.01$), made their first choice of

teacher qualities "A Good Listener". No other school had so emphasised this quality.

When the rest of the assessments were compared it appeared that this school had produced a rather different scale of values from the other schools. Whereas the general opinion of the students seemed to emphasise "Academic Competence", the students of this school valued "A Good Listener" and "Reliable" as much as academic competence. They also indicated that they felt their school had a similar valuation.

This does not imply that they cared less for learning or academic achievement. Indeed some thirty per cent of the students indicated that they would hope to go to university and a further forty-six per cent indicated their intention to pursue further education. It is not known whether these hopes and intentions were realistic and to some extent it perhaps does not matter. At least it indicates that they had some commitment to go on learning and that they felt that the qualities they had stressed would help them to do so.

It may be suggested that the implications of these results are that the values of a school are related to the needs of the community which it serves. This school serves a very specific area with very specific needs. This does not mean that the school should merely reflect the values of the community, but that the starting point needs to be realistic and a successful school will be standing alongside its

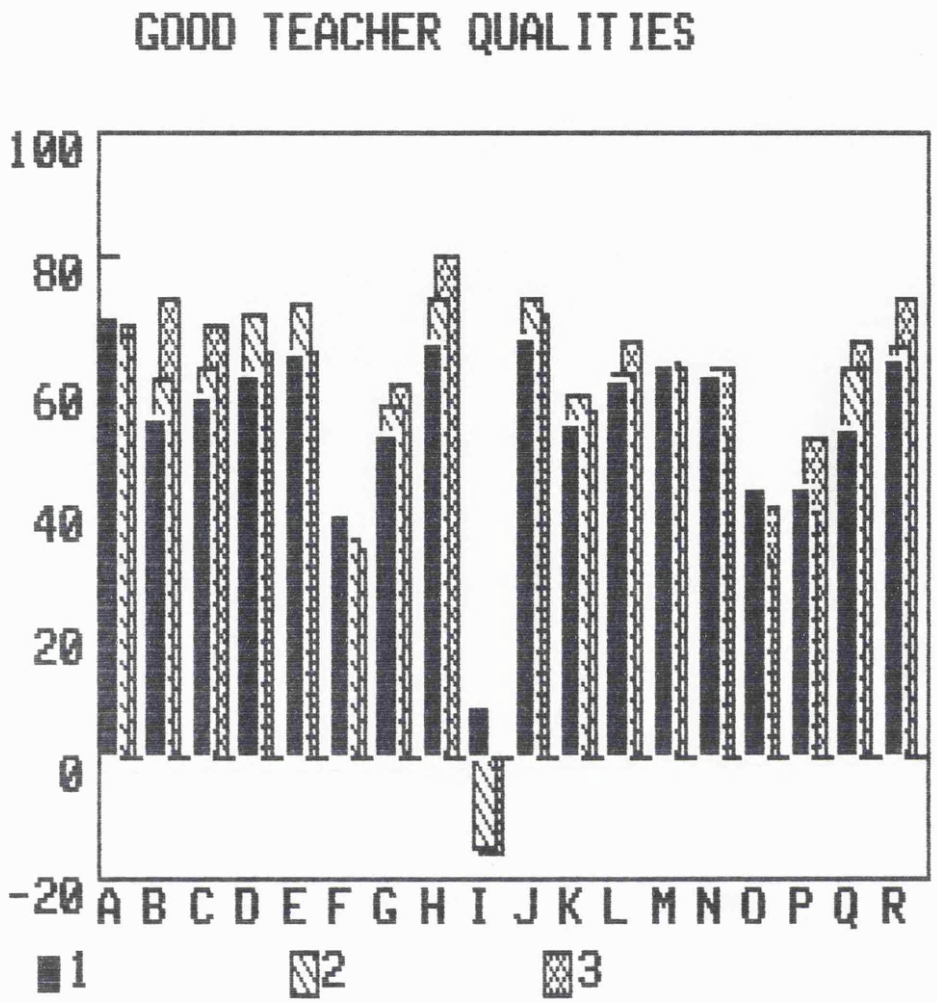
students and pointing onwards to aspirations which will perhaps not be found elsewhere within the rest of the community from which the students come.

In a deprived area, such as this school served, perhaps the first step is to win the confidence of the students that they are welcomed and valued for themselves. When that has been achieved then further educational progress becomes possible. In that first step the qualities of being a good listener and the ability to make warm relationships would be clearly essential.

A further point to be made is that this school would probably not claim to be a full Comprehensive school. It is a Neighbourhood school serving a particular neighbourhood. This is a criticism of our present comprehensive system . There are many such schools which face situations which do not apply to all schools. Equally, in a truly comprehensive school there will be students needing the qualities in their teachers which this school's results high-light. Thus such qualities will most probably be needed by some students in most schools.

It is noticeable that all the headteachers had also emphasised the quality of "A Good Listener". Of the nine heads, seven had indicated that they felt this quality was very important, one said it was important and one that it was desirable. This indicates that the heads, at least, recognised the importance of understanding where the students

are and what their feelings and problems are.



(Figure 8)

A = Academic Competence

B = Sound Moral Character

C = Friendly

D = Enthusiasm

E = Reliable

F = Strict

G = Firm Leadership

H = Fairness

I = Frightening

J = Encouraging

K = Imaginative

L = Sense of Humour

M = Well Organised

N = Marking up to Date

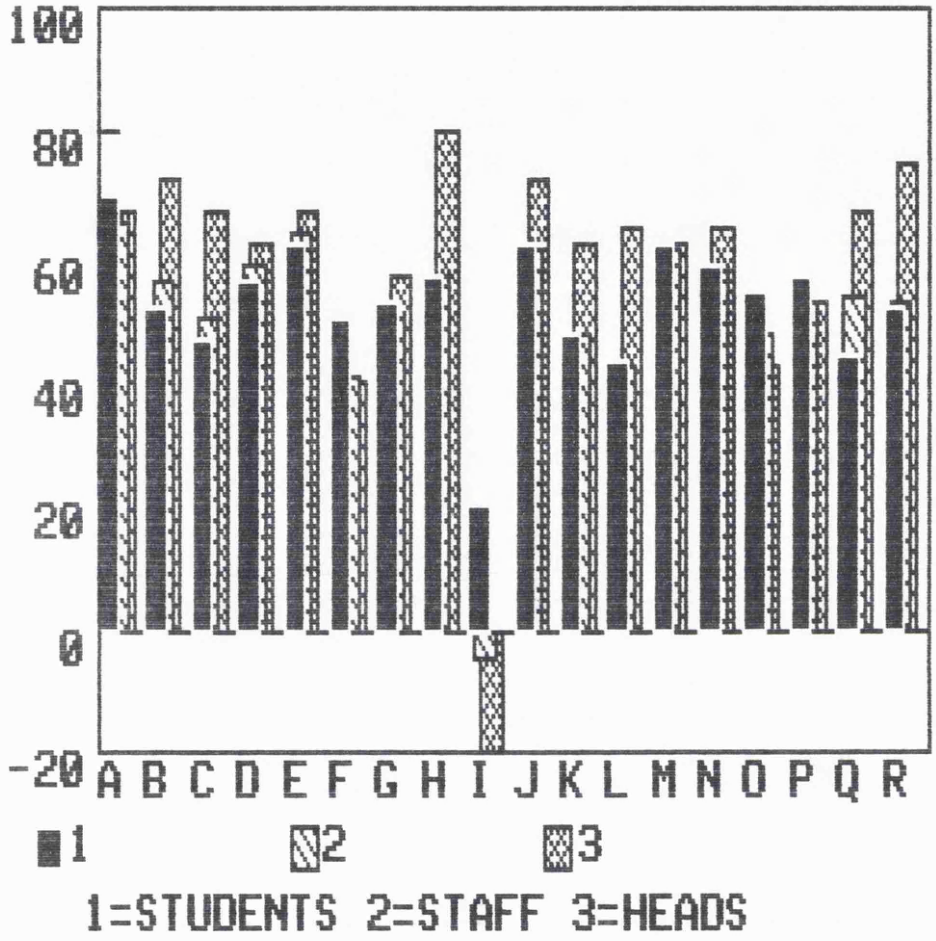
O = Tests Regularly

P = Regular Homework

Q = Sympathetic

R = A Good Listener

GOOD TEACHER QUALITIES (SCHOOL'S VIEW)



(Figure 9) N.B. Key on previous page.

GOOD TEACHER QUALITIES

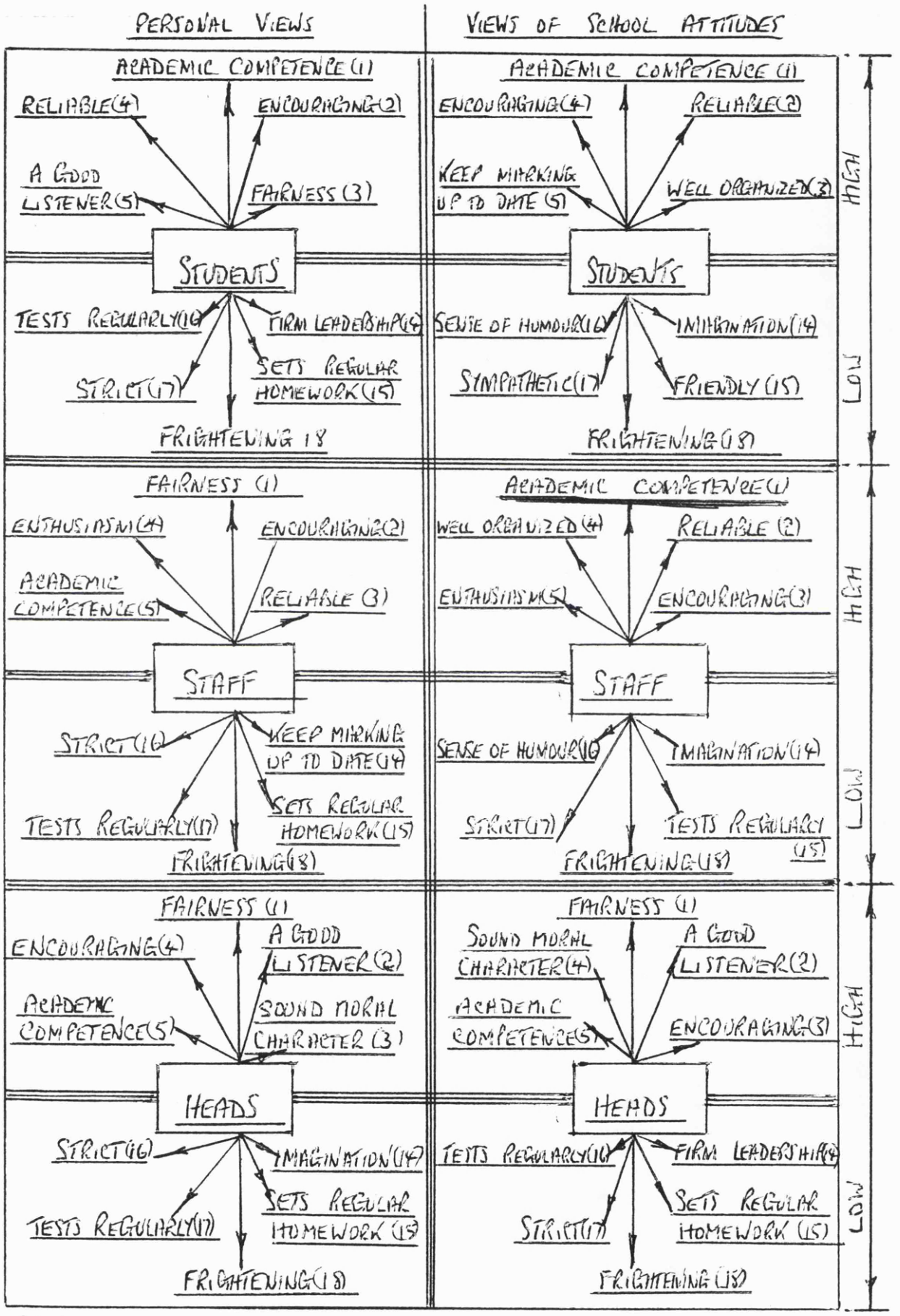


FIGURE 10

QUESTION 4

GOOD STUDENT QUALITIES

(See Figure 11, p.167 and Figure 13, p.169).

This question was also to be assessed on a five point scale (1/ Very Important, 2/ Important, 3/ Desirable, 4/ Unimportant, 5/ Undesirable).

STUDENTS

The choice between the qualities suggested was evidently one of degree. There was no strong vote rejecting any of the suggestions as undesirable; the vast majority of the votes falling in positions one to three, indicating that most of the students thought that all the qualities were at least desirable.Nevertheless there was a considerable difference of support between the top and bottom categories (Chi-square = 213.71, $p<0.001$).

The order of the aggregate results was consistent across all the schools, at least as far as the top and bottom of the list were concerned, although the rating in between was not so clear. The two qualities which received most support were "Honesty" and "Application to Work". Indeed in aggregate they were the only qualities to be rated undisputed first. In all cases except one those schools which placed one first, placed the other second. The exception was the 11-16 school with a large Asian intake, which rated the top three as 1/ "Honesty", 2/ "Academic Ability", 3/ "Application to

Work".

"Academic Ability" was not so highly placed in any other school,although only one youngster thought it was undesirable and some twenty-two (eight and a half per cent) thought it unimportant. "Honesty" was easily regarded as the most significant quality, Seventy-two per cent of students regarding it as very important. The next was "Application to Work" which found fifty-three and a half per cent entries at that rating. If we take "Very Important" and "Important" together the numbers were much more equal. In this case "Honesty" received ninety-four per cent and "Application to Work" ninety-one and a half per cent of student support.

There is, however, not a clear definition of the meaning which the students put on the word "Honesty" and greater clarity on that point would have been useful. In the light of past experience, however, it may be suggested that the interpretation may be, first, that the work produced is honestly owned. That is, it is not copied or the result of unacknowledged help from others. Second, that students are willing to admit their ignorance and do not pretend to understand when they have not in fact grasped the topic studied. These would clearly be very useful qualities in a student, leading to questions and the maximum help from the teacher.

The students therefore would seem to believe that, important as all other qualities are, the first importance in approaching education is integrity and hard work. With these attributes they may expect useful outcomes to follow. They also suggest that if to them are added the supporting qualities of ability, enquiring mind and individuality then worthwhile results may well be assured.

The only quality which was subject to any appreciable doubt was "Nonconformity".(Compared to "Honesty" Chi-square = 213.71. $p<0.001$) Even here, however, only some twelve per cent indicated that they regarded it as undesirable and some thirty per cent as less than desirable. Indeed almost thirteen and a half per cent thought "Nonconformity" was very important. This would seem to indicate that the majority of students did not feel that they were forced into a pattern against which it was undesirable to rebel or subject to pressures to conform which stifled dissent.

STAFF

It was even clearer with the teachers that qualities had not been suggested which they wished to reject. Only three qualities received any assessment as undesirable. Seven teachers indicated that they thought "Nonconformity " undesirable, two similarly assessed "Ability to Argue" and one placed "Assertiveness" at this rating.(Compared to "Enquiring Mind", Chi-square = 69.39, 44.9, 99.47

respectively. In each case $p<0.001$). Nevertheless, "Nonconformity" did not receive a great vote of confidence either; sixty-seven teachers thought it unimportant whilst fifteen thought it desirable, ten indicated that it was important and two that it was very important. The twelve teachers who thought "Nonconformity" was important or very important were from seven schools so that the opinion was widespread though not largely held.

However that number included fifty per cent of the Public school staff, although as has already been mentioned, the total number of staff from these schools who returned the questionnaire was very small (six in all). It may be interesting that a similar number of the Public school staff thought that their school's view was that "Nonconformity" was undesirable and a further two that the school would regard it as unimportant. Thus only one Public school teacher felt that the school would regard "Nonconformity" as in any way desirable. How representative such views are it is of course impossible to say from such a small sample.

Although all the suggested qualities, other than "Nonconformity" were thought desirable by a majority, the weight of support from the teachers was on three almost equally. These were "Enquiring Mind", "Application to Work" and "Honesty". Since "Nonconformity" and "Assertiveness" had so much less support it may be assumed that "Enquiring Mind" does not mean a challenging approach but something akin to curiosity or seeking for knowledge.

It may be suggested that this quality links in with the great question in all education; that of motivation. The lament of teachers has so often been, 'If only our students wanted to learn'. One of the most depressing responses teachers hear from some students is that they are not interested or that they find their work boring. So often, when such youngsters are encouraged and teachers try to find out what their interests are, the response is that they are not interested in anything.

If teachers find an enquiring mind in their students then they are likely to feel all things are possible; motivation becomes much easier and the whole enterprise of education more hopeful. Thus it is not surprising to find that the teachers wish to add to the students assessment of good student qualities of "Honesty" and "Application to Work", the quality of "Enquiring Mind", so that they have something to work on to raise interest and motivation.

Of course, it could be suggested that all the other qualities of a good student are likely to develop from a truly enquiring mind.

HEADTEACHERS

There is very little difference in assessment on this question between the headteachers and the rest of their staff. In aggregate the relative positions were either the same or varying by only one position.

One point, which has not been mentioned under the heading of the staff but which the heads share with their teachers, is the rating of "Obedience" in relation to the students' assessment of this quality. The students clearly thought obedience quite important, rating it fourth out of eleven in their aggregate results. Only one student thought it undesirable whereas seventy-six per cent regarded it as very important or important..

The teachers, however, including the headteachers, gave it much less importance (Chi-square= 71.57, $p<0.001$). In the aggregate rating the teachers placed it eighth out of eleven and the headteachers, ninth. Only some thirty per cent of teachers thought it important or very important although fifty-eight per cent thought it desirable. In the case of the headteachers, no-one thought obedience very important, one thought it important, five desirable and three unimportant.

The implication of these results is problematic, but it presumably means that the teachers do not suffer greatly from anxiety about discipline and that the students accept the necessity to cooperate with their teachers. Once again, this

is certainly not the picture of indiscipline so frequently presented by the popular media or indeed sometimes by some of the teachers' organisations.

SCHOOL VIEW OF GOOD STUDENT QUALITIES

(See Figure 12, p.168 and Figure 13, p.169).

At a cursory view it would appear that there was little difference between the students' own views and their idea of the schools' valuation of good student qualities. The two most important values in both cases were "Honesty" and "Application to Work" and the two least important were "Nonconformity" and "Ability to Argue". However, there were some differences that seem worthy of comment.

The students felt that "Obedience" was quite important and it came fourth in their aggregate list. In their schools' list it came third. That does not seem a great leap but some thirty per cent of students felt that they should rate it as very important while some fifty-seven per cent felt that the school would rate it as very important. This means that almost twice as many students felt the school required this quality than would have emphasised it themselves (Chi-square =43.1, $p<0.001$). The actual jump in numbers was from seventy-seven to one hundred and forty-eight. This change was to be found across the whole range of the schools.

A quality where the change was in the other direction was "Individuality" (Chi-square =26.32, $p<0.001$). In the aggregate results this fell from third in the students' own list to eighth in their view of the schools' valuation. The difference in the numbers voting this quality very important was one hundred and ten (over forty-two per cent) in the students' personal view to seventy-one (just over twenty-seven per cent) in their view of the schools' valuation

The implication of these results would seem to be that the students see the organisation of the school as more exacting in requiring acquiescence in its demands than they feel is necessary and perhaps also as restraining their desire to express their own individuality. If it is felt that this is exaggerating the significance of these differences, it should be remembered that the entries were made in answer to the same question and at the same time. It can hardly be insignificant if at the same time a different result is given to the two parts of the same question.

There is a similar change to be seen when the staff results are compared. In their case "Obedience" rose from eighth position to fourth (Chi-square =18.91, $p<0.001$). Eleven teachers gave it as their own assessment that obedience was very important and twentyfour felt that the school valuation for this quality was very important.

In the staff results, "Individuality" fell from fourth position to eighth out of eleven (Chi-square =23.45, $p<0.001$). Twenty-six teachers valued this as very important whilst eight felt that the school would value it at that level. Three teachers from three schools even indicated that they thought their schools would regard individuality as undesirable.

It may also be significant that the teachers assessment of "Enquiring Mind" also fell from first to third. Fifty-nine teachers assessed this quality as very important but only thirty-four felt it would be so regarded by their school (Chi-square =9.46, $p<0.05$).

This contradiction or tension does not seem to be present in the headteachers results. Their aggregate lists are virtually identical and indicate both for themselves and for their assessment of the school's valuation a high regard for "Enquiring Mind" and for "Individuality" whilst putting less emphasis on "Obedience".

The same general comments might be made on another quality. This is "Ability to Argue" . In the students' results this quality comes next to the bottom of the list both for their own valuation and for their idea of the schools' valuation but whereas eight youngsters felt that they would regard it as an undesirable quality, thirty-six felt that the school would regard it as undesirable. The number who would regard it as very important fell from

seventy-seven in the students' own assessment to forty-three in their idea of the schools' valuation (Chi-square =28.76. $p<0.001$).

However, when we look at the staff results we find that the aggregate position falls from sixth in the staff's own assessment to ninth in the their assessment of the schools' valuation. Twenty-three teachers thought it very important that students should have the ability to argue but this number fell to seven when the school's valuation was assessed. Two teachers felt this quality was undesirable in a student but seven thought the schools regarded it as undesirable (Chi-square =12.75, $p<0.02$).

Once again the heads' assessment remained similar both in their own valuation and in their idea of the schools' view. It has not infrequently been commented that a weakness of British education is the lack of development of oral skills. These results would seem to support those comments.

COMPARISONS

It would seem from all this that there are perhaps some clear messages and some contradictory communications for the hidden curriculum of the schools. On the one hand students would seem to be informed quite clearly that they are expected to work hard and honestly whilst also conforming to the organisation and expected behaviour in the school and not engaging in argument.

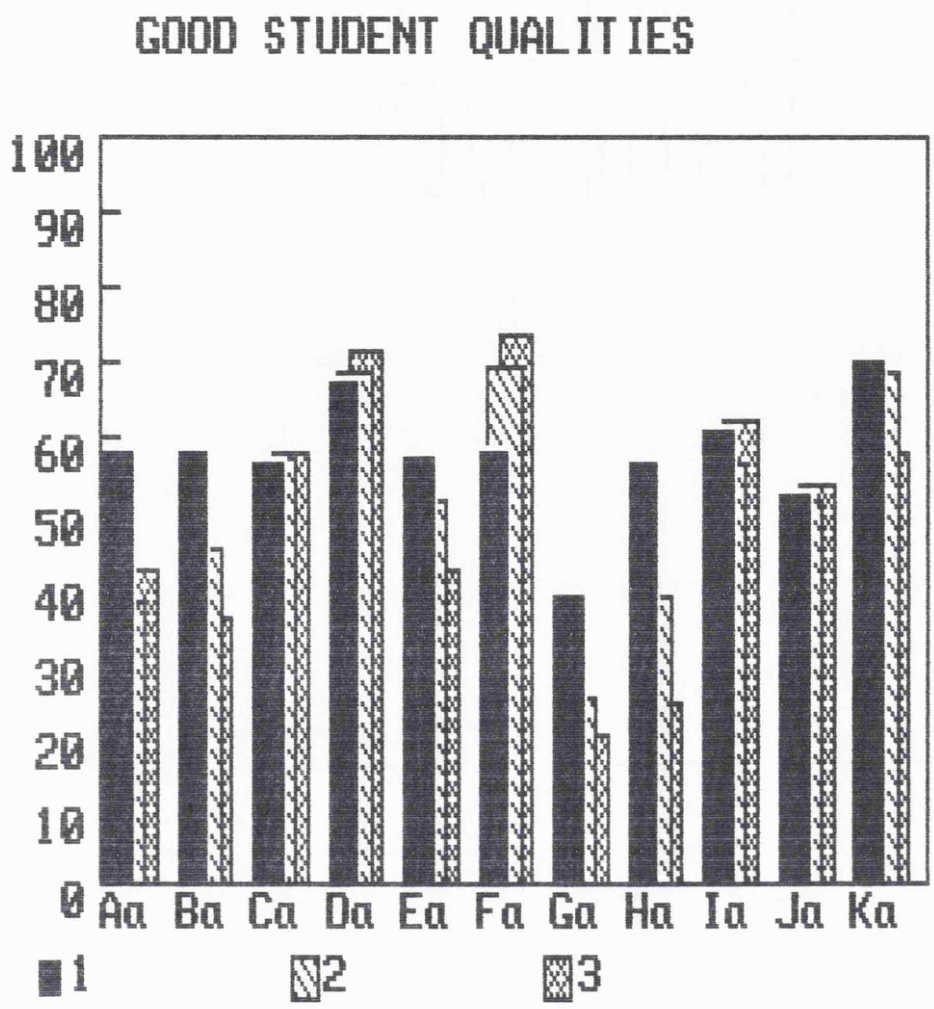
On the other hand there is some confusion about how important the staff regard obedience to the received rules or how much individuality they will tolerate. Both students and staff indicate that they would value individuality above obedience and the heads would seem to agree. Yet at the same time, both students and staff feel that in the organised life of the school the opposite is true.

When it is also reflected that the values which the staff feel the schools regard as least important are "Ability to Argue", "Individuality", "Assertiveness" and "Nonconformity", it would seem that the message conveyed is that the students are not expected to show a great deal of initiative or imagination but rather quietly to set about the tasks set by the teachers. Yet at the same time students, staff and headteachers agree in setting quite a high value on individuality and imagination in their own assessments.

If alongside this is placed the apparent view in question 3 on Good Teacher Qualities that there was little support given, particularly by the headteachers, for "Firm Leadership" or "Strictness", and that such techniques of guidance and correction as "Regular Testing", "Regular Homework",and "Keeping Marking up to Date" are not valued highly, then it is not surprising if some youngsters feel that the effect of what has been called the hidden curriculum is confusion.

In that situation it is perhaps not surprising that some youngsters, especially the less able or less motivated, find difficulty in knowing how they are expected to behave or what are the important values they should pursue. It must be said, however, that in the visits carried out during this enquiry there was very little overt indiscipline or poor behaviour observed in any of the schools.

Nevertheless, the answers to question 4 would seem to corroborate the point of view expressed previously that there is little evidence of a clear purpose or direction of education and that relatively little thought has been given to the general impact of schooling upon the students, especially perhaps in the sphere of values.



(Figure 11)

Aa = Academic Ability

Ba = Obedience

Ca = Imagination

Da = Application to Work

Ea = Cheerfulness

Fa = Enquiring Mind

Ga = Nonconformity

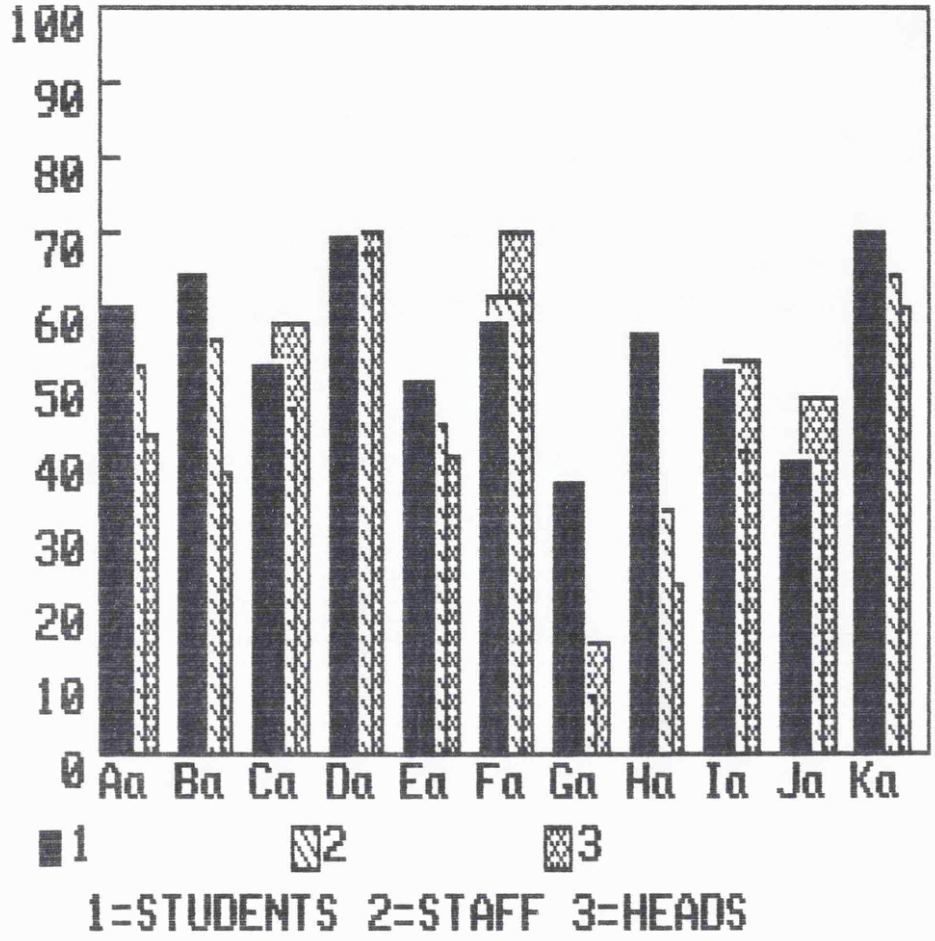
Ha = Assertiveness

Ia = Individuality

Ja = Ability to Argue

Ka = Honesty

GOOD STUDENT QUALITIES (SCHOOL'S VIEW)



(Figure 12) N.B. Key on previous page.

GOOD STUDENT QUALITIES

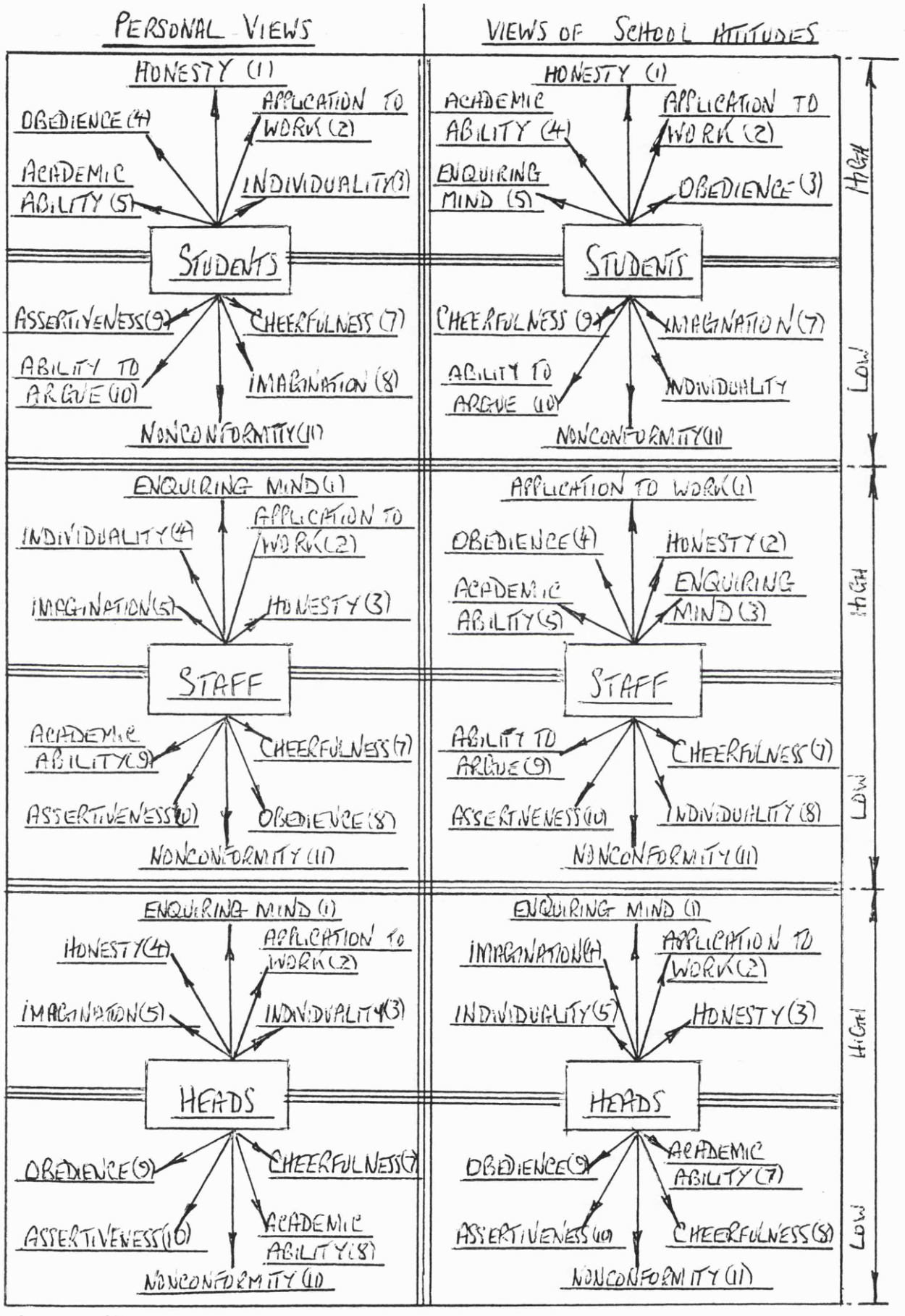


FIGURE 13

QUESTION 5

Questions five and six were assessed on a four point scale, 1/ Very Serious, 2/ Serious, 3/ Minor, 4/ Unimportant.

OFFENCES IN SCHOOL

(See Figure 14, p.183 and Figure 15, p.184).

This section and the next are concerned with attitudes to behaviour. It may be asked what is the relationship between attitudes and behaviour and that is a question which is not easy to answer. Clearly there is a relationship between them but equally it is quite possible that a person may say that a certain way of behaving is serious and undesirable yet still behave in that very way. Human beings are neither completely rational nor completely consistent in their attitudes or their behaviour in life.

Nevertheless, attitude and behaviour are linked and are in a kind of reciprocal relationship to one another. Wolfgang Brezinka (Professor of Education at Konstanz University, West Germany) has argued (1988) that human beings are shaped by the culture of the society in which they live as well as by their own development. Culture in this context means the attitudes and behaviour of the people among whom the person lives.

To relate this to our particular study; if a person indicates that bullying or stealing is a serious offence it must be related in some way to the culture within which that opinion is held. There are at least two ways of

looking at this. One is that bullying or stealing is a problem within the school and therefore it is regarded as serious. In this case the opinion is an indication of the behaviour within the school.

Another possibility is that the assessment is derived from the beliefs or values of teachers or parents or other influences in the environment in a rather abstract way - a principle, in other words. In this case no conclusions can be drawn from the assessment except that the particular person believes that he or she would not take part personally in bullying or stealing.

In either case these assessments or points of view do not arise whole and inexplicable as Athena was reputed in Greek Mythology to have sprung fully grown and armed from the head of Zeus. They arise in reaction to the influences and pressures of the society in which we live and thus have a significance to help us understand the nature of that society.

In interpreting the results of the questionnaire it can only be a matter of judgement to assess the significance of a particular pattern of opinion. We may now turn to consider the results.

STUDENTS

It might have been expected that the youngsters would rate bullying as the most serious offence. Some recent research on behalf of the Professional Foundation Research Trust, on the basis of an enquiry into two medium sized comprehensive schools, has indicated that British school children are up to three times as likely to be bullied as pupils in the rest of Europe.(Roland and Munthe 1989) It was indicated that one in five children claimed to be bullied 'at least now and then', that most of it was teasing but about a quarter involved physical violence.

In view of that it is intriguing that this enquiry into nine very varied comprehensive schools and two public schools has produced the result that students placed bullying in the fourth aggregate position; below 'Stealing', 'Vandalism' and 'Damage to other People's Property'. Of course these results do not necessarily contradict the above figures, since they are part of an enquiry into attitudes rather than incidence but, as has been indicated, there must be a relationship between these two.

In this enquiry nine out of ten youngsters regard bullying as serious or very serious. However, when it is reflected that almost ninety-eight per cent of these students indicated that stealing was serious or very serious, it may give rise to the consideration that if there is a major problem about bullying, there may well be,

perhaps, an even greater problem about stealing.

Less than half of the students in this enquiry (47%) indicated that they felt that bullying was very serious, although ninety per cent regarded it as serious or very serious. Some seventy-five per cent regarded stealing as very serious and, as has been indicated, some ninety-eight per cent voted stealing as serious or very serious.

In the case of the two offences which came between Stealing and Bullying in the aggregate results (i.e. Vandalism and Damage to other People's Property). Sixty-two and a half per cent indicated that vandalism was very serious and ninety-six per cent that it was either serious or very serious; Almost fifty-nine per cent voted Damage to other People's Property very serious and ninety-two and a half per cent that it was serious or very serious.

The offence in fifth aggregate position was Racist Behaviour, which received just over forty-nine per cent of the students' votes for very serious (incidentally this particular result was slightly higher than that for bullying) and almost eighty-four per cent who regarded it as serious or very serious. In view of the comments about minority opinion mentioned in question two, it may be remarked that over seventeen per cent indicated that they regarded Racist Behaviour as either a minor offence or as unimportant.

An interpretation which may be suggested for these results is that bullying - although very serious when it occurs - is perhaps a consistent problem for a relatively few youngsters. Although it may well be likely that most children will face bullying at some point in their schooling, for many it may be a fairly isolated incident.

For those who are consistently bullied there could hardly be a worse offence and, as has often been shown, it can have the most tragic results. It is clearly very important that teachers and others should be extremely vigilant to prevent its occurrence. However, perhaps these results are somewhat encouraging in suggesting that many youngsters do not regard it as an overwhelming problem. It may also be relevant, of course, that the students who completed the questionnaire were fifth formers and therefore part of the older and larger part of the school population. Indeed some recent research seems to indicate that the problem may be even greater in Primary schools than in Secondary schools (See P. Smith,1991). A different result may have emerged from younger pupils. It may also not be without significance that the teachers and headteachers of the schools concerned regarded bullying so seriously.

On the other hand the results would seem to suggest that there is probably a fairly continuous problem of theft in schools. Most of this is no doubt petty theft such as

the stealing of pencils or rubbers, but even that can be very annoying and disruptive. Presumably from time to time the objects stolen are much more valuable. At least the suggestion would seem to be that this kind of offence affects even more youngsters than bullying.

A further disturbing reflection may be that the three offences which the students regard as most serious are all offences against property rather than against persons. It may be wondered if this is a reflection of society in the closing years of the twentieth century. To be concerned about this does not need speculation about whether it indicates the actual incidence of stealing or damage for it can be taken as a general expression of values.

However, since this particular finding is not repeated in question six, which is concerned with the wider society, there are other possible explanations. One is, as has been previously suggested in questions one and two, that much of education is seen as a rather individual process rather than as a communal activity. If this is so then youngsters may well feel that stealing, vandalism and damage to their own property is a more immediate threat to them as individuals than anything else that may happen.

The other suggestion is that school is a rather protected environment and, malign as bullying or racism can be in school, it is unlikely for most youngsters to be as horrific as some of the activities which can take place in

the wider society and to which both students and teachers record their revulsion in question six.

Another pattern of response which seems worthy of comment is the relationship seen between bullying and fighting (Chi-square =56.39, $p<0.001$). In every school fighting seems to be regarded as much less serious than bullying. In the total results forty-seven per cent indicated that bullying was to be regarded as very serious but less than twenty per cent made that valuation for fighting. There is also a striking difference between the state schools and the public schools. All the state schools, other than the Catholic school, easily had a majority indicating that fighting was serious or very serious (State Schools compared to Independent schools - Chi-square =20.99, $p<0.001$). The lowest percentage was sixty-four and the highest eighty-seven. The Catholic school was somewhat lower with forty-five per cent (Chi-square =6.56, $p<0.1$ when compared with other state schools). The two public schools had returned just over thirty per cent and forty per cent regarding fighting in this way.

Naturally it cannot be assumed from this that more fighting occurs in public schools or in the Catholic school. Indeed it would be possible to argue that fighting is regarded as a minor offence precisely because it occurs rarely. More research would be required to clarify the reasons for these discrepancies.

Anyone who has experience of life in schools would probably not be surprised to see that the offences regarded as least serious by youngsters are 'Leaving Litter Around' and 'Lateness'. All except two schools put these at the bottom of their lists and if one was not at the bottom, it was next to bottom. The two exceptions were one of the upper schools which had Litter next to bottom and Defacing Books at the bottom (Lateness was sixteenth). and one of the public schools which placed Litter at the sixteenth position out of eighteen, whilst seventeenth was Swearing and eighteenth was Smoking (Lateness was fourteenth).

One of the offences towards the bottom of the lists is a little difficult to interpret. This is 'Betraying Another's Secrets' The problem here is probably one of terminology. The intention had been to enquire into what used to be called 'Schoolboy Honour' and it is likely that any headteacher or deputy head attempting to find out information about some misdemeanour would be surprised to find this offence so low in the estimate of serious offences - although oddly enough it is consistently at the fifteenth position for students, teachers and heads.

It may be suspected, however, that, if in place of trying to use standard English, the questionnaire had used student usage or the current vernacular such as 'Snitching' or 'Grassing', then a different result would have ensued.

STAFF

The pattern that has been noticed in other questions is also evident here. The five offences that hold the most serious aggregate positions are the same for staff and students but the emphasis between them is somewhat different. As has been pointed out, the students put in the first three positions offences against property whereas the staff's priorities would seem to be concerned with offences against people.

This is clear in that they put Bullying as most serious and Racist Behaviour in third position. It may perhaps be argued that the choice of Stealing as second most serious may also fit into this category coming as it does between the other two. Stealing can be seen as an offence against people as well as against property.

It has been said that Bullying is almost a secret activity in which not only does the bully keep quiet about it but the victim also feels the necessity to avoid reporting incidents - often for fear that the events will be repeated. This makes it difficult to deal with but there is no doubt that teachers are anxious to prevent its occurrence and frequently take steps to find out if it is happening. In conversations with many teachers it was made clear that it is one type of behaviour that they are most anxious to take action about, if only the information can

be forthcoming.

The same kind of opinion was expressed about Racist Behaviour - which is, of course, often another form of bullying. It is a policy of the Local Education Authority that racial discrimination should be avoided and in all schools visited there seemed virtually complete support for this policy from the teachers. In the questionnaire eighty-six per cent of the staff indicated that they thought racist behaviour was very serious and a hundred per cent said it was either serious or very serious.

The teachers seem to make the same distinction between fighting and bullying as the students. Whereas ninety-four per cent of the staff regarded bullying as very serious, only thirty-six per cent indicated that they regarded fighting as very serious (Chi-square =69.46, $p<0.001$). Fourteen per cent indicated that they felt fighting was a minor offence and one teacher said that it was unimportant. The girls' school and one of the upper schools were the only schools where all the staff indicated that fighting was serious or very serious. One of the 11-18 schools was the only one which produced a teacher who said it was unimportant. Apart from the girls' school and the upper school mentioned the staff tended to indicate that fighting was serious rather than very serious except for the public schools where no teacher regarded it as very serious.

It has already been mentioned that the number of public school staff who responded was only six. Of that number four said that fighting was serious and two that it was a minor offence.

Turning to the offences regarded as less serious in the aggregate results, it would not be true to say that no teacher indicated that they were serious. The spread of opinion was considerable. For example, of the offences in the bottom five of the aggregate results the following percentages indicated that they were very serious: Lateness - four per cent: Smoking, Not doing Homework and Leaving Litter Around - six per cent: Betraying Another's Secrets - fourteen per cent. However, the percentage voting for them as either minor offences or unimportant were: Lateness - fifty-six per cent; Smoking - sixty-one per cent; Not doing Homework -sixty per cent; Leaving Litter Around - fifty-eight per cent; Betraying Another's Secrets - thirty-four per cent. The only other offence regarded by a teacher as unimportant was Swearing which received one response in that category, although nine per cent indicated that they regarded it as very serious.

HEADTEACHERS

As has been indicated elsewhere, unanimity is not a great feature of the returns to these questionnaires but the heads were unanimous that they regarded Bullying as

very serious. No other offence received a unanimous response. However, the aggregate rating of the five most serious offences coincided with those of the staff which once again indicates the concern for personal relationships which seems to be characteristic of the teaching profession.

Three offences found no heads rating them as very serious. These were Not Doing Homework, Leaving Litter Around and Betraying Another's Secrets. All appear in the five at the bottom of the aggregate list.

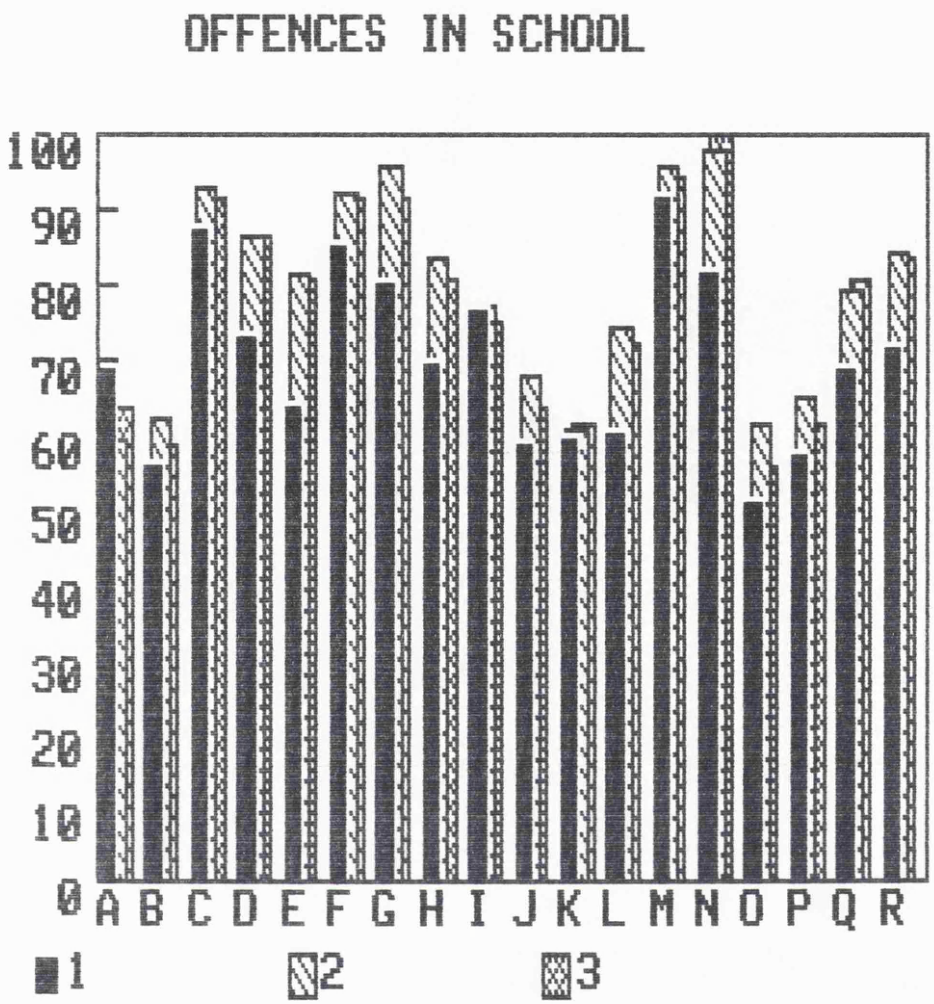
Apart from one head who indicated that he thought Rudeness to Students was a minor offence, the headteachers made Rudeness to Staff or Students equal offences, though tending to regard them as serious rather than very serious offences. This is in contrast to both the staff and the students, both of whom indicated that more thought Rudeness to Staff was more serious than Rudeness to Students.

COMPARISONS

Since this question did not require offences to be ranked and thus all could have been regarded as very serious if desired, it was perhaps notable that the offences concerned with the academic work of the schools, such as Not Doing Homework and Preventing Others Working did not produce a more serious rating from staff and heads. Almost sixty per cent of the staff and five out of nine heads indicated that Not Doing Homework was a minor offence

or was unimportant. Preventing Others Working was regarded as serious by more teachers and heads than regarded it as very serious. These opinions were also reflected in the students results. This might, perhaps, tie in with remarks made in question three, concerning teacher qualities, that the teachers' concern for personal relations might be outweighing the necessity to stretch and demand high standards from the students. This is, of course, a controversial comment and very likely most teachers would not accept that interpretation.

It is also, perhaps, interesting that both students and heads give a less serious rating for Swearing than the staff, although over thirty per cent of the staff also indicated that this was a minor offence. One head teacher said in conversation that in considering the seriousness of swearing he took into account the amount of antagonism or animosity intended. The staff, however, are the people who usually have to deal with the immediate confrontation which swearing might indicate and clearly a majority of staff objected strongly to this kind of behaviour. Whether this indicates that head teachers are less likely to be faced personally with an incident of swearing is, of course, not clear but it may have a bearing on the matter.



(Figure 14)

A = Smoking

B = Lateness

C = Vandalism

D = Rudeness to staff

E = Rudeness to students

F = Damage to belongings

G = Racist behaviour

H = Lying

I = Truanting

J = Swearing

K = Not doing Homework

L = Defacing Books

M = Stealing

N = Bullying

O = Leaving litter Around

P = Betraying secrets

Q = Fighting

R =Preventing work

OFFENCES WITHIN SCHOOL

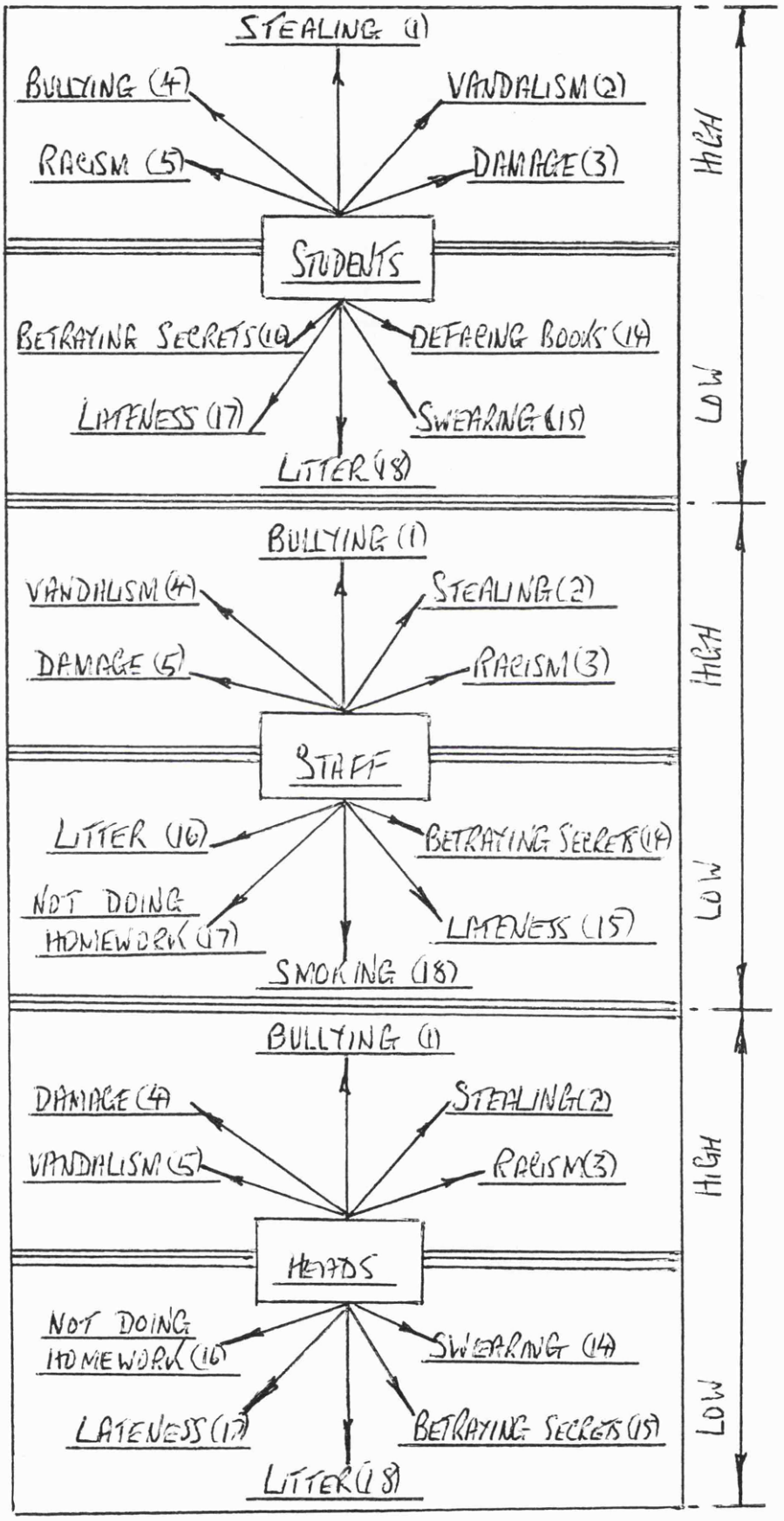


FIGURE 15

QUESTION 6

OFFENCES IN THE WIDER SOCIETY

(See Figure 16, p.197 and Figure 17, p.198).

The word "offences" caused some misunderstanding in this section for at least one category. Some, but not all, of the activities listed are offences against the law but it was not intended only to enquire about attitudes to legal offences. The intention was to enquire about activities which cause offence, at least to some people. These activities may be illegal or not.

It is interesting that although there are a number of examples of offences that are not illegal, for example, smoking tobacco or drinking alcohol, only one attracted comments written on the questionnaire when it was handed in. The comments tended to be similar to, "I did not know this was an offence".

The suggestion concerned was "Pre-marital sex". The fact that it attracted this sort of attention, mostly from members of staff, might well seem significant in itself.

STUDENTS

Sexual activities featured at the top and bottom of the aggregate results. Those which were regarded as most serious are also legal offences but as significant may well be the aspect of violence and consent.

Unanimity has been very rare in the whole of this enquiry and particularly so as far as the students are concerned. Indeed the only activity in all the questionnaire which all the students have regarded as 'Serious' or 'very Serious' (or the equivalent in the other sections) is that of 'Rape'. Ninety-five per cent of the students said this was a very serious offence and five per cent said it was serious. There were no dissentients from this view.

An activity which ran this very close was 'Child Abuse'. Out of two hundred and sixty-three youngsters who answered this question only two said this was a minor offence and two that it was unimportant. One might well wonder what was in the minds of the youngsters who answered in this way, or whether they understood the term, but there is no way of knowing that. Almost ninety-two and a half per cent said they regarded it as 'Very Serious' and over ninety-eight per cent that it was either serious or very serious.

In the aggregate results these two activities were easily voted the most serious. In all the schools they were either first or second in their lists and if one was first the other was second. As has been said previously, it is difficult to know how to interpret the very small numbers of students who vote in what might seem undesirable ways - whether they are responsible expressions of opinion or

whether they are evidence of wild or random filling in of the questionnaire. If it is the latter, it is at least reassuring that the numbers are so small. If it is the former it may give rise to some concern.

Of the two who said that they thought 'Child Abuse' was a minor offence, one was a girl from an Upper School and the other was a boy from a Public School; both indicated that they hoped to go to university. The two who said it was unimportant were both boys from different Upper Schools who indicated that they expected to leave school at sixteen. One of these boys had indicated that he thought all the listed activities were unimportant except 'Rape' which he had said was 'Very Serious'. It might be thought that if he was playing the fool in answering the questionnaire, the fact that he felt constrained to make an exception in that one case may well be significant of his scale of values.

There was less unanimity about the activities which came next in the aggregate list. All except two state schools had placed 'Burglary' and 'Drug taking (other than tobacco and alcohol)' as third or fourth. In these cases if one was third the other was fourth.

On the question of 'Drug taking', only one school had one hundred per cent of students regarding this activity as very serious. This was the Catholic 11-18 school. All the others except two, had approximately eighty per cent or more indicating that opinion. The two exceptions were one of the

Upper Schools (Chi-square =13.58, $p<0.01$) and one of the Public Schools (Chi-square =10, $p<0.02$). Both returned about fifty-four per cent of students with that result. At the other end of the scale, only four schools had students saying that 'Drug taking' was unimportant. These were the 11-16 school serving a deprived area with four per cent, the Upper School previously referred to, with over nine per cent and both Public Schools. The latter, however, each had only one student indicating this opinion.

At the bottom of the aggregate list the only activity which had a majority regarding it as either a minor offence or unimportant was 'Pre-marital Sex' which had seventy-one per cent of the youngsters indicating those opinions; almost a quarter regarding it as a minor offence and over forty-six per cent regarding it as unimportant.

There were only three schools where a percentage in double figures indicated that 'Pre-marital Sex' was a very serious offence. These were one of the Public Schools with just over thirteen per cent, the 11-16 school serving a deprived area with just over sixteen per cent, and the 11-16 school with a large Asian intake with nearly sixty per cent. The Public School, however, had no students who thought it was serious and over eighty-six and a half per cent who thought it was either minor or unimportant. The corresponding figures for the 11-16 school serving a deprived area was almost sixty-seven per cent and for the largely Asian school was just over twenty-eight per cent.

This would indicate a very clear difference of approach between the largely Asian school and the rest (Chi-square =67.97, $p<0.001$). This difference of approach was also shown, though not quite so clearly, in the question of 'Adultery'. The largely Asian school was the only one which had a majority indicating that the students thought this activity very serious.(Chi-square =10.84, $p<0.02$) Almost fifty-seven per cent returned this result (Interestingly rather less than held this opinion about 'Pre-marital Sex') and almost eighty-seven per cent who thought it was either serious or very serious.

The next highest for the very serious rating for 'Adultery' was the 11-16 girls' school which voted almost forty-five per cent and the third highest was the Upper School which served a market town, which returned just over forty-four per cent. However, when the returns for serious and very serious were added together, the results of some schools came near to that of the largely Asian school. For example, in this case the Catholic school returned eighty-five per cent (although only thirty-five per cent had rated it very serious) and the Upper School in the market town returned just over eighty-three per cent. The Girls' School reached only sixty-nine per cent for the two returns together and the lowest for the two returns together was just over sixty per cent.

Overall, however, just over a third of the youngsters thought that 'Adultery' was very serious, just over a third that it was serious, whilst almost a quarter thought it was either a minor offence or unimportant.

As far as the others which came at the bottom of the aggregate list are concerned, 'Smoking Tobacco' and 'Drinking Alcohol' received votes split almost equally across the range of possible answers although in both cases a small majority considered them either serious or very serious offences.

STAFF

The staffs were almost unanimous that the offences in society which they regarded as very serious were 'Rape', 'Child Abuse' and 'Violence against People' Out of one hundred and three teachers who answered the questionnaire only one voted for serious rather than very serious for 'Rape' and 'Child Abuse' whilst three voted for serious for 'Violence against People'.Otherwise all teachers regarded these three as very serious.

The next two in the most serious offences on aggregate were 'Burglary' and 'Racial Discrimination'. These received sixty-five and sixty per cent in the very serious position. Two teachers indicated that 'Racial Discrimination' was a

minor offence and one similarly regarded 'Burglary'.

As in previous questions, four out of five of these offences were the same as in the students' results. The staff put 'Racial Discrimination' in the most serious five whereas the students had chosen 'Drug taking'. The staff were virtually unanimous that 'Racial Discrimination' was a serious or very serious offence but the students had eighty per cent with that opinion (Chi-square =22.8, $p<0.001$). Fifteen per cent of the students regarded it as a minor offence and five per cent thought it was unimportant. It was noticeable in this category that the 11-16 schools, which were all city schools (where the experience of racial minorities would inevitably be greater), all had a much smaller percentage indicating that 'Racial Discrimination' was either a minor offence or unimportant. Both assessments in the 11-16 schools received around three per cent of the students' results.(11-16 students- Chi-square =10.8, $p<0.02$).

On 'Drug taking' it is interesting that three teachers did not answer this section. Fifty-three per cent of the rest regarded it as very serious (Almost eighty-three per cent of the student returns indicated this opinion); thirty-nine per cent indicated it was serious (compared to twelve and a half per cent of the students). Eight per cent of the staff rated it as minor or unimportant (compared to five and a half per cent of the students). It is interesting that, on this evidence, the staff as a whole seemed to take a more lenient view of drug taking than the students

(Chi-square =36.43, $p<0.001$)

At the less serious end of the aggregate results the staff's assessment was very similar to that of the students' - the activities indicated were the same though in a slightly different order. 'Pre-marital sex' was the activity which apparently caused least offence. Indeed, as has been commented, quite a number of staff returned their questionnaire with a remark written over this section indicating that they found it difficult to think of this activity as an offence at all. Nevertheless four teachers regarded it as a very serious offence and twelve as serious. However, eighty-four per cent of the staff regarded pre-marital sex as either a minor offence or as unimportant.

It was not, however, the only activity which had a majority regarding it as either a minor or unimportant offence (as was the case with the students). This was also true of 'Smoking Tobacco' (sixty-three per cent) and 'Drinking Alcohol' (fifty-three per cent). On 'Adultery' it was interesting that three teachers also did not answer this section but of the rest forty-six per cent indicated that it was a minor offence or unimportant. Eighteen per cent, however, regarded it as very serious and thirty-six per cent thought that it was a serious offence.

The other activity in the bottom five of the aggregate list was 'Graffiti' on which over twenty per cent indicated that it was a very serious offence (two per cent more than

considered 'Adultery in this way), over fifty-one per cent that it was serious and over twenty-nine per cent that it was either a minor or an unimportant offence.

HEADTEACHERS

The headteachers were absolutely unanimous in their assessment of 'Rape', 'Child Abuse' and 'Violence against People' as very serious offences. They were equally unanimous that 'Drug taking' and 'Burglary' were either serious or very serious offences. In both of the latter cases six out of nine had assessed them as very serious and three that they were serious.

They were also unanimous that 'Vandalism (damage)' was either serious or very serious. In this case four out of nine had assessed this activity as very serious and five that it was serious.

The only other section where it could be claimed that there was complete agreement was at the other end of the scale where a hundred per cent of headteachers assessed 'Pre-marital Sex' as either a minor offence or as unimportant. In this case two heads indicated that it was a minor offence and seven that it was unimportant.

There were only three activities which the heads indicated as unimportant. These were 'Pre-marital Sex' (seven), 'Adultery' (four), and 'Smoking Tobacco' (one).

Of the five activities which came at the bottom of the aggregate list, two heads said that the following were minor offences - 'Pre-marital Sex', 'Adultery' and 'Theft'; Four had assessed 'Drinking alcohol' as minor and five assessed 'Smoking Tobacco' in the same way. 'Adultery' was lifted from the bottom of the aggregate list by one head who said that it was very serious and two who said it was serious.

In comparing the head's list with that of the students, the most serious five activities contained the same suggestions, but 'Violence against People' had become first equal and 'Burglary' had fallen from third to fifth place. The least serious five contained four activities the same, 'Theft' having taken the place of 'Graffiti'. The students placed 'Theft' at seventh out of fourteen, the heads at tenth. 'Graffiti' was at eleventh for the students but at eighth for the heads.

COMPARISONS

There is considerable similarity between the aggregate results of students, staff and heads. The teachers' opinions are perhaps somewhat less definite than those of the students

but overall the patterns largely agree.

Violence and force against people, sexual or otherwise, seems to be regarded as most serious. In view of the importance given to 'Stealing' in school it is noticeable that 'Theft' does not feature so highly in these results concerning the wider society, although the youngsters made 'Burglary' a serious offence. Once again the element of force is implied in burglary.

The staff would appear to be more concerned about 'Racial Discrimination' than the students although eighty per cent of the students regarded this as serious or very serious (Chi-square =22.87, $p<0.001$). The twenty per cent of students who regarded it as minor or unimportant is, nevertheless, a significant minority.

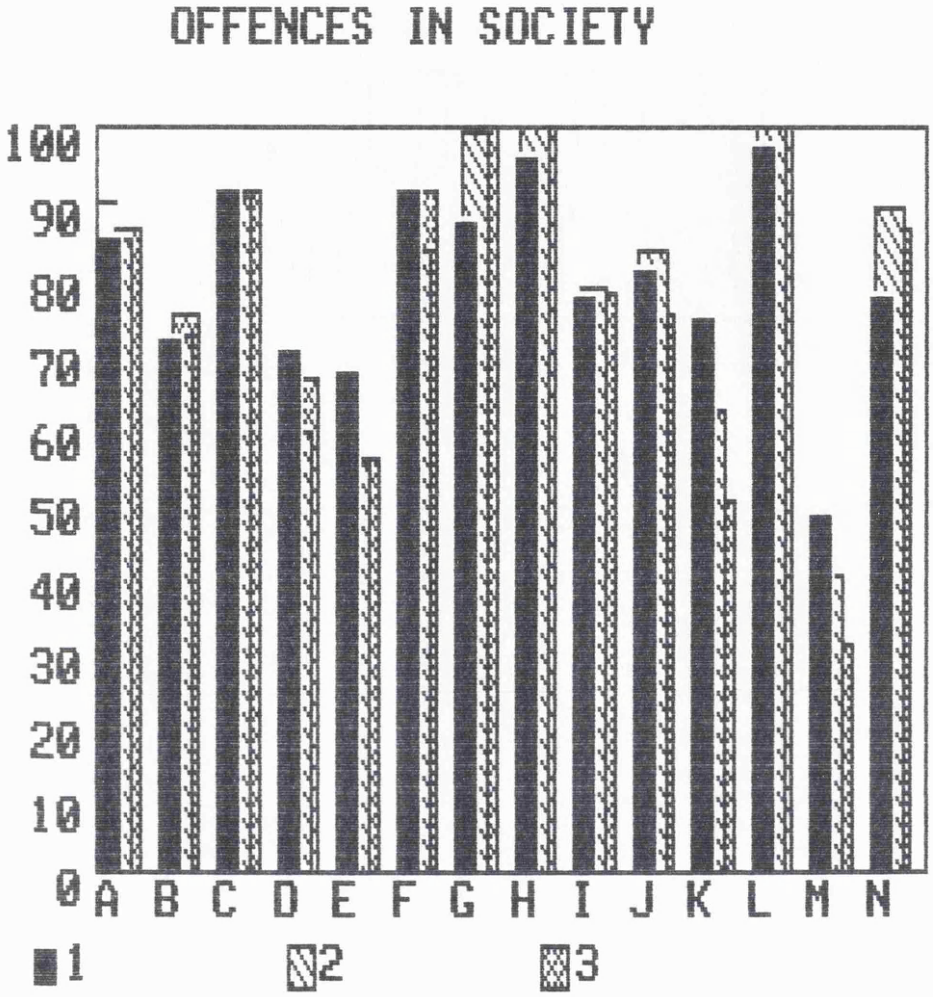
Surprisingly perhaps, the students appear to be more concerned about drug taking than the staff (Chi-square =36.43, $p<0.001$), although ninety-two per cent of the staff regarded it as serious or very serious.

It is also, perhaps, worth comment that 'Adultery' and 'Pre-marital Sex' appear to be regarded as having similar seriousness to 'Smoking Tobacco' or 'Drinking Alcohol'. There are two points which seem to arise from this. First, that it is perhaps surprising that adultery and pre-marital sex should be regarded so tolerantly since few teachers can be unaware of the disaster as far as schooling is concerned that

can result from schoolgirl pregnancy, nor of the social and financial problems which can follow for both boys and girls if they try to take responsibility for the child which results from such a pregnancy. Also few teachers can be unaware of the emotional disturbance in the life of children which can be caused by the break-up of the family unit which all too often follows from an incident of adultery.

Second, pre-marital sex does not mean the same as promiscuity and it might have been interesting to have included both to see if there would have been a different response to them.

Naturally these results cannot be taken as an indication of the behaviour of students or staff. They are values and attitudes which may or may not be reflected in practice. They must however give an idea of the atmosphere in which young people are growing up and which teachers need to take account of in their consideration of the values which the school needs to try to set forward implicitly or explicitly. It is interesting that there seems to be so little difference in the assessments of the students and the teachers. It may be wondered if this is an indication of the efficiency of the schools' leadership, or whether it is an indication that the schools do not provide leadership but merely reflect the values of the wider society from which both staff and students come. This raises the question whether schools have a responsibility to lead or to reflect society as it is.



(Figure 16)

A = Vandalism (Damage)

B = Vandalism (Graffiti)

C = Burglary

D = Drug taking (Alcohol)

E = Drug taking (Tobacco)

F = Drug taking (Any Other)

G = Violence against People

H = Child Abuse

I = Theft (Shoplifting)

J = Theft (Any other theft)

K = Adultery

L = Rape

M = Pre-marital Sex

N = Racial discrimination

OFFENCES IN SOCIETY

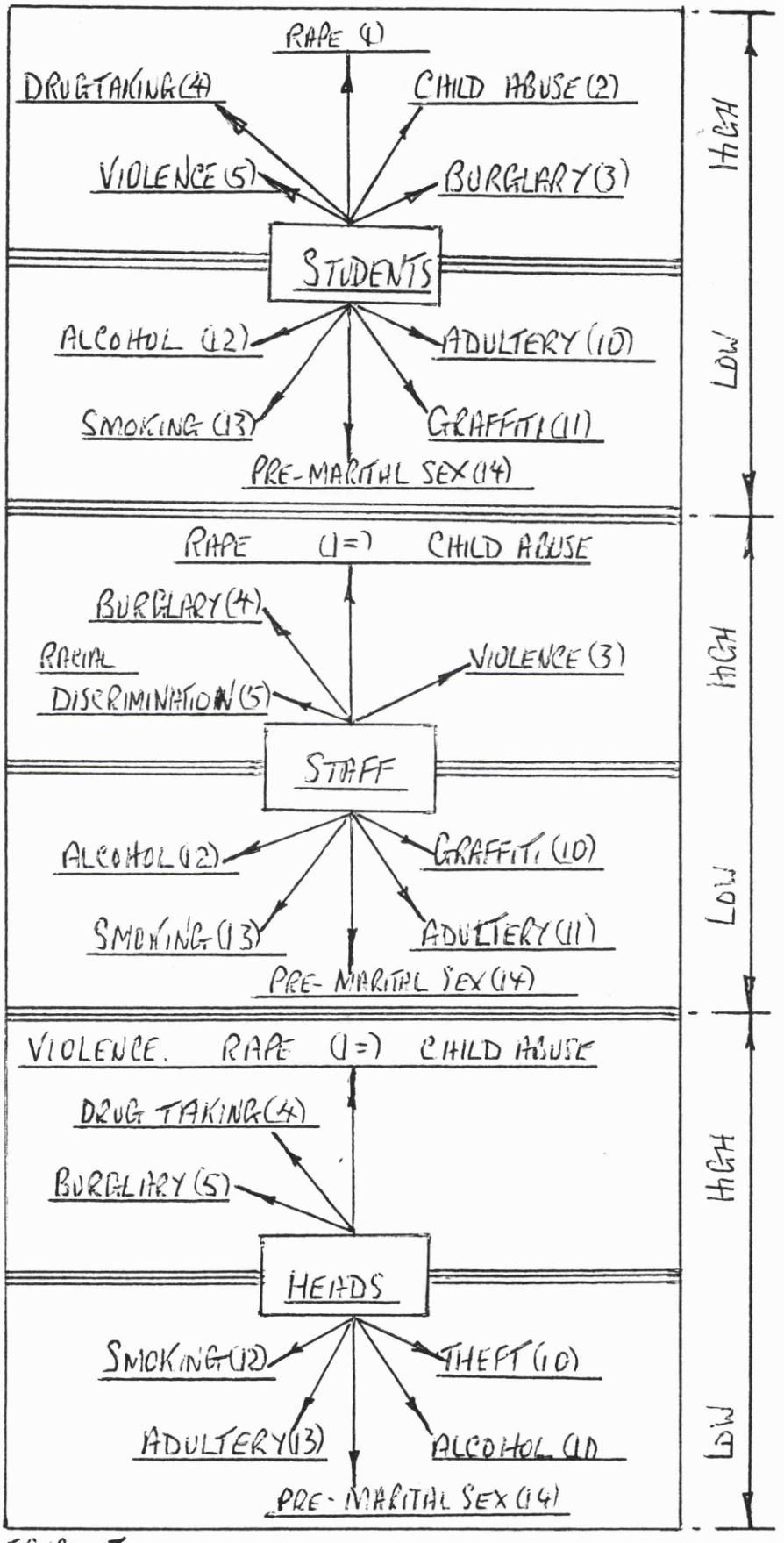


FIGURE 17

QUESTION 7

The following three questions were concerned with enquiring into the opinions of students, staff and headteachers about the tendencies of the school to stress one side or other of a contrast in attitude; for example, whether the school tends towards sexual equality or towards sexual stereotypes. The tendencies were grouped under three general headings: Question 7 - 'The Curriculum', Question 8 - 'The School Ethos', Question 9 - the school's approach to 'Student Development'. The graphs at the end of each section, however, indicate the total results showing the opinions of heads, staff and students as groups and do not show the variety of opinion which may exist between schools. That is commented on in the text.

THE CURRICULUM

(See Figure 18, p.211).

In this section the enquiry was not concerned with the particular subjects and activities which make up the details of the curriculum but rather with the values which it was felt the whole curriculum stressed.

STUDENTS

There was clearly a considerable amount of disagreement among the students; almost all shades of opinion being shown in the results. However there were, nevertheless, positive majority results.

In four aspects of the curriculum all the schools had majority point of view, although with some variation in the strength of opinion. These were that the curriculum was 'Relevant', 'Purposeful', 'Technical' rather than 'Traditional' and tending towards 'Sexual Equality' rather than 'Sexual Stereotypes'.

The questionnaire did not give an opportunity to say what the curriculum was relevant to or what its purpose was. In view of the apparent lack of clarity about purpose which seems to have been shown in question 1 (concerned with personal priorities and values), it would be interesting to know what the students had in mind. It must, however, indicate a feeling that the curriculum was not a waste of time at least.

Two other aspects produced almost complete agreement across the schools.These were that the curriculum was 'Practical' rather than 'Theoretical' and 'Interesting' rather than 'Boring'. The 11-16 school serving a deprived area was the most strongly of the opinion that the curriculum was practical, the others were less definite (Chi-square =8.1, $p<0.1$) This was particularly true of the 11-18 schools which were all close to a balance between the two.

The Catholic school felt the same about the tendency towards either 'Interesting' or 'Boring' but most of the rest were quite strongly of the opinion that their curriculum was

interesting. Two schools which were less sure but which, nevertheless, came down on the side of 'interesting' were the suburban Upper school and one of the Public schools.

There was a very large majority of schools indicating that their curriculum was tending towards a 'Broad Balanced Curriculum' rather than 'Specialization', although the 11-16 school with a large Asian intake felt there was a tendency in the other direction. There was also a fairly strong opinion in most schools that the curriculum was 'Creative' rather than 'Routine'.

The vast majority of schools appeared to feel that their curriculum was 'Fun'. The exception was the Catholic school which indicated a slight tendency towards 'Grim' It must be said that two other schools (one Public and one Upper) showed only a slight tendency towards 'Fun'

On the contrast between "Vocational" or "Personal Interest" there did not seem to be a strong bias in either direction except for the suburban upper school which indicated a clear tendency towards "Personal Interest" (Chi-square =15.3, $p<0.01$).

Overall there seemed a fairly consistent pattern of majority opinion with only a few variations here and there that the curriculum offered in the schools was felt to be 'Relevant', 'Fun', 'Creative', 'Purposeful', 'Interesting', tending towards 'Sexual Equality' and 'Technical' rather than

'Traditional'. Less clearly but still positive was a tendency towards 'Practical' and a 'Broad Balanced Curriculum'.

Naturally the picture is not monolithic. For example, some 4.7 per cent of students felt the curriculum was very 'Grim',2.4 per cent thought it was 'Irrelevant',2.4 per cent thought it was 'Meaningless', 3.6 per cent indicated it was very 'Boring' and 6.25 per cent thought it tended strongly towards 'Sexual Stereotype'. In addition there were somewhat larger percentages of those who felt there were slight tendencies in these directions. 'Grim'-11.5%; 'Irrelevant'-8%; 'Meaningless'-7.5%; 'Boring'-14%; 'Sexual Stereotype'-18%. It will be among these minorities, of course, that problems will arise and they certainly should not be ignored.

As far as the majority of students is concerned in all schools it would appear there was little sign of dissatisfaction with the courses of study provided for them by their schools. It may be wondered how many teachers would be surprised to see the rejection by the majority of students of the suggestion that their studies were 'Boring' and how many said they were 'Fun'

STAFF

There was less clear agreement across all schools as far as the staff was concerned than appeared to be so among the students. Two aspects where all school staffs agreed at least in aggregate were 'Relevant' and 'Purposeful'. Even here, however, there were some who felt that the tendency was slight.

There was only one school which dissented from the opinion that the majority felt that the curriculum was broad and balanced. This was the 11-18 school which served a middle class area, where the staff felt the curriculum had a slight tendency towards 'Specialization'(Chi-square =13.02, $p<0.02$). It is perhaps interesting that the students felt there was a slight tendency in the other direction.

All the state schools with sixth forms had a majority of staff feeling that their curriculum was 'Vocational' (Chi-square =11.05, $p<0.05$) but this was not apparently true of the 11-16 schools or the Public schools, all of whom felt there was an element of 'Personal Interest' in their curriculum.

On the whole there was agreement with the students that the curriculum offered in the schools was 'Interesting', 'Purposeful', 'Creative', 'Fun' and 'Relevant'. The staffs were less sure that 'Sexual Equality' applied everywhere (Chi-square =16.05, $p<0.01$) and there was considerable

variety among the teachers about the rest.

It is perhaps interesting that although no teacher felt the curriculum tended strongly towards 'Meaningless', there were some fourteen per cent who felt there was a slight tendency in that direction. Only one teacher felt the curriculum was very 'Boring' but nineteen per cent felt there was a slight tendency in that direction. Two teachers indicated that their school's curriculum was 'Grim' or 'Irrelevant' but fifteen per cent felt it inclined slightly towards 'Grim' and eighteen per cent had a similar opinion about a leaning towards 'Irrelevence'. Presumably this indicates that a certain proportion of teachers feel some frustration or disappointment about the programmes in school. It was a minority, however, who felt strongly enough about these things to express their feelings in the questionnaire. Alternatively, of course, it may be an indication of modesty among the teachers about the programme provided.

On the whole, however, there seemed to be less satisfaction with the curriculum among the staff than was the case among the students.

HEADTEACHERS

The heads were much more likely than either the students or the staff to claim that their schools tended to neither side in the contrasts suggested. Over thirty-two per cent of

their possible returns were answered in that way compared to the aggregate results of four and a half per cent of the students and just under seven and a half per cent of the staff returns. This might be taken to indicate that the heads were much more guarded in their replies than the others.

However, they were unanimous in their opinion that their curricula were 'Relevant' and 'Broadly Balanced'. Only one said that his curriculum tended strongly towards relevance, the rest indicating a slight tendency in that direction. They were more sure that they had a broad balanced curriculum; five out of nine indicating a strong tendency and the rest a slight leaning in that direction, rather than towards a specialised curriculum.

If the heads who indicated a tendency in neither direction are disregarded, the opinions of the rest were as follows; Three heads indicated a slight and one a strong tendency towards 'Fun', five said their curriculum was 'Creative rather than 'Routine', two entered a slight and four a strong tendency towards 'Purposeful' rather than 'Meaningless', five indicated that their curriculum was slightly 'Interesting' and one that it was slightly 'Boring'. Three said there was a slight and one a strong tendency towards 'Sexual Stereotype' whilst four said there was a slight and one a strong tendency towards 'Sexual Equality'. Two heads thought there was a slight tendency towards 'Practical' although seven had indicated neither in this category. One head indicated a slight tendency towards a

vocational curriculum whilst three indicated a slight and one a strong tendency towards a curriculum which was responsive to personal interest. Finally, four heads said that their curriculum tended slightly towards 'Technical' whilst two felt there was a slight and one a strong leaning towards a traditional curriculum.

Thus there was considerable variety of approach but , if once again the heads who indicated a tendency in neither direction are disregarded (and of course this entry might be intended to indicate that the school emphasised both ends of the suggested range), the heads agree with both staff and students that, on the whole, the curriculum was 'Relevant', 'Fun', 'Creative', 'Purposeful' and 'Interesting'. There was also general agreement that the curriculum was broad and balanced rather than specialised.

COMPARISONS

On first sight these results seem quite encouraging. The curriculum seems to be seen by the majority of the students, staff and heads as relevant, fun. creative, purposeful, interesting and with a tendency towards sexual equality rather than sexual stereotyping. On closer examination, however, it seems clear that the minority report should not be ignored.

For example, although fifty-seven per cent of the students indicated an opinion that the curriculum tended towards sexual equality, this means that forty-three per cent did not feel that way. This is a significant minority. In fact, about nineteen per cent indicated a tendency in neither direction and twenty-four per cent felt there was a tendency towards sexual stereotyping. Of that number fifty-six and a half per cent were female and forty-three and a half per cent were male. Thus although there was a strong majority (57% compared with 24%) who did not feel that there was evident sexual discrimination, nevertheless, about a quarter, including rather more girls than boys, felt otherwise. It is, of course, not clear whether the boys felt the discrimination was against them or whether they were expressing concern on behalf of the girls, although it would seem more likely to be the latter.

As far as the staff were concerned the picture was much the same, although the majority was slightly smaller. Some forty-nine per cent felt there was a tendency towards sexual equality whilst thirty-one per cent felt there was a tendency towards sexual stereotyping; approximately twenty per cent indicating neither tendency. Once again about fifty-six per cent of those indicating sexual stereotyping were female whilst forty-four per cent were male. The proportion of female teachers who returned the questionnaire was slightly smaller than the male teachers who did so. Forty-seven per cent of the questionnaires were completed by female teachers

and fifty-three per cent by males. Thus about thirty-seven per cent of women teachers who completed the questionnaire felt there was sexual discrimination whilst somewhat less than twenty-six per cent of the men felt that way.

The pattern with the headteachers was not dissimilar. All the heads who returned the questionnaire were male. The female head of the girls' school did not do so. Nevertheless, some fifty-six per cent of the heads indicated that they felt the tendency was towards sexual equality. One head indicated that he felt the tendency was strongly in that direction. No head said there was a tendency in neither direction and thus some forty-four per cent felt there was a tendency towards sexual stereotyping. One head indicated a strong tendency in that direction.

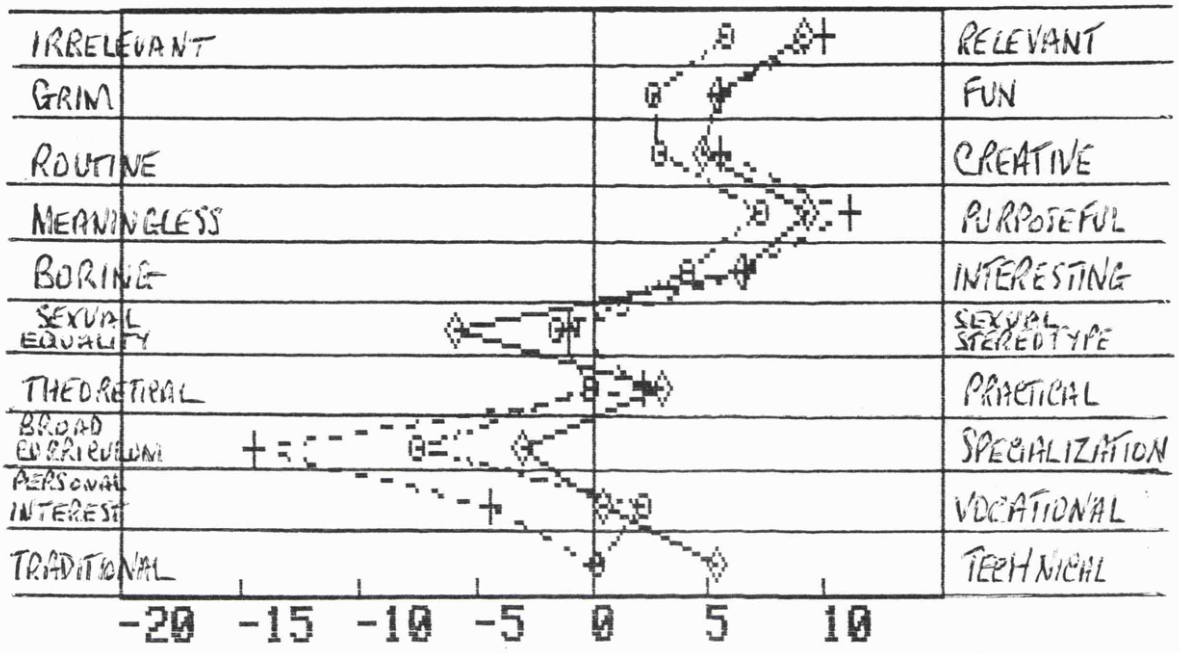
On the other aspects of the curriculum there was evidently a minority varying between ten and twenty per cent holding the opposite opinion to the majority. Perhaps the result which might give most concern is the ten per cent or so of youngsters who feel that the curriculum tends towards irrelevance and meaninglessness. It is likely that this is a problem which will not be overcome without additional resources which would enable a realistic alternative curriculum to be provided. Inevitably, if education has to be provided on a group basis into which individuals must be fitted, there will be people whose needs will be difficult to accommodate.

It is interesting that the proportions of teachers who hold these minority views were not dissimilar to those of the students. Indeed it may be suggested that variations of this kind are a sign of life within the schools. Certainly it would have been disturbing if there had been identical returns from every-one. That definitely did not happen.

It might be interesting to set out in parallel columns an indication of the relative strengths of tendency which the three groups indicated in aggregate. (This does not take account of differences between the various schools.)

STUDENTS	***STAFF***	***HEADS***
1) Relevant Purposeful	1) Broad Balanced	1) Broad Balanced
2) Interesting	2) Purposeful	2) Purposeful
3) Sexual Equality	3) Relevant	3) Relevant
4) Creative Technical Fun	4) Interesting	4) Interesting
5) Broad Balanced Practical	5) Creative Fun	5) Creative Fun
6) (Vocational or Personal Interest) Equal	6) Vocational Sexual Equality	6) Personal Interest
	7) (Technical or Traditional) Equal (Practical or Theoretical) Equal	7) Practical
		8) Sexual Equality
		9) (Technical or Traditional) Equal

CURRICULUM: COMPARISION OF VIEWS



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1=STUDENTS 2=STAFF 3=HEADS

(Figure 18)

QUESTION 8

THE SCHOOL ETHOS

(See Figure 19, p.231).

This section is asking the questions, 'What do people feel it is like to live within the school community?' 'What are the attitudes and values which they feel are stressed or offered to them by the general life of the school?'

STUDENTS

There was a great variety of opinion here also among the students, covering the whole range of possible responses for each category. The majority opinion, however, gives reasonably clear results in the sense that for many of the suggested choices it provides a consistent vote across all - or very nearly all - of the schools. There are some exceptions, which will be mentioned in the comments.

One of the most definite of results was that the schools are 'Encouraging'. In this case, overall, almost seventy-nine per cent indicated that there was a slight or a strong tendency in this direction, whilst just over five per cent indicated the opposite tendency, towards 'Rejecting'. Less than sixteen per cent indicated that their school tended in neither direction. This general result was approximately repeated in every school.

However, on looking somewhat more closely at the individual school results, it appears that of the eleven schools, three had no students who felt that their school was at all 'Rejecting'. These were - the 11-16 girls' school, the Catholic 11-18 school and one of the Public schools. Only two schools had more than one student expressing this opinion. These were the Upper school on a C.of E. foundation (which had two students in this category) and the 11-16 school with a large Asian intake (which had three students indicating a slight and two a strong tendency towards 'Rejecting'. Thus a third of the students who felt slight rejection and half of those who felt a strong sense of rejection were from the school with a large Asian intake.

Of the thirteen students who indicated a measure of rejection, eight indicated that, nevertheless, they hoped to continue their education at university, four intended to proceed to further education and only one wished to leave school at sixteen. Four indicated that they were Asian, one that he was not European and eight that they were of European descent. Ten were boys and three girls. Of the five from the school with a large Asian intake only one was of European descent and all were boys.

It might be wondered why, of the small minority who felt rejection, so many intended nevertheless to continue their education. It might be suggested that here there may well be a collision between ambition and impatience which has given

rise to this attitude. It might also be wondered why there was such a large proportion of youngsters of non-European descent (almost forty per cent) and whether it may result from their general experience of life in the wider society as much as from their experience of school. Combined with this may well be a suspicion of a very largely European staff and thus the need for more non-European teachers with whom they may feel more confidence.

Nevertheless, it must be borne in mind that the thirteen were out of a total of two hundred and fifty students who answered this question and thus that some two hundred and thirty-seven (among whom there were many non-European youngsters) did not say that they felt that their school was 'Rejecting'.

Across the schools there were clear majority tendencies although behind all of them there was the kind of dissension illustrated above.

All the schools agreed that there was a tendency towards competition rather than towards collaboration. This is in some contrast to the results in question two, where the students, staff and heads all indicated that competitiveness was a quality which was low in their estimation, although there was also an indication that within the schools there was a greater element of competitiveness than they would have wished. Thus it may be that the students regret this tendency which all the schools' results indicate.

There was almost unanimous aggregate agreement that the schools were 'Caring', 'Encouraging', 'Friendly' and showed a clear tendency towards 'Equal Opportunities' rather than 'Traditional Roles'. There was also almost complete unanimity that the schools tended towards fairness rather than unfairness and discipline rather than disorder. The exceptions in these cases were not schools indicating a tendency in the opposite direction but a balance in which the aggregate result was a tendency in neither direction. The two schools concerned were - one of the Public schools which indicated that the school was neither fair nor unfair (Chi-square = 20.14, $p<0.001$). (incidentally the other Public school had the smallest majority of all the schools tending towards 'Fair') and the 11-18 school serving a mixed area which indicated that the school was neither disciplined nor disordered.(Chi-square =18.67, $p<0.001$)

Two other results where there was only one school which on aggregate dissented from the rest were concerning 'Freedom' rather than 'Compulsion' and 'Personal Decision' rather than 'Authoritarian'. The dissentients were the 11-18 Catholic school which felt there was a tendency towards 'Compulsion' rather than 'Freedom' (Chi-square =40.1, $p<0.001$) and one of the Public schools which indicated that there was a slight tendency towards 'Authoritarian' rather than 'Personal Decision'(Chi-square =12.1, $p<0.02$).

All except two schools indicated that the tendency was towards 'Public Spirit' rather than 'Private Gain' but the suburban Upper school indicated a balance between them and the 11-18 school serving a mixed area indicated a slight tendency towards 'Private Gain'(Chi-square =7.96, $p<0.1$).

The rest of the categories received an even more varied reaction. Six schools indicated a tendency towards 'Team Spirit' whilst four leaned towards 'Individual Excellence' and one thought there was a balance between them.Three schools thought they were quiet places whilst eight felt they were noisy. Five schools indicated that they were 'Relaxed' whilst six felt they were 'Stressed'. Six felt they were 'Formal' whilst five thought they were 'Informal'.Three felt the school was 'Rigid' whilst eight thought their school was 'Willing to Change'.

On the question concerned with 'Rewards 'and 'Punishments' most of the state schools indicated a tendency towards 'Rewards'. The public schools were agreed, however, that their schools tended towards 'Punishments' rather than 'Rewards'(Chi-square =20.3, $p<0.001$).

The Public schools indeed seemed to contrast with the state schools in at least two respects. They were agreed against the majority in leaning towards 'Punishments' rather than 'Rewards' and towards 'Rigidity' rather than 'Willing to Change'(Chi-square =17.68, $p<0.01$) One of these schools was

on its own in indicating a tendency towards 'Authoritarian' rather than 'Personal Decision'(Chi-square =12.1, $p<0.02$). Otherwise they went with the majority of the rest although, as with all schools, these were majority results and there were students who felt differently.

Looking at some of the minorities,perhaps one of the most interesting areas is that of the opinion of youngsters about equal opportunities, which is a policy of the Local Education Authority. Overall about seventy-three per cent of the youngsters indicated a tendency towards 'Equal Opportunities' in their schools and just over thirteen per cent felt there was a tendency towards 'Traditional roles'. Only one school had no students indicating a tendency towards 'Traditional Roles'. This was the 11-16 girls' school where twenty per cent felt there was a tendency neither way and eighty per cent indicated a tendency towards 'Equal Opportunities'.

All the other schools had youngsters who felt there was a tendency away from 'Equal Opportunities'. Five schools had a small number who felt this was a strong tendency. Of the seven students involved, five were boys and two were girls.

There were about ten per cent (Twenty-six students) who felt there was a slight tendency towards 'Traditional Roles', with equal numbers of girls and boys. Thus, as in question seven, there was a strong majority feeling that the schools did not exercise sexual discrimination although there was a

small minority who were not so sure. It is perhaps interesting that rather more boys than girls felt that the schools tended towards 'Traditional Roles'

On the question of a friendly or a threatening ethos there were over sixty-nine per cent who felt that their school was 'Friendly' and almost eleven per cent who felt it was 'Threatening'. Three schools had no students who felt their school was threatening; they were the 11-18 school which served a middle class area, the Upper school with a C of E. foundation and the Upper school which served a market town.

The school with the most students who felt the school was threatening was the 11-16 school which served a deprived area where there were five students with that opinion, four of them strongly. The 11-16 girls' school had four students with this opinion but who felt the tendency was slight and the same applied to the 11-18 school which served a mixed area. The suburban Upper school also had four students who felt the school was threatening, two slightly and two strongly. The two Public schools also had students who felt there was a slight tendency for the school to be threatening, one with three and the other with one.

Altogether those who felt that the school was strongly threatening included seven boys and one girl; those who felt the school was slightly threatening included twelve boys and seven girls.

Thus there seems little evidence as far as most youngsters are concerned that they feel their schools are undisciplined, threatening places, as some publicity would seem to have us believe - though, clearly, care should be taken of the small minority who do feel threatened, for whatever reason. The fact that they do seem to be a small minority would indicate that the problem should not be without solution.

In the main it would appear that the majority of students in the fifth year are reasonably happy with the ethos of their schools and find it possible to be comfortable within them. A thought which may challenge that rather complacent sounding result is that the youngsters who do not find school an acceptable environment may have voted with their feet so that they were not present to complete the questionnaire.

STAFF

As with the students, the staff covered the whole range in their reaction to this question with two exceptions. No member of staff felt strongly that the school was unfair, although eight out of one hundred and one felt there was a slight tendency in that direction. Those eight came from five schools; two from the girls' school, one from the 11-16 school with a large Asian intake, one from the 11-18 school

serving a largely middle class area, three from the Catholic 11-18 school and one from the suburban Upper school. There was not a noticeable increase in the number of students in these schools who felt their school was unfair compared to the numbers in the other six schools.

The other exception was that no teacher felt strongly that their school was threatening although six felt there was a slight tendency in that direction. These came from four schools; two from the 11-16 school with a large Asian intake, one from the 11-18 school with a mixed area, one from the suburban Upper school and two from the Upper school which served a market town. In these cases also this attitude of the staff was not reflected in the numbers of students who felt the same way within these schools. Indeed the Upper school in the market town had no students who felt their school was at all threatening.

The staff aggregate results agreed with the students that the schools were 'Encouraging'.Every school had a clear majority of staff indicating a tendency in that direction and overall over eighty per cent of teachers were of this opinion. There were six teachers who felt a slight, and two who felt a strong tendency in their schools towards 'Rejecting'. The six were from five schools; one from the girls' school, one from the 11-18 school serving a largely middle class area, two from the Catholic 11-18 school, one from the suburban Upper school and one from the Upper school in a market town. The two were from two schools, both 11-18, one the Catholic school and the

other which served a largely middle class area.

There was no noticeable correlation with the small minority of students who felt their schools were 'Rejecting'. Indeed in the case of the school with a large Asian intake, which had the largest proportion of students who felt rejected, there were no teachers apparently aware of this and indeed only one who did not feel the school was clearly 'Encouraging'.

The most popular opinion among the staffs was that their school was 'Caring'. Some ninety per cent of teachers felt this and the majority was across all schools. Even here, however, there was one teacher who felt strongly that the school was 'Indifferent' and three who felt there was a slight tendency towards this.

The next most popular was that their schools were 'Friendly' with a result of almost eighty per cent indicating their schools tended this way. Also a large majority of almost eighty per cent of teachers felt that their schools were 'Fair'.

These four (Encouraging, Caring, Fair, and Friendly) were the only suggestions where there was a unanimous majority result from all the school staffs. The nearest to such unanimity from the rest was that the school was 'Disciplined' rather than 'Disordered', where there was only one school where the majority of staff did not feel that the

school tended towards 'Discipline'. That school was the suburban Upper school which had over fifty-eight per cent of the staff who filled in the questionnaire indicating that the school tended towards 'Disorder'(Chi-square =18.67, $p<0.001$). (Perhaps it should be commented that there was no sign of such a characteristic during the visit to the school) Less than seventeen per cent said that the school tended towards 'Discipline'. It is probable that this result is an expression of the philosophy of this particular school, as the headteacher explained it to me, which was to put emphasis upon freedom and personal responsibility. Thus the result may be the expression of a reaction to the word 'Discipline', with its overtones of compulsion and authority, rather than a statement that the school was disordered.

In this respect it is relevant that over eighty-three per cent of this particular staff indicated a tendency towards 'Freedom' and almost ninety-two per cent indicated a tendency towards 'Personal Decision' whilst no member of this staff voted for any tendency towards 'Authoritarian'. It may also be commented that the student body of this school varied little from the average in their estimate of the school's tendencies towards 'Freedom' or 'Personal Decision' although they did indicate the lowest score for tendency towards 'Discipline' apart from one other school whose student results indicated a balance between 'Discipline' and 'Disorder'

For the rest of this question, eight schools had a majority for 'Individual Excellence' whilst two tended towards 'Team Spirit' with one voting for neither. Five tended towards 'Competition, Five towards 'Collaboration'and one for neither. Five tended towards ''Freedom', four towards 'Compulsion' with two for neither. Four were for 'Private Gain', six for 'Public Spirit' and one for neither. Five for 'Personal Decision', four for 'Authoritarian' and two for neither. Eight for 'Equal Opportunities', three for 'Traditional Roles'. Seven for 'Rewards, three for 'Punishments' with one for neither. Five for 'Noisy',two for 'Quiet' with three for neither. Six for 'Stressed' and five for 'Relaxed'. Six for 'Informal, four for 'Formal' and one for neither. Nine for 'Willing to Change' and two for 'Rigid'.

The staff of the Public schools did not accord with the distinctive results mentioned under the student heading. Whereas the students said their schools tended towards 'Punishments', the staffs indicated a tendency towards 'Rewards'. Similarly, where the students had felt there was a tendency towards 'Rigid' the staffs had felt their schools were 'Willing to Change'.

Thus there was a clear agreement that the schools were encouraging, caring, fair and friendly places but there was considerable variety on other points. In at least one school the variety can be linked to deliberate policy although the valuation seemed to be mainly a matter for the staff rather

than for the students. There was no discernable pattern which would link variations with different types of school and further research would be needed to link them with conscious policies or philosophies of the staff or the headteachers.

HEADTEACHERS

Although there were more votes of 'neither' than was the case with either the staffs or the students, this characteristic was not so marked in this question as it had been in question 7.

There was unanimity among the heads on three characteristics of their schools. All the heads indicated that their schools tended slightly or strongly towards 'Caring', Friendly' and 'Fair'. Two other aspects were unanimous except for one head who indicated 'neither'. These were 'Encouraging' and 'Willing to Change'. In these cases five heads indicated a strong tendency towards 'Encouraging' but only one felt there was a strong tendency towards 'Willing to Change'.The rest returned slight tendencies for these aspects.

On the question of discipline or disorder two heads indicated neither. These were from the suburban Upper school and the Upper school with a C. of E. foundation. The rest of the heads felt their schools tended towards 'Discipline', though more felt it was slightly rather than strongly.

Three other aspects where the heads all voted the same way except for those who voted for neither, were freedom or compulsion, private gain or public spirit and rewards or punishments. Almost all heads felt their schools tended towards 'Freedom, "Public Spirit" and "Rewards".'

The head of the Catholic school indicated that he felt his school tended slightly towards 'Authoritarian' and 'Traditional Roles'. All other heads except one of the Public schools thought their schools tended towards 'Personal Decision' and 'Equal Opportunities'. The representative from the Public school indicated 'neither' for personal decision or authoritarian and a slight tendency towards 'Traditional Roles'

Only one head indicated a tendency towards 'Competition' (the Upper school in a market town).six felt their schools tended towards 'Collaboration' and two returned neither. This is, of course, in complete contrast to the results of the students where all schools indicated a majority feeling that their schools tended towards 'Competition'. In the case of the one head who voted for 'Competition', the students felt the school was competitive, the staff thought it tended towards collaboration and the head thought it was competitive.

On the remaining four aspects the heads were more divided. Three heads indicated that their schools tended towards 'Individual Excellence' whilst four thought they

tended towards 'Team Spirit' and two returned 'neither'. Two felt their schools were 'Noisy', Three that they were 'Quiet' and four that they were neither. Two heads felt that their schools were 'Stressed', seven that they were 'Relaxed'. Five thought their schools were 'Informal', two that they were 'Formal' and two that they were neither.

Thus although there was some agreement across the board between the heads and the other two groups, there were also considerable contrasts in attitude which needs further interpretation.

COMPARISONS

Caring, fair and friendly; these are the characteristics which the vast majority of students, staff and heads are agreed can be applied to the schools which took part in this enquiry. Encouraging is an aspect which is very little further behind the previous three.

If to this is added the majority opinion from question 7, that the curriculum was relevant, fun, creative, purposeful and interesting, it is difficult to avoid the suggestion that the schools are felt to be providing a learning environment which is at least acceptable to most of the people in our schools.

There are, however, a number of comments which might be made. For example, the 11-16 school serving a deprived area was the only school where a majority of all groups indicated a tendency to 'Team Spirit' rather than 'Individual Excellence'. On the question of 'Competition', no school had all three groups agreeing. Whereas all students thought their schools tended towards competition only four of the staff groups thought this way and in those four schools the headteachers thought the schools favoured 'Collaboration'.

The 11-16 schools and the Upper schools had all three groups agreeing that their schools tended towards 'Freedom' but the rest were not so agreed. The 11-16 schools together with the Catholic 11-18 school and the Upper school with a C.of E. foundation had all three groups agreed that the tendency was towards 'Public Spirit' rather than 'Private Gain' but the rest did not similarly agree.

Almost all students felt that their schools tended towards 'Personal Decision' rather than 'Authoritarian', as did the vast majority of the heads but the staff were much more varied. The question of 'Equal Opportunities' is perhaps interesting in that the vast majority of the students thought that the schools tended towards equal opportunities. However, although there was a majority of staff feeling the same way it was a very much smaller majority and no head thought there was a strong tendency in this direction although seven thought there was a slight tendency that way.

Perhaps it was a case of the idealism and hopefulness of youth being tempered by the realism born of experience.

There seems general agreement that the schools tended towards 'Rewards' rather than 'Punishments' although the students of the Public schools seem to feel the opposite. The Public school staff and heads favoured 'Rewards' in some contrast to the opinion of their students. There was general agreement also that the schools were 'Disciplined', with the exception of the suburban Upper school where the students thought the school was disciplined but the staff thought it was disordered and the head thought it was neither. However, it has already been suggested that the latter result may be connected with conscious policy.

Whilst most students seemed to feel their schools were rather noisy there was only one school where there was agreement on this point by all groups. This was the suburban Upper school.

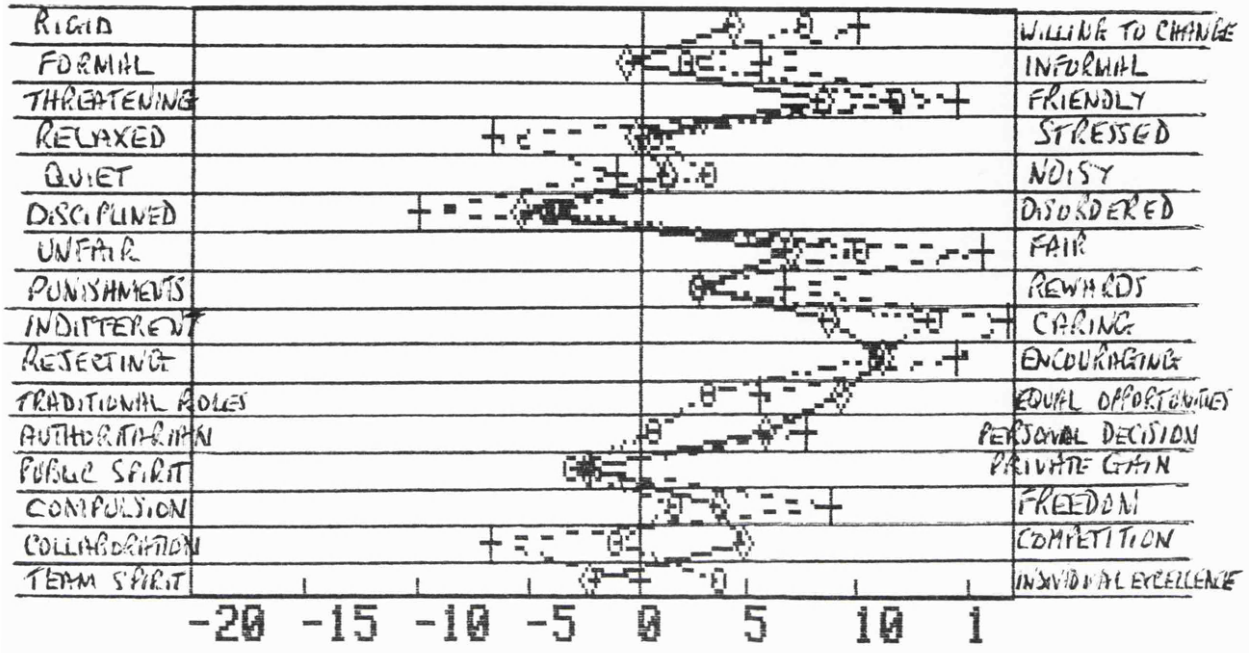
The students varied in their assessment of the schools as 'Formal' or 'Informal' but in most cases the staff or heads felt differently from the students. The 11-16 school serving a deprived area, the Upper school with a C.of E. foundation and the suburban Upper school all indicated a tendency towards 'Informality' in all groups.

All heads except one felt their school was 'Willing to Change' and almost all students agreed. The exception was the Catholic school where the students (Chi-square =13.9, $p<0.01$) and staff (Chi-square =20.74, $p<0.001$) felt the school was 'Rigid' and the head felt there was a tendency in neither direction.

Below is set out in parallel columns the relative strengths of tendency as perceived by the three groups in their total aggregate results. (This does not take account of differences between schools).

STUDENTS	***STAFF***	***HEADS***
1) Encouraging	1) Caring	1) Caring
2) Equal Opportunities Caring	2) Friendly	2) Fair
3) Friendly	3) Encouraging	3) Friendly Encouraging
4) Fair	4) Fair	4) Disciplined Willing to Change
5) Personal Decision	5) Willing to Change	5) Freedom
6) Disciplined Competition	6) Disciplined Individual Excellence	6) Personal Decision
7) Willing to Change Freedom	7) Public Spirit Equal Opportunities Noisy Rewards	7) Collaboration Rewards Relaxed
8) Rewards	8) Informal Freedom Collaboration	8) Equal Opportunities Informal
9) Team Spirit Public Spirit	9) Personal Decision Team Spirit	9) Public Spirit
10)Noisy Formal		10)Quiet
11)Stress or Relaxed (equal)		11)Individual Excellence or Team Spirit

SCHOOL ETHOS: COMPARISON OF VIEWS



◇-1 ⊡-2 +3

1=STUDENTS 2=STAFF 3=HEADS

(Figure 19)

QUESTION 9

STUDENT DEVELOPMENT

(See Figure 20, p.240).

In this section the questionnaire was concerned with how the various groups felt that the schools contributed to Student Development, i.e. in which direction the school had helped the students to grow.

STUDENTS

Once again students covered the whole range of responses and there was no available type of reaction which was not represented in the results.

Across the state schools there was, however, in the aggregate results, unanimity that the majority felt that there was a tendency towards 'Examination Success', 'Discovery', 'Self Confidence', 'Challenge', 'Politeness' (both of the staff and students) and 'Self Motivation.'

There was considerable variation in response to 'Concern for Self' or 'Concern for Others'. One of the Public schools and the suburban Upper school indicated a majority for neither which may, of course, be interpreted as a concern for both. One 11-18 schools indicated a majority for 'Concern for Self'(Chi-square =9.6, $p<0.05$). The rest indicated a tendency towards 'Concern for Others'. It was noticeable that

the school with the largest majority in this direction was the Catholic school (Chi-square =9.89, $p<0.05$). This school had a majority of eighty-five per cent. The aggregate proportion for all schools was forty-eight per cent for 'Concern for Others', thirty-two per cent for 'Concern for Self' with twenty per cent indicating neither.

The characteristic which the youngsters felt most definite about was 'Self Motivated', with almost seventy-eight per cent indicating a tendency in that direction and only five per cent indicating a tendency towards 'Aimless'. That five per cent was drawn from five schools (almost half the sample) and all the types of school were represented within it. The second most popular characteristic was 'Self Confidence' with seventy-four per cent indicating a tendency in that direction.

If the majority of our youngsters are leaving school feeling they have gained self motivation and self confidence this can hardly be other than pleasing. It accords with question two where the students indicated that the personal quality they most wished to develop was self confidence. It is not quite in accord with the answers in question one, however, where the students apparently felt that the priority which they wished to follow and which they felt the school pursued was 'Examination Success'. In this question that priority was still high but in fact only sixty-three per cent indicated that this was the tendency towards which the school leaned as far as student development is concerned. Over a

quarter felt that the school was concerned with 'Personal Development' before examinations.

STAFF

Although the aggregate results of the staff, without regard to association with their particular schools, were not dissimilar to those of the students, there was considerably more variation in the school results. It would also seem to be the case that the staff, on the whole, were less likely to feel that the schools have a strong tendency in one direction rather than another.

If the schools' aggregate results are considered there was not one of the aspects mentioned in the question on which there was a unanimous majority point of view. The three which came nearest each have one school returning a different emphasis from the rest. Ten schools showed a tendency towards 'Self Motivation' but one returned a slight tendency towards 'Aimless'. Similarly all except one indicated a tendency towards 'Politeness to the Staff'. The other aspect with only one dissentient was towards 'Self Confidence'.

Nine schools returned a bias towards 'Politeness among the students' whilst two were not so sure. Eight schools tended towards 'Discovery', two indicated a bias towards 'Authoritarian Teaching' and one returned neither. Eight schools felt there was tendency towards 'Concern for Others', two towards 'Concern for Self' and one neither.

Of the rest, 'Examination Success' received seven votes whilst 'Personal Development' received two and 'Neither' two. As has been indicated before in the student results the relation between the attitude to 'Examination Success' in the various questions would seem to indicate a measure of confusion about how to value this aspect of school life.

'Individuality' was favoured by seven schools and 'Conformity by three and neither of these by one. Six schools returned a tendency towards 'Self Control', four towards 'Obedience to Authority' and one to neither. Six schools felt they tended towards 'Logic' whilst five thought they had a bias towards 'Emotion'. Finally, six schools returned a tendency towards 'Challenge' whilst five indicated a leaning towards 'Acceptance'. Many of these differences were not found to be statistically significant, however.

Thus there was quite a variety of response among the schools. There is one pattern, however, which seems to call for comment. All the 11-18 schools showed a tendency towards 'Conformity'(Chi-square = 20.26, $p<0.001$), 'Obedience to Authority'(Chi-square = 16.2, $p<0.01$) and 'Acceptance' (Chi-square = 9.93, $p<0.05$), in contrast to the great majority of the rest of the schools. One of them was the only school to indicate also a tendency towards 'Authoritarian Teaching'(Chi-square = 14.27, $p<0.01$)

This might seem to suggest a greater emphasis upon conventional discipline among these schools. It might be wondered what relevance there might be in the reflection that two of these schools were ex-Grammar schools and the other was a denominational school which has no catchment area and therefore draws its students by choice. It might also be commented that the staff of the two ex-Grammar schools indicated a tendency towards 'Pride in School' in question one; considerably greater than the staffs of other schools.

HEADTEACHERS

The heads were more definite in their reactions to this question than either the students or the staffs. They were unanimous that their schools tended towards the development of self motivated students and indicated that in their opinion no school tended towards 'Dependence', 'Acceptance' or 'Rudeness' of either staff or students. In this area of the question, however, there were some heads who indicated a tendency to neither side of the contrast.

With one exception, the heads felt that their schools were concerned to inculcate 'Concern for Others'. The exception was the suburban Upper school where the head evidently felt the school tended towards 'Concern for Self'. This opinion was also to be found in the aggregate results of the staff of this school whilst the students said that the

school tended in neither direction

On the question of 'Examination Success' or 'Personal Development', two heads felt their schools tended towards 'Examination Success', three felt they were more concerned with 'Personal Development' whilst four opted for neither - which, of course, might mean both.

Five heads thought their schools developed 'Individuality' whilst two thought the tendency was towards 'Conformity' and two voted for neither. There was almost unanimity on a tendency towards 'Self Control' but one head thought that his school was more likely to develop 'Obedience to Authority' and one that the school tended to neither. Four heads felt their school fostered 'Logic', two that the tendency was towards 'Emotion' and three indicated neither. Finally, six heads thought their schools tended to encourage 'Discovery', one that the school leaned towards 'Authoritarian Teaching' and two that their school tended towards neither (or perhaps both).

COMPARISONS

Some schools showed considerable consistency in their aggregate results across the whole range of the question. The 11-16 school serving a deprived area, for example, agreed in the response of staff, students and head except in one aspect. The students felt the school tended towards 'Examination Success' whilst the staff and head considered

that the school was more concerned with 'Personal Development'. That discrepancy is not difficult to understand and thus this result would seem to indicate a school in general agreement about the direction of its development.

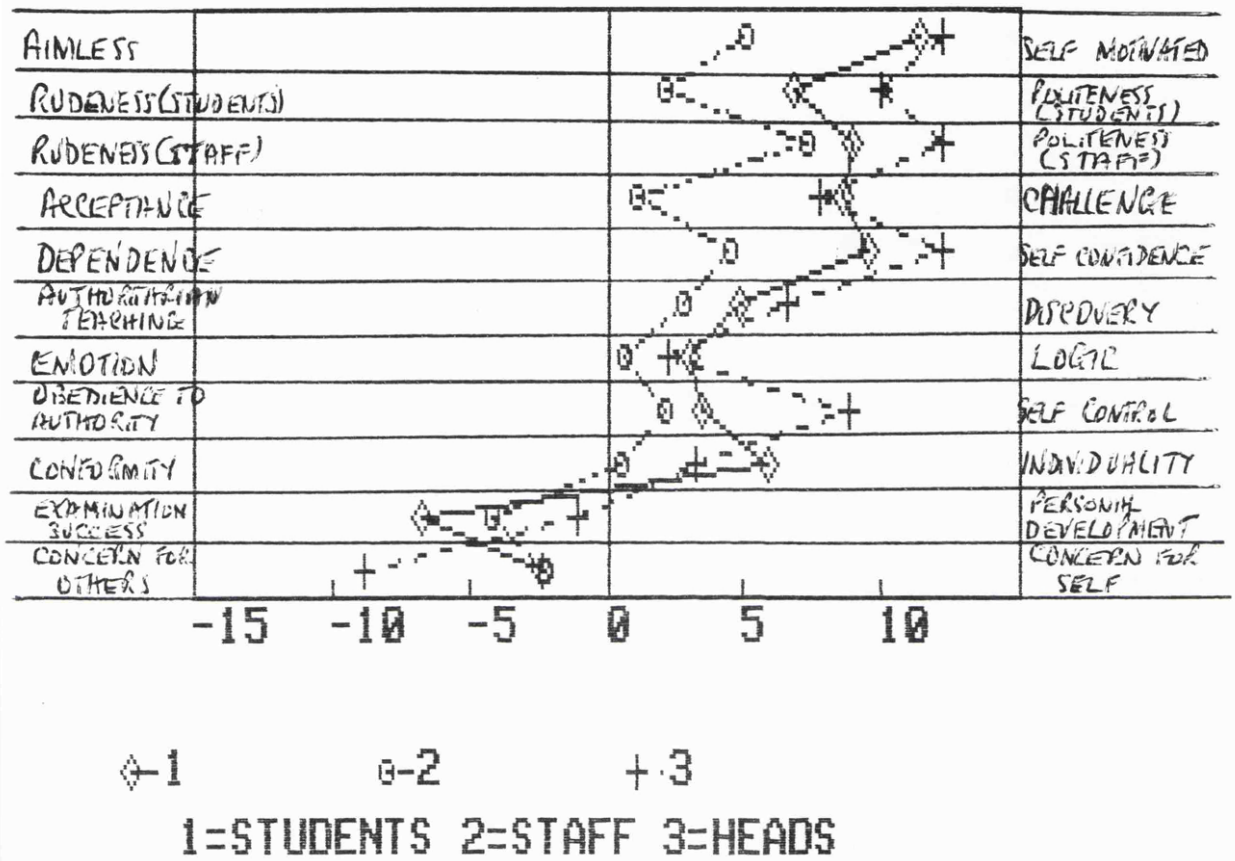
No other school showed quite the same amount of consistency but perhaps the nearest was the Upper school on a C.of E. foundation where the students and staff believed the school tended towards 'Examination Success' whilst the head thought the weighting was towards 'Personal Development'. Also the students thought the school tended slightly towards Obedience to Authority' whilst the head and staff thought the school inculcated 'Self Control'. Otherwise there was agreement as far as their majority results were concerned.

The Upper school in a market town also had almost complete consistency of results. Apart from some differences on strength of tendency, the only place where the aggregate results produced conflicting returns was where the students and head felt the school encouraged them to take challenges whilst the staff thought there was a slight tendency towards 'Acceptance.

The columns below show the relative strength of the tendencies indicated by the three groups for student development.

STUDENTS	*STAFF*	*HEADS*
1) Self Motivated	1) Politeness (Staff)	1) Self Motivated
		Politeness (Staff)
		Self Confidence
2) Self Confidence	2) Self Motivated	2) Politeness (Students)
	Self Confidence	
3) Challenge	3) Examination Success	3) Concern for Others
Politeness (Staff)		Self Control
4) Examination Success	4) Discovery	4) Challenge
Politeness (Students)		
5) Individuality	5) Concern for Others	5) Discovery
	Self Control	
	Politeness(Students)	
6) Discovery	6) Challenge	6) Individuality
	Logic	
	Individuality	
7) Self Control		7) Logic
8) Logic		8) Examination Success
9) Concern for Others		

STUDENT DEVELOPMENT: COMPARISON OF VIEW



(Figure 20)

CHAPTER SEVEN

RESULTS B

INTERVIEWS

7.1. Staff

7.2. Headteachers

INTERVIEWS

As indicated in chapter four, interviews were carried out with forty-six teachers and nine headteachers. The teachers were approximately equally divided between all the schools and covered a wide range of subject specialisms. The type of interview may perhaps be classified as falling between the 'semi-structured' as described by E.C.Wragg (1978) and the 'Unstructured' as described by Cohen and Manion (1989) in that initial questions were prepared and supplied to the interviewees but a wide latitude was allowed in the way in which the questions were answered. The interviewer also attempted to probe the answers to draw out more specific meanings but without influencing the general point of view of the teachers concerned. The general impression of the interviews is gathered together under the headings of the following questions as indicated in chapter five.

1. What do you think is the 'Core Mission' of the school?
2. Where do you think school values originate?
3. Is there a developmental aspect to helping young people to acquire moral or value concepts?
4. What part does Religious Education play in the general ethos of the school?
5. Are there dangers if young people grow up without

some sense of commitment?

It is of course difficult to summarize some fifty or more hours of fairly intense discussion with a similar number of people but the intention is to report the opinions expressed as objectively as possible. It must be acknowledged, however, that there is, inevitably, likely to be an element of subjectivity in reporting discussions in which the reporter took part. Nevertheless it is hoped that there has been as little distortion of the opinions of the teachers as could be achieved. The only alternative would have been to set out the interviews verbatim which would have been very repetitive and certainly excessively long.

7.1.STAFF

7.1.i.CORE MISSION

There seemed to be two main themes, a) to prepare for the future, and b) to enrich life in the present. In the main it seemed that the former overwhelmed the latter, largely, it would appear, because of pressure from outside the school by parents, employers and even government decrees. One teacher expressed it as being caught in a dilemma, 'The aspiration of the teachers is to widen horizons but the pressure from outside society is to aim at narrower goals'.

Preparation for the future was expressed in such terms as, 'Preparing students for life outside school'. This evidently meant in the main , for employment or for further education. There seemed to be some resentment about this among some teachers. One, for example, said that we should be developing minds and personalities, personal self-discipline and respect for others but instead we seem almost to be training robots for use in industry. Another indicated that schools were a primary resource for industry but a problem was that there was not enough consultation with industrialists and therefore some confusion about their real needs and demands.

Another indicated some cynicism about Comprehensive education. Comprehensive schools, he said, have this ideal about equal resources and opportunities but the academically successful are still regarded as more successful than the others. Proud announcements are made, he claimed, of successes at university but no publicity is given to those who have built successful businesses, of whom he said he knew a few who were ex-students of the school. This did not indicate a wish to return to the selective system. Indeed the remark was really a protest that the academically selective approach still persisted in comprehensive schools.

Little detail was given about what was meant by 'enrichment of life in the present', although one teacher mentioned music and drama and another enabling youngsters to be proud of the work they produced whatever their ability so as to build up self-esteem.

There seemed a general agreement that education is a vehicle for acquiring values but there was much variety in approach to that concept. One school was very clear in its attitudes. This was the 11-18 Catholic school where every teacher made comments such as, "It is not enough to prepare for work or leisure, we must exemplify the Christian approach." However, one teacher did remark, perhaps rather wistfully, "but the private life of the teacher has nothing to do with the school."

They clearly felt the same pressure, which other school staffs commented on, to ensure that their students were well qualified for life beyond school, academically or otherwise, but, as one teacher said, they must also be concerned, "with the vertical dimension of spirituality". Some suggested that a Catholic school should develop a more sympathetic approach. It certainly seemed true that words like 'Understanding', 'Compassion', 'Justice', and 'Kindliness' occurred with greater frequency in these conversations than elsewhere.

Another school where there seemed to be a distinctive approach was the suburban Upper school where a typical comment was that the intention would be, "to enable youngsters to feel that they have power to change things". It was apparently felt that obedience to authority was not desired and the students should be able to feel that they could make experiments without feeling that they were destroying their relationship with the teachers. Confrontation

was to be avoided and the attempt to control others. One teacher said, "We tend to be rather blasé about re-inforcing at all. We try not to stigmatise people and to deprecate competition."

There were, however, dissentient voices. One said, "Realistically we are preparing youngsters for work - because of the pressure put upon us rather than because that is what we want to do." Other comments were, "Youngsters criticise us for not pushing them hard enough." and, perhaps rather strangely in this environment, "Youngsters are not encouraged to put forward their own ideas." Yet another comment was, "In school we try to put over philosophies which youngsters are not ready for and which they cannot understand." Perhaps not surprisingly in view of such dissent, one teacher remarked that, "Inconsistency in some areas causes children to become confused." That comment, however, was one to be heard in quite a number of schools.

In contrast to this in other Upper schools the opinion was expressed by quite a number of teachers that because their students entered the school so close to examination time the school had little opportunity to be other than an examination machine.

One school where, perhaps inevitably, there was a distinctive approach compared to the rest of the institutions in the enquiry was the school with a largely Asian intake. Here it was said that the intention was to create a common

community among youngsters from many different cultural backgrounds. A problem here, it was said, was that because the school was predominantly Asian in its pupils (though not in its staff) there was a tendency to concentrate upon giving credence and status to the Asian youngsters. One consequence was, one teacher commented, that the white or indigenous youngsters tended not to take part and often to feel left out.

In both the county 11-18 schools the opinion was expressed by a few teachers that they felt the schools were still caught between the aspirations of the staff who had remained from the previous Grammar school days and the new comprehensive ideals. Opinions were expressed in such terms as, "Youngsters are not stretched enough." and, "Some colleagues do not care enough about excellence." or, "It is important that the more able are well catered for."

In most schools, however, there seemed to be some uneasiness about the idea of 'Core Mission'. One fairly senior teacher said quite bluntly,"This school does not know what its core mission is." There seemed to be a fairly widespread opinion that although in most schools there had been discussion about school aims, there was not a clear vision of the school's purpose which could be expressed succinctly. The following is a summary of the kind of opinion expressed in the words used by a number of teachers: "We have never sat down to work out what the school's aims mean in practice." "There have been discussions led by the Principal but general statements not interpreted into practice are not

worth the paper they are written on." "Aims in detail tend to be hidden and differ from teacher to teacher."

There was, however, general agreement that teaching is not value-free but that it was dangerous in modern society to imply that there is only one answer to questions concerning values. Tolerance,therefore, is of first importance. Teachers it was said, "Do bother about these things but they can't do it alone." Schools are only a part of the influence upon young people and the home is of paramount importance. One teacher said, "Teachers who concentrate on highly academic work are not likely to do much harm." but it is likely that many others would disagree very strongly with that opinion.

7.1.ii THE ORIGIN OF SCHOOL VALUES

The main impression left after these discussions was one of confusion and uncertainty. There seemed little evidence that the question had been previously discussed in any positive way within the schools. Certainly no reference was made to any such review or study.

It is perhaps interesting that in the consideration of 'Core Mission' there was general agreement that education was a vehicle for values but on this question there was in effect unanimity that the main influence on educational purposes came from outside the school. There seemed to be a fairly

widespread tension among teachers between the idea that values are involved in education and a kind of inhibition about their own contribution.

For example, the same teacher made the following rather contradictory comments:

a) Values cannot be avoided in education. Any teacher who walks past racial or physical abuse is guilty of professional misconduct."

b) "Pupils are influenced much more by the streets or the home. The influence of teachers is very small."

Similarly, another teacher said;

a) "It would be better if we took the initiative more. Parents often want a lead from the school."

b) "Schools cannot give values in terms of right or wrong. If there is a dispute teachers should not take one side or the other."

There seemed a general agreement that state schools had no strong position from which to take a line of their own in the field of values. Some teachers contrasted this with what they felt was the position of private or independent schools. They seemed to feel that independent schools were set up on specific interpretations of life and therefore could insist on their right to inculcate the values which sprang from it. Parents who did not wish their children to be subject to such teaching would not send them to that school. In state schools, they seemed to feel, such an interpretation of life was not

spelt out.

In the case of state schools it appeared that many teachers felt they could only take a stand when there was an agreed consensus in society, but it might be wondered how that consensus could be known. The Local Authority had laid down two requirements for its schools. These were that there should be a policy of Equal Opportunities and that there should be no racial discrimination. The position on those points were quite clear but until such attitudes were established many appeared to be of the opinion that the most teachers could do was to try to encourage students to think about issues so that they could form their own opinions. No recognition was obvious of the difficulty in conducting such discussions without at least unconsciously influencing attitudes. Those who expressed these opinions seemed to take it for granted that impartiality was possible.

A number of teachers, nevertheless, felt that it was possible for an individual teacher to make his or her position clear on some particular system of values but it was recognised that the interest in doing so was variable and indeed it was possible that other teachers might be inculcating ideas in direct conflict, unless there was some system for creating consensus.

One teacher, however, said he felt that, "Teachers have lost the feeling of responsibility for moral values among youngsters." He claimed that one reason for this was the

establishment of pastoral posts in schools which, he felt, enabled basic form teachers to feel that the responsibility belongs to somebody else.

There was general agreement that the position of headteachers was crucial in clarifying the school's aims and objectives. However, quite a number felt that a great deal depended upon the personality of the headteacher. If he or she had strong leadership gifts then the influence could be considerable but it was suggested that some headteachers could almost be ignored as far as values were concerned or that the management team in large schools might effectively come between the head and the main body of the school, unless the head had unusual powers of leadership or took very definite steps to keep in touch.

There were two main reasons given why it was felt that head teachers sometimes had less influence than might have been expected. One was that heads do not have the freedom to lead as they once did. This. it was felt, was because there was a lack of support from society as a whole - perhaps related to the lack of prestige which it was feared was now accorded to the teaching profession. Another reason given was that it was felt headteachers were tied down by the amount of administration and paperwork imposed upon schools these days and the continual pressure for change from outside the school.

Another reason given by some teachers was the alleged tendency for headteachers to run the school by consensus. One teacher was particularly adamant about this. He felt that the headteacher must be a crucial figure in the school. Even though administration and outside pressures made things difficult, no-one else, he asserted, was in the same position to make policies. All teachers have a role in the school, he said, and must have a degree of independence because of their direct contact with the students. Nevertheless the influence of the head is vital, he believed, and teachers have a right to expect leadership from the head who should have the qualifications and experience to provide it. Indeed, he said, "the present fashion in style of leadership is an abrogation of responsibility."

No-one else was quite so aggressive but a number indicated that teachers needed the support of headteachers if they were to make a contribution to values education. One teacher said, "If the head does not hold together the school values they will fall apart."

An aspect of headship which was mentioned by a number of teachers was the ability of the head to build a team of staff by influencing the appointments made to a school. It was suggested that if there were a number of teachers with a similar approach then they would have a definite effect on the value system of the students. It would be interesting to know how often such factors appear on Personnel Specifications and, indeed, whether it would be acceptable if

they did.

A difficulty which headteachers may find, especially new heads taking on the leadership of an established staff, was illustrated by one teacher who said quite bluntly, "Heads do not have much freedom and the head's values do not apply to me or my teaching." Nevertheless he accepted that he would have to cooperate with any school rules or organisation which the headteacher may decide.

The nature of the leadership qualities which the staff looked for in their headteachers was not defined but two suggestions were made of activities which, it was felt, could be sponsored by heads and which would help to influence the values systems in school. One was the establishment of case studies on particular students who faced difficulties in which teachers would thrash out the most appropriate course of action to help. The other was the setting up of working parties to enquire into important matters within the school.

Although the pattern of opinion was largely consistent across all the schools, there were two which were distinctive in their situation. One was the 11-16 school with a largely Asian intake. Here it was said that the main influence on school values came from outside the school but there was a particular problem in the varied cultural background of their students. There were, for example, significant numbers of students from each of at least five major religions each with a somewhat different approach to aspects of school life. Here

it was felt that leadership was vital if the conflicting outside values were not to take over the school. Thus the head's role was felt to be very important in steering a sensible course in the midst of these contrasting influences. Here it was felt that although teachers could not ignore the values in the wider society they had to select the ones they would emphasise.

The other was the Catholic 11-18 school, where it was also felt that the school drew its values from the outside community but in this case they felt this was a tremendous strength to the school because it was generally consistent. It was said that because the school had a religious foundation the teachers could take a clearer stand and make statements about expected behaviour which would be difficult to make in a county school. This also, it was suggested, placed a particular responsibility upon the teachers who would be regarded as examples and must therefore live by standards which would be thought beneficial to the students.

Nevertheless, overall, the feeling generated by these conversations was one of a lack of confidence in the place of the schools in values education and uncertainty not only in where the values originated but even what were the values which the schools represented.

During the interviews teachers were also asked if they felt there were any absolute values which they felt the schools served. It was hoped this might produce some

definition of what were regarded as important objectives in school.The general response was that life is not a matter of black and white but more like varying shades of grey and few felt they could suggest many absolutes of any kind. However, some of the very tentative suggestions included, 'Respect for Life', 'Equality', 'Justice', 'Consideration for others', 'Compassion', 'Love', 'Happiness', 'Tolerance'. One teacher said that he would rather suggest the absolute opposites which warp the world and which he thought schools should try to reduce. He suggested, 'Hate', 'Suspicion', and 'Fear'.

7.1.iii DEVELOPMENTAL ASPECTS OF VALUES EDUCATION

The intention behind this question was to gain some clue of how teachers approached the idea of values education. How far were they prepared in their own training as teachers for this task. Was there a systematic approach to the undertaking? The form of the question, of course, might well have been expected to suggest the cognitive-developmental approach to moral education and to produce a reaction either in favour of such an interpretation or against it.

In the event it produced what seemed a rather enigmatic response. Typical comments were, "Teachers do not seem to consider this." or "We do not think in these terms." or "Psychological development in ability to understand concepts is not considered in these terms."

There was a tendency among a number of teachers to reflect, rightly or wrongly, that their training had not been concerned with developmental psychology, at least as far as adolescents were concerned. One teacher commented, "We learned our subjects and then we learned to teach by trial and error." It was claimed by some teachers that the training they had received was mainly concerned with classroom methods, not on what was happening to the students whilst the lesson was proceeding.

Another teacher said that during training the issue of values education was not faced. It was commented, "I was never asked, 'What values were you conveying then?'" If this was so it may be wondered how far teacher trainees were called upon to consider the educational effect of the wider school life such as the impact of what has come to be called the 'hidden curriculum'.

Judging also by the response to this question it would appear that this aspect of education does not feature strongly in in-service training either. One teacher said that colleagues were certainly concerned about these matters. For example, he said, one would not teach a poem to an eleven year old in the same way as it would be taught to an eighteen year old, but there is little discussion in school about psychological development.

Of course the number of teachers interviewed was relatively small and the impression given might be misleading. Nevertheless, it is at least interesting that within this small sample the response was so universal.

There were two teachers who did mention psychological development within their teaching methods. One was from an 11-18 school and was clearly a teacher of Religious Education. He said, "It is impossible to deal with Religious Education unless the teacher is aware of development in ability to understand concepts. Readiness is important in R.E." He did however comment that he had not studied Piaget or Kohlberg's work particularly and that he based his approach to moral education upon Kant's Categorical Imperative.

The other was also a teacher of Religious Education in the Catholic school. He said that his college training had been mainly concerned with the work of Peters and Skinner and that there was a feeling in his college against Piaget.

In the main however the teachers seemed to believe that experience was the best teacher in this matter. Most seemed to recognise that development had to be taken into account in their teaching but their interest seemed to be mainly in their specialist subjects rather than in general values education. For example, one teacher commented, "P.S.E. is a co-ordinated course with a member of staff as co-ordinator but many teachers do not like it because they feel it is not

a proper subject and many youngsters do not understand the use of it.

In one respect the schools as institutions seemed to fall into two groups, those whose age range included the 11-14 year olds and those whose intake began at fourteen.

The former were apparently much more concerned to maintain what one teacher called 'a coherent set of rules'. The general approach was that unless youngsters knew what was expected of them they became confused. Students at school, it was suggested, were not adults and needed a system of rules and values to start from.

As one teacher in an 11-18 school said, "All teachers set standards. They may say, 'You are adults now', but they still expect conformity to their rules." It was clearly felt that an authority was needed although as youngsters grew older explanations and reasons were also needed. Another teacher said that there was a need for structure in young people's lives to help them develop towards autonomy. This teacher commented, however, that school rules should not attempt to cover the whole of life. Teachers had a right to insist on such things as personal hygiene or no fighting but there were other areas in which the teacher had no right to intervene. The example given for this category was sexual values.

This attitude of a need for rules was most clearly seen in the Catholic school where one teacher said, "There is a development in conceptualising but in practice children can be taught to behave in highly moral ways before they understand the reasons. We try to treat children in as adult a way as possible - but we cannot do away with the moral code." Educators, it was said, have no right to force their opinions on others but youngsters need to know what is expected of them.

Another teacher said, "Catholic schools set a clear convention and are not inhibited in trying to persuade youngsters of its relevance."

It is perhaps interesting that a catholic teacher in a county school had commented to me that he had been repelled by the rigidity of approach in the school he attended as a child so that he did not now want to teach in a catholic school but one of the teachers in the catholic school in the enquiry said, "Roman Catholic education is much more flexible than it used to be but the state system has gone too far towards flexibility in values."

There was, however, a noticeable contrast in the Upper schools. In all three the typical approach was, "The school is very free. Youngsters are not expected to conform to a pattern." As one teacher put it, "We try to treat the youngsters as adults and encourage them to make their own

decisions." Another expressed it in this way, "We continually put things up to be shot down - so that youngsters are expected to think and give their reasons for their conclusions."

Most teachers recognised that there had to be a limit to this freedom. One said, "In practice we have a structure of expected behaviour to avoid chaos." Others commented, "Many youngsters do not want to think for themselves." and "Most youngsters need a convention, even if only to bounce their ideas off."

Some doubts were also expressed, however; the most common being the fear of inconsistency. One teacher commented, "There is a convention but it is not upheld consistently and consequently youngsters can become confused." Another way of putting the same point was, "It is probably true that youngsters need a convention but in this school they will certainly come up against teachers with unconventional views who will discuss their attitudes seriously."

A final comment perhaps indicates an attitude which many Upper school teachers would probably agree with. "It is wrong to suggest we should all have the same values - youngsters should feel there are various options open. I would hate to work in a school with an official values position. But youngsters do need help to find their way through the maelstrom."

Overall, however, there seemed little doubt that, although teachers were concerned about values education and recognised that it was both important and even inescapable, they felt there was little constructive training in this area or time given in which ideas could be clarified. Nor did there seem to be a grappling with the notion of development in ability to form concepts or in moral judgement.

7.1.iv RELIGIOUS EDUCATION

There was a presence of Religious Education in the schools but, with one exception, it seemed a very pallid presence. Almost all the schools had a specialist teacher in charge of Religious Education (in one case there were four) and in most the subject appeared specifically on the timetable although in some it was incorporated into Humanities. However, in general there seemed among quite a number of teachers to be an attitude of indifference towards it. Opposition and even antagonism was occasionally mentioned but in the comments made to me the opposition seemed more like unconcern. (Which is, of course, often the most difficult kind of opposition to deal with.)

The one exception (unsurprisingly) was the Catholic 11-18 school where a religious (or more specifically - Christian) approach seemed to permeate the school. One of the teachers commented, "The position we give to the R.E.

department indicates to the youngsters how important we think it is. Occasionally there are special events in timetabled time, such as Mass for Ash Wednesday, which any-one can attend. But this does not interfere with examination preparation - indeed the fact is that the school's committed values enhance examination work."

Several members of staff commented that Religious Education was not just a matter of R.E. lessons but should be impregnated through the school by the example and attitude of the staff. However, quite a number were also concerned to indicate that the school took a very rigourous approach to academic education and to examinations. For example, one teacher said, "We have two roles, a) to pass on the Catholic faith and b) to provide a sensitive education which will be respected by non-catholic Christians and others."

A number of teachers emphasised the strong links with the scattered yet reasonably united community which supported it and said they felt this influence affected the whole atmosphere of the school in a caring way.

Assemblies took place every morning although the whole school did not attend. They were for year groups led by staff and students with occasional visitors. Obviously much care and thought and even rehearsal were put into them and the emphasis in the assemblies visited was both religious and socially concerned.

In contrast was the 11-16 school with a large Asian intake. It was pointed out that there were at least five different major religions represented in the student body. One teacher claimed that there were no religious assemblies at all and that he had never heard the word 'God' mentioned (Incidentally this view was not accepted by the headteacher in subsequent conversations with him) There were certainly assemblies held for year groups or divisions but perhaps they avoided very specific religious teaching.

Other teachers commented that Religious Education should not be exclusive to one religion and indicated that they felt it was not up to them to influence youngsters towards any religion. It was pointed out that many of the students had strong family influences towards a particular faith and the school had no authority to say one view is right and another wrong.

Another teacher commented that in spite of the diversity of faiths he felt there was a common core of values. He suggested, 'Respect for life', 'Justice', 'Compassion', 'Love', 'Peace' and 'Happiness' with a common need to stamp out 'Hatred', 'Suspicion' and 'Fear'.

However, one of the staff also said, "I get worried sometimes that the youngsters are not provided with any firm guidance."

Another example of a different approach to Religious Education was in the 11-16 school which served a deprived area. This school was almost unique in the sense that it had neither a specialist teacher of R.E. nor any allocation on the timetable specifically for this activity. Assemblies were apparently held infrequently for year groups, normally led, when held, by the Head of Year. The headteacher apparently held an assembly each term when he spoke to the school about recent and forthcoming events. The visit to the school was in the week before Remembrance Sunday and a fifth year assembly was held during that week which was carefully conducted and well prepared. It could not have been called a traditionally religious act of worship but effectively drew the attention of the students to the contribution to their lives of previous generations and the cost of this contribution.

Few members of staff had any comment to make about the religious side of school life although one did say that spiritual development was an important part of education. However it was said that this was different from Religious Education. The meaning of 'Spiritual Development' was not made clear, however.

In one of the Upper schools, which was a Church of England foundation (though now a county school) and had a number of clergymen on its Governing Body, there had apparently not been any assemblies held for some years at

least. The head, in preparation for the new Education Act, was in the process of trying to resurrect assemblies but it seemed to be in the face of some opposition from the rest of the staff. He had to lead them himself and they happened once per fortnight.The school had a specialist teacher of Religious Education who had to deal single-handed with the whole school.

In general, in spite of some dedicated work by specialist teachers, there seemed to be a feeling that Religious Education was not a central activity of the schools, at least in a specific or traditional way. It was noticeable that in answer to the question, "Where do the school values originate?" no-one mentioned religion except for the 11-16 school with a large Asian intake where it was mentioned as a problem because of the conflicting outside cultures and the Catholic school where the outside religious community was said to be the source of its confidence and strength.

There was no school where assemblies incorporated the whole school and a number of members of staff, who no doubt remembered a different situation, commented on the loss of community experience which they felt was a result.

In some schools Religious Education and the Assemblies were linked to charitable activities or community service which was felt to have a relationship to spiritual development

7.1.v COMMITMENT

Most teachers seemed to feel that commitment of some sort was part of the requirement of a human being. A teacher, thinking of herself as a parent, said, "I would want my child to have commitments because it is an important part of being a human being." Another said, "Teachers do try to develop commitment - even if only to study for examinations. They don't like students who 'mess about'. Youngsters who think life is just a lark are very difficult to educate." Clearly this implies that education itself involves commitment to some purpose both on the part of the teacher and of the student. If there is indifference on either side the whole activity is threatened.

Another teacher widened the perspective somewhat by saying, "Part of our job is to help youngsters to pass their examinations - but the main task is to ensure that they leave with as mature a sense of responsibility as possible. The bread and butter part of our job is concerned with examinations but there is a deeper side which is a preparation for life itself."

This preparation was not only a matter of study, however. A further comment was, "For the enjoyment of life we need commitment to something. If we are bored all the time we are not likely to enjoy life." Clearly this indicated a

belief that without commitment life becomes boring. Yet another statement was, "We try to help youngsters to have an idea of purpose in life - it is part of the human condition."

However it was clearly recognised that youngsters cannot be forced to hold any particular values and if they hold points of view which seem unacceptable, teachers can only try to make them aware that there are other opinions. The decision of which view they should hold must be their own. Youngsters should be cared for but helped to come to their own conclusions - to think out their own values, seemed to be the common opinion.

There was also a recognition that to choose a particular purpose will probably involve some experience rather than argument. As a teacher said, "A child can't learn to love unless he or she has been loved." Perhaps the most important commitment is to have consideration for others, it was suggested, but the youngster needs to learn, "If you expect respect from us - we have a right to expect respect from you." Youngsters, it was suggested, pick up values from their experience every day, both inside and outside school.

However another comment was, "Part of the problem in society in recent years is a lack of commitment. You have certain things to pass on and the lack of these things is a weakness in modern society." This was supported by another teacher who said, "One of the problems in most schools is a lack of consistency." and this he felt led to a general

aimlessness which he said he observed around him and which distressed him.

There seemed, nevertheless, to be a reluctance to appeal to any kind of authority. One comment was, "There is a firm line between the authoritarian and the suggestive pattern of influence, We need to encourage youngsters to commit themselves to a value pattern - I don't want an anarchic society - but at the end the students have to make their own decisions when we have given guidance."

Another point of view was that the teacher might be thought of as a catalyst, helping students to sort out their values and come to their own commitments. An important part of this, it was suggested, was recognising that there are things that are considered right now but which may not be considered right in five or ten years time. Part of the responsibility of schools, it was said, was to help youngsters to decide which are the things which are permanent and unchanging, to which they can make some commitment.

One teacher said that it was important 'to have a view' and views tended to develop into commitments. The trouble was that in modern society youngsters seem to be encouraged to form an image of themselves as being without beliefs or commitments. This, it was suggested, often showed itself in small things like not turning up for football games. The teacher concluded that people needed training in commitment. Another teacher from the same school felt that strong guide

lines were needed so that youngsters were encouraged not to grow up without commitments.

From another school a teacher commented that a free society needed to have laws to ensure freedom. Thus, it was suggested, freedom implies constraints and commitments. In another school it was suggested that they tried to encourage commitment by having handicapped children on the same site so that tolerance, sympathy and understanding could develop and the students could feel that there were services which they could perform. In itself, it was felt, this encouraged commitment.

In general there was a clear feeling that there are dangers in allowing young people to grow up without some structure to their moral ideas and some sense of commitment to some purpose or pattern of values but it was felt that formal rigid systems in school might be counter productive.

One teacher suggested, "When we talk to youngsters about relationships I say that it is 70/30 and that both sides need to give 70." This seemed to mean that commitment in a relationship is a matter of giving without counting the return too precisely.

The approach of the teachers was very consistent across the schools indicating that they felt there were dangers if young people grew up without some sense of commitment. It seemed to be suggested that the cost would be paid both in

the students' individual lives and in the structures of society. However it did not appear to be regarded as the school's task to define what the values or commitments should be - although teachers may regard it as their responsibility to encourage youngsters to find their own values.

Even the Catholic school, which had been so clear about its mission 'to pass on the Catholic faith', equally clearly felt that commitment was a personal matter, although it was from that school that teachers had said that people needed to be trained in commitment and that strong guide lines needed to be given. When all that was said, however, they stood alongside all the other schools that students had to arrive at their own decisions.

7.2. HEADTEACHERS

7.2.i CORE MISSION

It may be suggested that headteachers are more likely to feel themselves to be leaders of a community than Managing Directors of a production unit. Certainly that suggestion would seem to be supported by the comments made by the headteachers during their interviews.

One recurrent theme in most conversations was that the core mission of the school involved building community relationships. The following are remarks made which seem to illustrate that point of view:

11-16 school "Schools are all about trying to develop contexts and communities which in actual fact bring out the best in people."

11-16 school "Our aim is to create a 'family' type of community in which individuals are cared about and nurtured."

11-18 school "A school with a religious foundation has the task of helping the individual's relationship with God and to use the vehicle of Christian education and the local Christian community to attempt to show, across the whole of the staff and students in a consistent way, what it is as a Christian community to work, learn and live together."

11-18 school "The task of a head involves getting out and about amongst the youngsters, getting involved in the human relationships of the school."

14-18 school "The core mission is about day to day personal relationships about the building. If we are not caring and civilised about one another then the rest is nothing."

14-18 school "We have to learn to work in groups and to live with one another. Our prime purpose is to care for one another."

Another comment, from an 11-16 school, bridges the gap between the previous and the following themes which seemed just as widespread and recurrent, "Schools should be happy places. Our task is to prepare youngsters to lead happy and fulfilled lives. We cannot be happy unless we are achieving what we are capable of achieving." This second topic was - the fulfilment of individual aspirations, exemplified in the following comments:

11-16 school " I believe fundamentally in raising the self esteem of each individual, to develop skills and to draw out the potential of the individual."

11-16 school "To learn to live together as useful and supportive citizens, extending our own talents and abilities to the full, building up self esteem."

11-18 school "I feel we are about the development of the individual - maximising potential."

11-18 school "To tease out of children their strengths and talents so that they can maximise them and also understand the gifts of others."

14-18 school "To develop knowledge, skills and understanding to the maximum of the youngsters' ability so that they can contribute usefully to society and live their lives enjoyably and to the maximum of self-fulfilment."

14-18 school "We should be concerned about enriching the personal and the spiritual. (Though this is not something to prate about)"

One school where the head seemed to have a somewhat more distinctive approach was the suburban Upper school. He may not have dissented from the previous themes but they did not come out strongly in the interview. He said he thought of schools as phases in a long educational process starting out at three or four years of age and continuing to perhaps twenty-five or even longer. These phases had become less clear in recent years. There was a time, he felt, when Primary and Secondary schools knew what they were about but with the end of the selective system things had become more

uncertain. For example, he said, it becomes more and more difficult to celebrate the end of schooling. The end of the 'fourth' year is the only year in the school which is not a leaving year for some students. (The 'fourth' year is, of course, the first year in a 14-18 school)

He seemed to feel that his school concentrated on the personal autonomy of youngsters so that they may build themselves towards adulthood. This involved regarding the students as responsible for their own learning rather than allowing them to be too dependent upon their teachers.

He said, "This attitude,if overdone, can seem uncaring.", but he felt it was really in the interests of the students themselves. "The measure of success, in an institution like this", he remarked, "is that we have very little report of failure after youngsters leave us. They often say they are amazed at the juvenility of their contemporaries at university." The reason, he implied, is that in school they have lived through the phase of taking responsibility for themselves and their behaviour.

A sentence which perhaps indicates the core mission which seemed to be suggested was, "We are concerned to help youngsters to think for themselves - gain independence of mind - to take responsibility for themselves."

Three other suggestions appeared in some of the heads' views. One was the need perceived to encourage thinking and questioning people. As one head put it, "We have a responsibility to make our students thinking people so that they can resist brainwashing or undue political pressure." Or as another said, "For the most part we would probably say that what we want to do is to get youngsters to question, to challenge the status quo, so that they can develop their own point of view rather than attempt to brainwash them into our own point of view."

Another theme raised by some heads was the inculcation of a code of values. For example, "We must help youngsters to develop a coherent set of values - a personal moral code - by which they can make sound judgements about themselves and others, so that they may live lives which are satisfactory to themselves and to society." Another head expressed the same point as to enable students to become, "good people, reliable, sympathetic to others and caring for others' requirements."

The third topic which was mentioned by a few heads was the preparation for careers. One said, "It is important that youngsters are prepared to earn their living." Another thought,"We cannot create jobs but we need to equip students to compete." However, one head commented , "The idea that education is training for industry is a bit like the education lampooned by Dickens."

Religion was mentioned by one or two heads but in a rather desultory fashion. For example, "The content of the moral code is distilled from the writings of the great religions and also poetry, drama and music, to instil a sense of wonder and joy as well as moral justice, but we follow no particular religious path." Another head indicated, "Our perceptions of the nature of the universe must be the bedrock on which we act."

Only in the Catholic school was there an attempt to state clearly the religious or philosophical basis of the education provided. In that case the formal aims of the school were set out on two levels. Level two read in a way not dissimilar to the aims composed by other schools. Level one was an attempt to state in summary terms the faith by which the school was conducted. Nowhere else was this kind of fundamental statement attempted. Probably it would be difficult to compose such a statement for a county school which would receive sufficiently wide assent. This may well be an indication of a weakness in our educational system.

One head commented, "It must be said that we have not really defined the core of our whole social and moral values very effectively." This chimes in with the comment made by some teachers that they were uncertain about the nature of their school's core mission.

Indeed, in spite of very perceptive and thoughtful responses by all the headteachers the conversations did not leave the impression that there had been previous coordinated efforts within the various schools to reach an agreed clear unquestioned vision of the main mission or overall task of the school to which all members of staff could assent and incorporate into their teaching programme

7.2.ii THE ORIGIN OF SCHOOL VALUES

Although the heads seemed much clearer about this question than the other teachers, nevertheless the feeling that schools were not really in control of the values operating either in the students or the institution itself was as noticeable among the headteachers as it was among their staff.

One of the heads, of an 11-16 school, said, "It is difficult to get away from society. A day school cannot overcome the values of the outside society. Schools cannot take on all the evils of society and overcome them."

The head of an 11-18 school said,"There are many factors at work; parents, employers, the students themselves." The head of the Catholic school said he questioned the whole idea of school values. "A school's values can hardly be a little island by itself.", he said. Indeed he indicated that he felt

there was a feeling of helplessness among the teaching profession as a whole because they feel overwhelmed by the values of society beyond school.

However he felt his school had an advantage because he was aware of a supportive triangle of home,school and church which all put forward similar values and interpretations of life, and thus each strengthened the others.

The head of the suburban Upper school seemed quite clear when he said, "The ethos or values of the school - in so far as they are determined by teachers, may remain fairly detached from the main influences on the lives of students." He agreed with a general opinion when he said that most positive values stem from the home and that family influences came well above any contact with teachers. However he also introduced a new theme which was not mentioned by any other of the headteachers. He suggested that schools were caught in an educational system in which they inevitably felt that the next phase was pressurizing them.

The demands of the universities, he felt, made teachers and students feel that academic success was the be-all and end-all, even if they would like to stress other values. This was made even more powerful because it was often felt that schools were the only institutions which could normally deliver these goods.

He also suggested that the nature of an Upper school militated against it being an effective agent for values because of the short duration of many youngsters' experience of the school. He felt that many youngsters who left in the 'fifth' year would look to the High schools as the institution to which they gave their loyalty, if only because they had spent more time there.

Another head suggested that there was something which might be called a 'spirit of place', perhaps like a Jungian folk memory, which permeates some societies and their schools and which can have a powerful effect on the values and outlook of students and teachers within a school.

There seemed some disagreement about the significance of the headteacher's role in the school. One said uncompromisingly, "The received message that a head makes the school is bunkum", although he agreed that he may have an influence. Some good schools, he claimed, may have an ineffectual head so long as the rest of the staff was good. He did think that the selection of staff, in which the head played a significant part, would have an effect on the school over a period of time.

Another head said, "L'école c'est moi" is not really a true representation of the modern headteacher,though he recognised that the head must play a part - though perhaps only a catalytic one - in the development of school values.

Another head said that he was sure the role of the headteacher was important, but he or she was fairly impotent too. He felt that headteachers were more and more put into a position where they had responsibility without power.

The majority, however, were conscious of a responsibility which headteachers bear for all that happens in the school. They made comments such as, "The head alone can make a difference in school by decisions and administrative style." and "The head has to guide, structure and pull together the general consensus." or "He must not disappear behind the management team. Delegation is all very well but it can be taken too far."

One head seemed quite sure that a school can have values different from the society around it and that a strong minded head can lead the school in definite directions. He was the head of the strongly Asian school. He recognised that family, religious or political influences, both inside and outside the school, may be very strong but suggested three examples of where values may originate from within the educational community :

1) The Local Authority - perhaps through the recommendations of working parties.

2) A charismatic head who is able to carry staff and students with him (or her).

3) Interplay between groups within the school which result in consensus.

He commented, however, that where there may be conflicting cultural or other values inside or outside the school the headteacher may have to make some hard decisions.

7.2.iii DEVELOPMENTAL ASPECT

The heads were quite united in their response that this was an area which received little consideration in schools. Certainly no head mentioned the work of any psychologist related to education before it was mentioned by the researcher. Even then it was not followed up. There was no mention in any of the discussions of such theories as psycho-analysis, or learning theory, or cognitive-developmental theory. There did not seem to be any particular response even to the work of Piaget.

This is, of course, an argument from silence, which is notoriously unreliable. In another environment the result may have been quite different. It seems interesting, however, that it was so universal in this instance. There is no doubt, though, that many of the heads commented quite specifically that this was not an area much studied in schools.

For example, the following are remarks made by individual headteachers:

11-16 school "The developmental aspect is not really considered."

11-18 school "Unfortunately we have very little time to stand back and philosophise. We create a structure which is necessary to make the institution work."

11-18 schools "There is perhaps a problem that teachers are specialists in their chosen subject (Physics or History or whatever) and their training in P.G.C.E. or B.Ed. does not spend enough time on the learning psychology of adolescents as far as secondary education is concerned. Nor do teachers have enough time to ask themselves these questions and they are not challenged by them even in training. (comments made by supervisors are more likely to be about how well they controlled the class than about the developmental psychology of their pupils)"

11-18 school "This is an area where we may well need to

become more sophisticated in our approach but we are probably not yet sufficiently sophisticated in analysing what are the the various stages of an individual's growth. It is not much studied in schools."

14-18 school "Not sure we consider the developmental aspect of values very deeply. We have not consciously sat down to consider - Is this concept too difficult for a child of this age and experience? We are still too departmentalised and subject orientated."

All heads felt, however, that the experience of teaching compelled teachers to develop understanding of the needs and abilities of their students - even if it was largely an unsystematic and unorganised knowledge. It was felt that unless teachers developed a sensitivity to youngsters' needs and how to lead and control them they would not survive. Perhaps in this experience there is a great untapped reservoir of practical knowledge about how young people develop.

As with the rest of the teachers there seemed to be a division into two groups on the question of the importance of rules. In the schools which included the youngsters between eleven and fourteen years old the heads generally felt that a clear structure of rules was needed. One head indicated that his students needed rules and conventions to give guidance for

their development. Another said that they tried to talk to their students in as adult a way as possible but that rules were necessary, although they tried to explain why they were needed. This particular headteacher doubted that they would ever get to the stage in school of saying, "Now you are adults and may decide for yourselves whether to transgress our rules." He did not think he would be doing his students any service by treating them in that way because many would fall by the wayside.

This point of view was supported by another headteacher who said that teachers should be building up knowledge in rapport with their students so that the students can bounce their ideas off those of the school. This, he felt, was the way to help them mature and that maturing process, he believed, went on long beyond eighteen years of age. He also said that the school would be doing a disservice to youngsters if at about the age of fourteen they were declared to be adults who can cope with forming their own value system, although he thought that equally too authoritarian an approach was not helpful either. If there were problems, he suggested, the process is to talk things through. That is what helps youngsters to mature.

In the Upper schools, although rules were clearly not completely abandoned, there seemed a rather different approach. One head said, "We go out of our way to have a non-authoritarian atmosphere and a non-directional approach is adopted by the staff." He said, however, that reasonable

behaviour was expected around the school and students were counselled by staff, when very clear advice might be given. He indicated that the school was committed to adult relationships and they make a point of not prescribing any particular code of values.

Without dissenting from that, another Upper school headteacher commented that youngsters needed to recognise certain realities or contracts. For example, "If you don't work you can't expect to pass your examinations." He said, "Youngsters will forgive us almost anything except what we are supposed to do as teachers. They need us to set the standard and to insist upon it."

It was, however, in that school that a teacher had said to me that there were no rules - though there was a recommended code of behaviour which students were expected to follow.

7.2.iv RELIGIOUS EDUCATION

Two aspects of this area of education were commented on by the headteachers; R.E. as a classroom activity and the School Assembly. Although some of the heads said they personally held Christian convictions and associations with the churches, it did not appear - apart from the Catholic school - that in school they were closely concerned with either aspect of Religious Education.

Most schools had specialist teachers in R.E. who had the support of the headteacher but it did not appear that the heads themselves took any great part in the class teaching. In one school, which did not have a specialist teacher the head said the subject was not tackled explicitly but that he felt all aspects of development should be dealt with and the spiritual aspect of life was important. A number of heads made this distinction between R.E. and spiritual development but the meaning of 'spiritual development' was not made clear nor how it was to be fostered within the school.

In another school the head said he thought Religious Education was important but it must be from a 'broad church' approach. Schools, he said, are not about moralizing on different religious interpretations Another said he hoped R.E. would have a spin-off in helping to form moral values. Yet another said his heart bled sometimes for R.E. teachers because they seemed to be working in an alien culture. One headteacher,indeed, said that he was impressed by the fact that in the U.S.A. there was more church-going and yet in that country R.E. in schools was specifically forbidden.

Altogether the impression was given that Religious Education was not a matter of very high priority. The same seemed to be true of assembly, at least as an expression of Religious Education. In almost all schools the headteacher had some relationship to the assemblies but in most cases it was an occasional relationship. One head went into assembly

once per term. Some heads took part in a rota with other members of staff. In the majority of cases the responsibility for assemblies was delegated to other staff, such as Year Heads.

One head said that in his school assemblies had virtually ceased to exist and a number indicated that their assemblies had a very thin veneer of religion, if any, and that often they were,in effect, business meetings. In no school did the whole community gather for assembly - usually it was in arranged in year groups.

It was on that latter point that there was the only expression of regret about the decline of assembly. A number of heads felt there was a loss of community experience within the school because the whole student body never met. One head, however, said he felt there was no loss at all. Indeed, when assemblies were more frequent he felt the passivity of most of the people present gave a message that it was an unimportant formality with little meaning.

Altogether the impression given was that Religious Education was in need of much rethinking and indeed one head said it did not seem acceptable that teachers should have society's conscience thrust upon them to stand for values to which the rest of society pays little attention.

7.2.v COMMITMENT

All the heads agreed that a life without commitment to something would be impoverished and that there are dangers both in society and for individual lives if young people grow up without a sense of commitment.

The way it was expressed was somewhat different in each case, however. The head of the girls' school was the only one who said there was a good deal of commitment among young people. She said it grew out of the things which are done together. As an example she mentioned the visitation of old people and caring for them which the school arranged. She also pointed out that commitment is required in the day to day life of the school; in regular attendance, in developing a habit of courtesy around the school building and in applying oneself to study. She also said that the staff had set up committees to consider some of the things to which the school should be committed. In this respect she mentioned 'Issues of Gender', 'Multi-cultural Affairs' and 'Special Needs'. However, she felt that they had not yet got very far in clarifying the things they needed to be positive about.

Another head felt that there was a tendency for a lack of commitment among students and the commitment which he felt was most to be desired but which was often lacking was commitment to the family.

The head of the Catholic school felt it was important that youngsters should be challenged to measure where they stand and to question their own commitments. Without commitments he felt people are less individual than they are capable of being and are likely to find an emptiness in their lives. This, he thought, was an important educational issue.

The question seemed to create a certain amount of doubt and self-questioning among the heads of the Upper schools. One said he felt doubtful about whether or not they are too liberal. The youngsters are well-behaved and are encouraged to be committed to responsible behaviour but he felt it could be made more explicit. One of the philosophies of the school, he said, was that everyone is of equal value and students are expected to be committed to that but he wondered if there were some risks in not spelling it out more clearly.

Another said that one of the dangers in an institution such as his school was an over-estimate of the importance of individuality, which so quickly shades into 'I'm all right Jack.' He felt that what was needed was more respect for the community.

The head of an 11-16 school said that he felt his views were personal and he did not think he should try to commit young people to his value patterns. However, he suggested that 'Concern for Others' might be one view that should be inculcated; also 'Tolerance' and 'Understanding other

people's points of view'. He thought these were the basis of civilised behaviour.

CHAPTER EIGHT

CONCLUSIONS A

Findings Specific to Hypotheses

8.1. That Schools are Concerned with Social and Moral Values.

8.2. That Schools have a Recognised and Conscious Core Mission.

8.3. That, in practice, Schools have a Recogniseable Values Pattern.

FINDINGS SPECIFIC TO HYPOTHESES

The responses to the hypotheses indicated earlier are embedded in the detailed results but in this chapter it is hoped to extract and summarise the relevant points under the headings of the individual propositions. Broad inferences to be drawn from these findings are, however, mostly delayed until the final chapter.

The intention which lies behind these comments is to avoid a priori theoretical principles about what ought to be the tasks or purposes of a school and to attempt to discover what are the values held in practice by those involved in the business of schooling, at least as far as they are revealed by the questionnaire and the interviews carried out in the schools. The intention is to look at what *is* rather than at what may be considered desirable.

As in any enquiry into human attitudes, the situation is complex and varied with little unanimity at any point. However, for the sake of clarity it is what appears to be the main stream of the results which is reported here rather than the eddies and counter-currents which can be found almost everywhere within the detailed results.

8.1. THAT SCHOOLS ARE CONCERNED WITH SOCIAL AND MORAL VALUES AS WELL AS ACADEMIC VALUES.

Although the variety of opinions expressed, particularly in the questionnaire, covered virtually the whole possible range, nevertheless there was a weight of majority opinion in both the individual students, staff and heads and across the schools which enabled a pattern to be discerned. There were some differences between schools, which will be discussed later, but in most areas the similarities were much greater than the differences.

The majority of the teachers clearly felt that the greatest educational priorities were concerned with the development of character, personality and moral values first, although examination work was also high on their list. Among the headteachers this order of priorities was even clearer. The students, however,(who were, of course, fifth years facing imminent examinations) reversed this order but nevertheless retained personal values as high priorities.

It was noticeable that in reflecting the values of the school as an institution, the teachers came much nearer to the students' order of priorities, placing 'Examination Success' and 'Increasing Knowledge' as of first importance. The headteachers also, although still giving 'Character Development' and 'Moral values' first precedence, indicated a much greater importance to examination success than they had

shown in their own personal choice of values. This no doubt reflected reaction to outside pressure and expectation of schools. Even here however the indication was that social and moral values retained a high priority for the institutional values of the schools as well as for the personal values of staff and students.

In considering personal qualities there was widespread agreement that the most desired attribute was 'Self Confidence', closely followed by 'Honesty', 'Courtesy','Concern for Others' and 'Tolerance'. It seems possible to argue that the qualities least admired may also be related to social values. These were 'Aggression', 'Competitiveness' and 'Ambition', which no doubt give an indication of the kind of society in which they would wish to live.

This social and moral approach was also indicated in the interviews with the staff of state schools. There, for example, opinions were expressed such as that teachers should be developing minds and personalities with self-discipline and respect for others. In a school concerned with youngsters from a number of cultural backgrounds it was felt that the school's task must involve the creation of a community to which all members could feel allegience. From another school the comment came that a teacher would be guilty of professional misconduct if he or she ignored racial or physical abuse. There was wide support for the view that schools should be concerned with equal opportunities and with opposition to any form of

racialism.

It was suggested that teachers should encourage such attitudes as Respect for life. Equality. Justice, Consideration of Others, Compassion, Love, Happiness and Tolerance, whilst attempting to resist such feelings as Hatred, Suspicion and Fear. Most teachers seemed to think that youngsters should be encouraged to undertake commitment to some purpose in life and to develop a sense of responsibility.

Headteachers also seemed to indicate that an important part of the schools' task was to develop a sense of community and, as one expressed it, to be caring and civilised about one another.

Thus there seemed little doubt that schools are concerned with social and moral values at least as much as - if not more than - academic values. However it did appear that these values were concentrated rather upon the individual development of students than upon society itself. The context in which these values may be put into practice seemed to be left rather vague and out of focus. Teachers did not seem in the main to be motivated by any particular systematic or organised view of life.

Religion seemed largely absent from their thinking or regarded as relevant only to their own life rather than to their teaching. No doubt this was related to a fear that they may be accused of indoctrination. Apart from the Catholic

school there did not appear to be any attempt to set out a worked out philosophy of life or society upon which the work of the school was based. Questions concerned with teaching how society works or with skills for marriage and family life or skills for leisure or for industry and commerce or even appreciation of the Arts, which might give some indication of the social purpose which it was felt education might serve, were accorded relatively low priority. Nor did there seem to be any emphasis upon entrepreneural or competitive values such as 'Assertiveness', or 'Leadership', or 'Courage' or 'Ambition'.

Indeed in the interviews quite a number of teachers indicated that those in state schools were in no position to develop such worked out positions on the purpose of education because of the confusion of values in society at large. One very senior teacher said that she felt that the range of a teacher's right to intervene in social and moral values was somewhat restricted. Whilst a teacher might insist upon standards of personal hygiene, she said, or that students do not indulge in fighting in school, there was no right to express opinions about what might be considered more important values, such as sexual morality.

Thus, although most teachers felt that social and moral values are inseparable from education, nevertheless there seemed also a widespread inhibition about how far teachers could go in attempting to inculcate any particular system of values. Apart from the Catholic school, it seemed that

teachers in state schools felt there was no authority to which they could appeal and consequently they felt reluctant to attempt to impose their own values upon other people.

8.1.i THAT THE TYPE OF SCHOOL INFLUENCES THE VALUES INVOLVED

Although the enquiry was concerned with a relatively small geographic area, the variety of types of secondary school was considerable. It included 11-16 schools, 11-18 schools and 14-18 schools as well as 11 or 13-18 Public schools. Some of the schools were community colleges, some were situated in inner city and economically deprived areas, others were in relatively well-to-do suburban areas or in a market town where all the local youngsters attended. One was a specifically religious foundation, some were ex-grammar schools though all the state schools were now comprehensive schools. One had a largely ethnic minority intake whilst others were almost exclusively indigeneous.

Thus it may be suspected that the different types of organisation or background might effect the attitudes within the school. It is, of course, difficult to separate the effect of organisation from the effect of environment although this has been attempted. Inevitably there will be some overlap between these two sources of influence.

8.1.i.a THAT THERE IS A DIFFERENCE BETWEEN STATE COMPREHENSIVE SCHOOLS AND INDEPENDENT 'PUBLIC' SCHOOLS

It is clear that many teachers in the state schools believed that this may be so. The opinion was expressed that independent schools may be set up on specific interpretations of life and therefore could be more confident of their right to insist upon values and standards which parents would be aware of when they voluntarily sent their children to such schools.

It is to be regretted that it was not possible to arrange extended visits to the two independent schools or to hold interviews with their staffs as it was with the state schools. Also it is unfortunate that so few of the staff of the independent schools returned the completed questionnaire. The consequence is that the evidence from these schools is much narrower than that from the state schools, being restricted to the student questionnaires and the small sample of the staff questionnaires. Thus the comparison of these two groups of schools is of limited value.

However, acknowledging that situation, it is perhaps possible to make some comments on the basis of this restricted evidence. The first comment must be that the similarities seemed much greater than the differences. Nevertheless there may be some significant variation.

In his recently published memoirs Sir Robin Day(1989) indicated that one reason why he was transferred as a boy from a grammar school to a public school in 1938 was that his mother believed that grammar school education was too unimaginative and too orthodox. The teaching, she believed, was good but the education narrow.

There is perhaps some evidence, in the students' questionnaires, of a wider attitude to education within the independent schools. For example, whereas in the state schools the students' first two aggregate priorities were everywhere 'Increasing Knowledge' and 'Examination Success', in the two independent schools both made their second priority 'Increasing Knowledge' but the first priority for one was 'Develop Character and Personality' and for the other was 'Enjoyment of Life'. 'Examination Success' was in seventh and fourth positions respectively. Nevertheless the vast majority of the students in the independent schools indicated their intention to go to university. This perhaps indicates a greater confidence that the necessary examination success will be achieved without allowing it to dominate attitudes to the rest of school life.

In this respect, it is perhaps important to recognise, as John Chubb has pointed out (Devins N.E. Ed.,1989) that because state schools, "must take whoever walks in the door, they do not have the luxury of being able to select the kind of students best suited to organization goals and

structure.....Private schools should find it easier (if they want to do so) to place a high priority on excellence."

There was general agreement across all schools on personal qualities that 'Self Confidence' was of the highest importance but one of the independent schools gave a very much higher rating to 'Leadership' than any other school (third) and the other was still the next highest with placing it in ninth position. This perhaps suggests that 'Leadership' was a much less desired quality in the state schools. It is perhaps interesting that the independent schools were alone in mentioning this quality in their school aims.

Perhaps strangely, both staff and students from the independent schools gave a low rating to 'Competitiveness', as also did the state schools. One of the independent schools gave the lowest rating to 'Obedience' and the highest rating to 'Ability to Argue' although the other was similar on these qualities to the state schools.

Of course, it may be suggested that these attitudes are as likely to emanate from the family background of the students as from the school and may be an indication of the difference which results from the social segregation consequent upon the private system.

In turning to the latter part of the questionnaire, which is mainly concerned with reactions to the type of school, it is interesting that one of the independent schools

produced an aggregate result which indicated that the students regarded 'Bullying' as the most serious school offence. In that school more youngsters regarded it as very serious than they so regarded 'Stealing', 'Damage to other people's property' or 'Vandalism'. This was the exact opposite of the aggregate results from the state schools. The other independent school rated 'Stealing' as the most serious, as in the state schools, and 'Bullying' second. This was similar to only two other schools, the 11-16 girls' school and one of the 11-18 schools.

Thus , if the two independent schools are taken together, more of their youngsters seemed to regard 'Bullying' as a very serious school offence than in the state schools. Of course the interpretation of these results is not clear. They may indicate a greater repugnance to the idea of bullying rather than a greater fear of it.

In the sections on school ethos and student development the independent schools' students indicated a feeling that their schools tended towards rigid, formal, authoritarian attitudes which were more concerned with punishments than with rewards. This might indicate a more traditional approach to discipline but it is also interesting that the staff of these schools took the opposite attitude - believing that their schools were 'Willing to Change','Informal' and concerned with 'Personal Decision'

It is, of course, true that - as has already been pointed out - these results were from a small sample of students and staff from only two independent schools. How far they are representative of public or independent schools as a whole would need a further enquiry to discover. It is also probably true that the differences between individual students, both within the independent schools and within the state schools, are greater than the differences between their schools.

8.1.i.b THAT 14-18 SCHOOLS HAVE A DIFFERENT APPROACH TO VALUES EDUCATION COMPARED TO THE OTHER SCHOOLS IN THE ENQUIRY

The 14-18 schools tended to be rather large schools and two out of the three were community colleges. In general their results did not stray too far from the aggregate tendencies of the other schools except, perhaps, in one respect - which may have a relationship to size and to the characteristics of community education, but is probably more concerned with age range.

This was the tendency to think of themselves as adult communities. In all three Upper schools the opinion was expressed that the students should be accorded as much freedom as possible and allowed to make decisions for themselves. Almost inevitably there seemed to be a tension in this position - not least, perhaps, because of pressure from

outside the school (parents, employers,further education etc.) for tangible achievements.

As one head of an Upper school expressed it, 'We go out of our way to have a non-authoritarian atmosphere', but then made it clear that the staff would take some action if the students' behaviour was felt to be unacceptable. As one teacher commented,'In practice we have a structure of expected behaviour to avoid chaos.'

Although in all the Upper schools this ideal of adult relationships between students and staff, with an emphasis upon non-authoritarian attitudes, was accepted there was a range of rigourousness with which it was followed. It varied between one school where it seemed that students were expected to take responsibility for their own learning to another where the staff expected to make it their business to see that the students applied themselves to their work. In the latter school the head remarked, 'Youngsters will forgive us almost everything except what we are supposed to do as teachers. They need us to set the standard and to insist upon it.' He also indicated that students needed to recognise certain realities or contracts, such as, 'If you don't work, you can't expect to pass examinations.'

Of course, this last remark is not necessarily incompatible with an adult relationship and indeed may be more compatible with it than an attitude of laissez-faire. It does, however, suggest some of the fears which were expressed

about this approach, both inside the Upper schools themselves and from elsewhere. It may be suspected that these fears were mainly concerned with the fourteen to sixteen year olds, though not expressed so explicitly.

The first of these fears was of inconsistency. This seemed to have two main aspects. One was that the conventions or rules of the school may be upheld unevenly across the staff. The other was concerned with the ability of youngsters to cope with differing ideas. It was suggested that in this atmosphere students may come across teachers with unconventional ideas who will express them without recognising the possibility that youngsters may not have the maturity to deal with them.

The second fear, which was mainly expressed from outside the Upper schools, was also concerned with maturity. This was that youngsters of fourteen to sixteen years of age needed a structure of rules and expected behaviour to help them develop towards autonomy and without them they may become confused. Some teachers expressed the opinion that this need, for many youngsters, extended well beyond the age of sixteen. One head, indeed, commented that he felt he would be doing a disservice to his students if, at about the age of fourteen, he declared they were adults who were now able to cope with forming their own value systems.

These fears were not apparently based upon any theoretical interpretation of psychological development but rather on the basis of teaching experience. It might be suggested that they could have been related to the Cognitive-Development theories of Piaget and Kohlberg or even to the work of the proponents of Learning Theory of B. Skinner.

Two other comments were made about the particular situation of the 14-18 schools. One was concerned with the pressure of examination work which resulted from students joining the school with only five effective terms before the G.C.S.E. work or examinations were due. This caused one teacher to say that she felt the school was in danger of becoming just an examination machine. How this accorded with the attitude of developing a free adult community was not made clear.

The other was a comment by a headteacher that he felt he would expect youngsters to feel the school they associated themselves with would be the High schools which they attended before entering the Upper school. This was because he felt that their time in the Upper school, especially if they did not proceed to the sixth form, was so short that loyalty or a sense of belonging did not have time to develop.

8.1.ii THAT THE ENVIRONMENT OF THE SCHOOL INFLUENCES THE VALUES INVOLVED

'Environment' is a word with a multitude of aspects. R.Tagiuri (1968) divided it into four dimensions - The Milieu, The Ecology, The Culture and The Social System. The Culture and The Social System are really dealt with elsewhere among the hypotheses (e.g. 1.1, 1.3, 1.5, 1.6, and 3). The Ecology, which is concerned with buildings, equipment, resources and so on, would have required a much longer visit in each school to discover the necessary facts. It is interesting that no mention of this aspect of the school was made during the interviews with the staff of the state schools. This leaves the Milieu, which is concerned with, for example, the socio-economic background, social values, religious and cultural background. This is the aspect of the environment which this proposition addresses. It might perhaps be better referred to as 'the neighbourhood'.

On the question of buildings it is perhaps worth commenting that the general impressiveness of the architecture and premises of the independent schools appeared much greater than was the case in even the best provided state school. However the effect of these things is doubtless imponderable and certainly difficult to quantify.

However, when we consider the schools in relationship to their neighbourhood or milieu it would seem to be possible to perceive disparities on which to comment.

Both teachers and heads seemed quite clear that much of the schools' value systems originated from outside. Many teachers seemed to feel that they could not take an official stance on values unless there was a recognised consensus of view among members of the society beyond school. The head of an 11-18 school said that in considering school values there were many factors to be taken into account, including parents,employers and even the street credibility of students among their contemporaries. The head of an 11-16 school said that the school cannot hope to overcome the values of the outside society.

If this is so then it would be expected that differences could be observed in schools in different settings.

For example, in the Upper school set in a relatively comfortable suburb the concentration was on the personal autonomy and responsibility of students as far as their own studies was concerned. The head commented that their attitude might seem uncaring if overdone but he also said that the school was probably trading on the comparatively strong family support behind most of the students and upon the middle class values of deferred gratification and aspiration for qualifications. It might be commented that perhaps this policy is most useful for aspiring high achievers. However in a win or lose philosophy of that kind it might well be wondered what happens to the losers.

In almost complete contrast to this approach was the system in an 11-16 school serving a deprived area. Here more than in any other school in the enquiry, students, staff and head had emphasised the need for a listening, encouraging, warm community. This was also the only school in the survey in which all three groups had emphasised the importance of teamwork. As has been pointed out elsewhere this school needed first to win the confidence of its students that they were welcomed and valued for their own sakes and could not rely upon the same unsupported drive for qualifications as the Upper school in the previous paragraph.

Examples of the influence of religious and cultural background include the 11-16 school with a large Asian intake where the emphasis was upon creating a community to which all could belong in spite of differences in value patterns at home. This influence could also no doubt be seen in the quite striking differences in attitude to sexual activities such as pre-marital sex and adultery which were produced in this school.

The same type of influence, but with a rather different effect, was to be seen in the Catholic school where it was possible to make a clear statement of the philosophy which underlay their aims and to exhibit symbols of their faith around the school, where the staff made religious awareness a high priority and where the head commented upon the support he felt from a relatively integrated triangle of home, school

and church.

Perhaps another example of environmental influence was in the girls' school which was the only one where a hundred per cent of the students felt that the school made equal opportunities a very important issue, although, perhaps oddly, the staff were not so sure this was so.

It may well be true also, of course, that this environmental influence on the school needs to be related to the leadership of the head, as will be commented on later.

8.1.iii THAT THE PROVISION OF A SIXTH FORM INFLUENCES THE VALUES INVOLVED

Perhaps influenced by what are no doubt nostalgic memories of grammar school sixth forms of earlier years, it had been expected when the enquiry began that the results would show a difference between schools which were concerned only with youngsters of statutory school age and those which catered for students who voluntarily pursued their education beyond the age of sixteen. The difference expected was that the schools with an extended age range might produce a wider ranging, more creative, perhaps more adventurous view of education among the staff and even perhaps among the fifth years, who were the subject of the enquiry, because of their relationship with older and voluntary students.

It was with some sense of surprise therefore that it was discovered that the results did not show that difference and indeed, as far as there was any variation it seemed to point in the opposite direction.

For example, the staffs of the 11-18 schools and the Upper schools all indicated, in considering student development, that they emphasised 'Examination Success', whereas the staff of two out of three 11-16 schools tended towards 'Personal Development'. Also the staffs of the 11-18 schools all showed a tendency towards 'Conformity', 'Obedience to Authority' and 'Acceptance' (rather than 'Challenge') in contrast to the majority of the other schools. Two out of three of the Upper school staffs also showed a tendency towards 'Acceptance' rather than 'Challenge' These are. of course aggregate results and clearly do not reflect the opinion of every teacher in these schools.

It would also appear that all the state schools with sixth forms had a majority of staff who felt that their curriculum tended towards 'Vocational' whilst the staffs of the 11-16 schools and the independent schools felt there was an element of 'Personal Interest' in their courses of study.

It did not appear that there were similar discrepancies among the opinions of the students in the various schools.

Two reasons may perhaps be suggested why the expected influence of sixth forms was not evident. One is that the comprehensive sixth form is different from the old academic sixth in that more of them are undertaking one year courses directed towards employment and vocational qualifications. Consequently there will be a smaller proportion of lower sixth formers released from examinations for a year and therefore able to take a greater interest in the general life of the school.

The other is that in every school visited it appeared that the sixth forms were isolated in sixth form centres which seemed to be almost a school within a school and thus not motivated to take part in wider school activities. It seemed that the sixth formers contributed very greatly to particular school activities such as school shows and music but it did not seem that there was a great deal of participation in week by week activities such as debating societies or discussion groups in which the younger students joined. If this is so it might be suggested that there is a not inconsiderable cost in the narrowing of the experience of the younger students as they grow through the school and perhaps also a cost in the opportunity for the older students to gain experience of leadership and responsibility in their relationship with their younger contemporaries.

8.1.iv. THAT THE HEAD TEACHER HAS AN INFLUENCE ON THE VALUES INVOLVED

There was no doubt of the belief of many teachers that the position of the headteacher was of the utmost importance in developing the school's pattern of values. Some seemed to think almost that it was the head's responsibility alone, others that the teachers needed the bolstering of the head's support if they were to have the confidence to set forward their own point of view. Almost all seemed to think that unless the head showed some commitment the coherence of the school values would be destroyed.

Perhaps not surprisingly in the face of such high expectations there were signs of some disappointment. Some teachers indicated a feeling that some heads were likely to look for a consensus of opinion among the staff rather than give a firm lead themselves, others that unless the head exhibited strong gifts of leadership he or she might be overwhelmed by other senior teachers. Clearly however many teachers put considerable investment in the leadership and character of their headteachers.

There are at least two ways of looking at this. First, if teachers are saying to their headteachers, 'Tell me what to do and I will do it.' then this is a very narrow and restricting approach. It reduces the vision and understanding to that of one person, which cannot be to the advantage of the education provided.

Second, if the teachers are saying that they do not expect their headteachers to be line managers concerned mainly with efficient administration, but rather to be the principal teachers whose task is to galvanise and empower the gifts of the rest of the staff then this must enrich and envigorate the whole purpose of the school.

Among some headteachers, however, there seemed to be something of the same inhibition about their role in relation to values which was shown by some teachers. One, indeed, poured scorn on the idea that the head made the school, deriding it as 'bunkum'. Another said he felt a sense of impotence, of responsibility without power.

The majority, however, were aware of the expectations laid upon them and recognised the need to act as leaders of their communities. One said he acknowledged that a source of values within a school could be 'a charismatic head who is able to carry staff and students with him, or her.'

In the questionnaire there were some anomalies between the values the students chose and those indicated by the headteachers, which might suggest a limitation on the direct influence of heads upon the values of their students. For example, in question one the aggregate results of the students gave a high priority for school values of 'Good Manners' and 'Examination Success'. Both of these values were given relatively low rating by the headteachers. On the other

hand, a number of heads had given a high priority to 'Enjoyment of Life' but the students did not similarly highlight that category. However, in general, there was a broad similarity in the values chosen across the whole questionnaire between heads and students.

When we look at the differences between schools, however, there were examples where it seemed clear that the approach of the headteacher had considerable influence. For example, the suburban Upper school where the head indicated his philosophy was to put emphasis on freedom and personal responsibility . Whereas in every other school the majority of the staff had indicated that their school tended towards 'Discipline', fifty-eight per cent of the staff of this school indicated a tendency towards 'Disorder'. Since during the visit to the school there was no sign of untoward turmoil or disturbance, the most likely explanation of this result is that it was a reaction against the word 'Discipline' with its overtones of restriction and compulsion. This interpretation is supported by the fact that eighty-three per cent of this staff indicated a tendency to 'Freedom', ninety-two per cent indicated a tendency towards 'Personal Decision' and no member of staff said that the school was 'Authoritarian'. These were much clearer results than occurred in these categories in any other school.

Another example was the 11-16 school serving a deprived area. Here the headteacher had indicated his belief that the core mission of the school was to create a family type of

community in which individuals are cared about and nurtured. When we compare the valuations of this school for Good Teacher Qualities the results show a quite different scale of values from other schools.

The general opinion of students in other schools was to emphasise the importance of 'Academic Competence'. In this school both the students own valuation and their estimate of the valuation of the school was that the two qualities which were most important were 'A Good Listener' and 'Reliable'. The staff of this school emphasised 'Enthusiasm' and 'Ability to make Warm Relationships' more than the staffs of other schools.

Other examples could be given, but it will no doubt be noticed that these two schools mentioned were also pointed out in Hypothesis 1.2 (That the Environment of the School Influences the Values Involved). This is not co-incidental. At no time did it appear during the enquiry that the schools were at loggerheads with their local communities. This is no doubt very important. A good head must be aware of the environment in which he or she works. Perhaps the examples of Risinghill school and even Countesthorpe might indicate that if a headteacher gives a lead without ensuring the support of the people of the neighbourhood the result is likely to be unproductive conflict.

Perhaps headteachers need the nerve to commit themselves and their schools to clearly thought out values but also the commonsense not to get too far out of step with the surrounding community. This would accord with the comments of John Chubb and Terry Moe (Devins N.E. Ed.,1989) on the role of American School Principals, "Effective leadership does not simply inhere in the individual filling these roles; it is unavoidably contingent upon the demands, constraints and resources that the principal must deal with."

8.1.v. THAT ASSEMBLIES ARE PART OF THE VALUES EDUCATION IN SCHOOLS

The practice of all the schools in the enquiry was very varied but nowhere was the assembly a focal point for the life of the whole school. In 1969 R.H.King wrote that morning assembly was the most important of the ceremonies carried out in the grammar school in which he was researching. At that time the same remark may have been possible about many, if not most, schools. It could not be made about any of the schools visited in this enquiry.

Even in the Catholic school - where there is no doubt that the activity was taken very seriously - it was rarely, if ever, an activity which involved the whole school. Their practice was to hold assemblies every morning, but for a different year group each day. The headmaster often attended but rarely presided. The proceedings were organised by the

Year Heads and were led by staff, students and occasional visitors. In the assemblies which were observed (without previous warning being given) there had clearly been much care, thought and indeed rehearsal involved. They were occasions when the year head could and did make comments and give leadership about values and behaviour which, without doubt, had a function within the life of the school. Even here, however, it could hardly be claimed that it provided the experience of a whole community involved in a common task.

In no other school did assembly approach this position. In some, assemblies were held every morning but always for a different group each day - sometimes year groups, sometimes houses or divisions.In some schools they were held less frequently and in a few it seemed that it was left to the discretion of the year head whether they were held at all.

In one school it appeared that there had been no assemblies of any kind held for some years. The headmaster was attempting to re-introduce the practice but apparently receiving little support from the rest of the staff. In another the head said they were frequently only business meetings. In one school the headmaster conscientiously took his place in the rota of staff leading assemblies but commented that in the U.S.A. there was much more church-going although the schools were forbidden to hold prayers or arrange religious education.

It was clear that, in general, assemblies were not viewed with any kind of enthusiasm. The only regret expressed by a few teachers for their decline was that there was a consequent loss of community experience and of a sense of belonging. One head, indeed, said he felt no sense of loss and indicated his opinion that in the days when assemblies were held they were really, and obviously, demonstrations of empty formality which probably did more harm than good.

A frequent reason given for not holding assemblies for the whole school was that there was not a hall big enough to contain every-one. This was probably at least partly because of the practice of providing chairs so that students could sit during assembly. In earlier years it was the practice for many schools to stand during the proceedings. This had no doubt been abandoned because it made the activity seem more like a parade and required the kind of disciplinary measures which many teachers would not, nowadays, wish to be associated with. Certainly there is a record of a fifth form boy, some twenty or more years ago, when asked what he thought about assemblies, replying, 'That is the time when I am most likely to get a detention.' Clearly no-one would wish to return to such a situation.

It seems difficult to conclude that, in the majority of schools, assemblies as they are at present organised play any effective part in the provision of values education. Indeed it may be felt that a great opportunity for leadership was

being largely ignored by the majority of the schools.

8.1.vi. THAT RELIGIOUS EDUCATION HAS A PART IN THE VALUES EDUCATION OF SCHOOLS

There is little doubt that the schools were more sympathetic towards Religious Education as a classroom activity than they were towards assemblies. Of all the schools in the enquiry only one did not have a specialist teacher of R.E. and all except one had time allocated on the timetable for lessons on this subject.

Unsurprisingly, once again, the Catholic school led the way with four full time R.E. specialists and quite open support for the subject from the rest of the teachers. As indicated in the results a typical remark from a teacher not involved in the classroom teaching was, 'The position we give to the R.E. department indicates to the youngsters how important we think it is.' No other school had more than one specialist teacher and no such support was expressed by other members of staff.

There were two places in the questionnaire where attitudes to Religious Education could be expressed. In question one, on Priorities, where opinion was requested on the relative importance of Religious Awareness and in question two, on Personal Qualities, where a similar request was made about 'Commitment to some Personal Philosophy of

Life'. Although some individuals gave it a high priority, overall Religious Awareness was placed quite low at fourteenth out of eighteen. Activities which came lower were 'Skills for Marriage and Family life', 'Appreciation of the Arts', 'Computer Literacy', and 'Fashion' - all of which are, of course, important activities in life outside school. The staffs gave it twelfth position overall and both students and staffs indicated twelfth position for their view of the schools' priority. The heads put it in ninth position overall for their personal priority and thirteenth for the schools. Although these are not high priorities there are obviously other aspects of school life which were regarded as of lower importance.

Once again in the Catholic school the situation was noticeably different. The students put 'Religious Awareness' in eleventh position (not high, but the highest position of all the student bodies), the staff gave it fourth place. Their estimates of the school's position were both higher than their own. The students estimated it at fourth and the staff as second. The only higher priority for the staff was 'Examination Success'. The headteacher gave it as his third priority both for his own view and for the school. His higher priorities were 'Moral Values' and 'Justice'.

In question two, in rating the importance of 'Commitment to some Personal Philosophy of Life', there was not a great deal of difference in the overall ratings for students and staff and both tended to be lower than was the case in

'Awareness of Religion' Students and staffs both gave it a personal rating of sixteenth, the students thought that the schools' view would be eleventh and the staff estimated it at fourteenth

In this case there was not a great deal of difference in the Catholic students' rating but once again the staff of this school indicated a much higher rating than the rest. Their personal valuation was at sixth and the schools' at second.

The returns of the headteachers might be thought to be interesting in that they gave a much higher rating than had been the case with 'Religious Awareness. Their ranking was fifth and seventh respectively for their personal view and their estimate of the school's view. The same relationship between the two categories was the same for the Catholic head's return. He had placed 'Commitment' first for both views. As was commented in the Results chapter, this seems rather strange in that from an educational point of view 'Awareness' might have been thought to have a higher priority than 'Commitment'.

Thus, from the questionnaire's results it would appear that in general, although Religious Education might not seem to have a very high priority, nevertheless in most schools it certainly had a place and no doubt exercised some influence in values education. However it would also seem from the interviews with the staffs that there was a considerable amount of scepticism and indifference about it as well. It is

interesting, and perhaps significant, that no-one indicated that Religious Education played any part as an originator of values within the school and that, apart from the Catholic school, only one state school mentioned religious values as such in its official aims. It seemed fairly clear that without the contribution of the specialist teachers the influence of acknowledged religious thinking would be minimal in schools' values education and that if there were to be any real impact from this area then there may need to be a good deal of re-thinking to be carried out.

8.1.vii. THAT TEACHERS FEEL WELL PREPARED TO TAKE PART IN VALUES EDUCATION

The questionnaire was not a great deal of help in tackling this proposition although it probably indicated a lack of certainty about general school aims. However in the interviews the response was quite clear. The teachers were, in the main, concerned about values in education but felt that they had received little or no constructive training in this area. Also they indicated that the life of a teacher afforded very little time either to clarify ideas about values or to fill the gaps in training to deal with values education.

As one headteacher commented, 'There is perhaps a problem in that teachers are specialists in their chosen subjects (Physics,History or whatever) and their training in P.G.C.E. or B.Ed. does not spend enough time on the learning

psychology of adolescents as far as secondary education is concerned.' Other comments by headteachers indicated their feeling that there is little time to stand back and philosophise. They have little time to sit down and consider, for example, - 'Is this concept too difficult for a child of this age and experience?'.

Teachers made such comments as, 'We learned our subjects and then we learned to teach by trial and error.' It seemed to be felt that teacher training was concerned with classroom methods but not with the attitudes of the students. One teacher said that during training the issue of values education was not faced and commented, 'I was never asked - What values were you conveying then?'

Those concerned with the training of teachers may well feel these are unfair comments but it is interesting to recall the comment of Peter Tomlinson (1986) that only a handful of teacher trainees receive anything systematic by way of education in the theory and practice of values education.

The impression which emerges is that teachers are trained as subject specialists, which is clearly necessary if they are to be academically competent - but less emphasis is placed on their task as educationalists concerned with the upbringing of full human beings. It raises the question of what exactly is the expertise of a teacher as distinct from, say, a Physicist or a Historian or a Linguist.

It seems clear also from the responses during the interviews that little or no time is devoted to the question of values education during in-service training. If this is so it is perhaps not surprising that teachers should feel a lack of confidence about the origin of values within their schools or their ability to be other than dependent upon the values of the society beyond school.

The response to this hypothesis seems quite clear as far as the teachers who took part in this enquiry are concerned. Although they are interested in this area of education and regard it as both important and even unavoidable yet they do not feel well prepared for this part of their task. They seem to feel that they have not received adequate formal training or later in-service assistance to make them competent to deal with the wide and demanding aspects of education involved. Strangely, perhaps, quite a number of teachers indicated that it was this area of education which first attracted them to the teaching profession but which now seems nevertheless to have become overwhelmed by the subject specialisms and examination pressures.

8.2 THAT SCHOOLS HAVE A RECOGNISED AND CONSCIOUS 'CORE MISSION'

In chapter Three 'Core Mission' was defined as a minimum agreed purpose which gives meaning to the enterprise and to which every member of the group might be expected to give allegience. This hypothesis raises the question how far schools consciously develop such an agreed purpose.

There is no doubt that individual teachers in the enquiry had purposes which were wider than simply teaching their subject or preparing students for examinations but the evidence is not clear that these individual aims were co-ordinated in practice into broad school policies, or directed towards particular social or educational ends. Indeed there were teachers who felt that such a proposition would be unacceptable. One, for example, said she would hate to work in a school with an official values position, although she agreed that youngsters may well need help to cope with the 'maelstrom' of differing ideas to which they could be subjected.

Almost every school published a list of official aims which varied tremendously in length and quality. For example, at one extreme was a short list of eight general areas of education, such as 'Academic Attainment', 'Cultural Awareness', 'Leadership Training'; at the other was an exposition which filled an A3 sheet with close-typed statements. Some had clearly been drawn up after considerable

discussion between members of staff.

They typically incorporated such statements as that the school was concerned with the development of knowledge, skills and abilities; with encouraging equality of value for persons regardless of creed, colour, gender or ability;and with inculcating the desire for learning. In addition every statement had many individual propositions included as well.

Two points may perhaps be made about these statements. First that this enquiry was not concerned with official statements except in so far as they were reflected in the attitudes and values revealed by the questionnaire or interviews. Second that it is at least interesting that these school aims were not mentioned in the interviews except to indicate that they were somewhat removed from the day to day thinking of the teachers. As was indicated in the interview report, 'There seemed a fairly widespread opinion that although in most schools there had been discussion about school aims there was still no clear vision of the school's purpose which could be expressed succinctly.'

This would seem to indicate that in order to achieve a conscious and recognised 'mission' within a school, discussion needs to be much more rigourously related to the actual daily activities of the teachers and students rather than what might well be a somewhat abstract and theoretical consideration of what should appear in the school's official brochure.

The teacher who said, 'The school does not know what its 'Core Mission' is', did not seem to be isolated, nor did the head who commented, 'It must be said that we have not really defined the core of our whole social and moral values very effectively.'

The general impression left by the enquiry was that if schools do have a 'core mission' it is largely unpremeditated in spite of discussions of published aims. It suggests that it must be based mostly upon assumed, unexamined and perhaps even unconscious values. If these values were to be uncovered, recognised and made conscious it would probably need a good deal of in-service training at least. Of course it may be that there are those who feel that it is better not to raise the controversy which such a programme might well cause.

8.2.i. THAT THE RESPONSES TO THE QUESTIONNAIRE AND IN THE INTERVIEWS SHOW A CONSISTENT VIEW OF AIMS AND VALUES

8.2.i.a. Between Staff, Students and Headteachers

If we consider the whole groups of people who completed the questionnaire one thing is clear. That is that unanimity is very rare. As far as staff and students are concerned the only section where there was complete agreement was in the section 'Offences in Wider Society'. Even there the students only had unanimous agreement that Rape is a serious offence and the staff indicated similar agreement that Violence against People, Child Abuse and Rape are serious offences. In every other category there was a range of responses.

The heads were a very much smaller group and that alone may explain why they have a much broader spectrum of agreement. Even here, in relation to the whole questionnaire, the range is not very large but it does create some feeling of consistency, nevertheless.

They agreed that they felt 'Fairness' was very important in teachers and that 'Frightening' was an undesirable attribute. The student qualities they all agreed were important were 'Enquiring Mind' and 'Application to Work'. 'Bullying' was the only school offence on which they were all agreed that it was very serious. The social offences on which they were all agreed to regard as very serious were, 'Violence against People', Child Abuse' and 'Rape', whilst

they all thought that 'Pre-marital Sex' was either a minor or an unimportant matter. They all believed their schools to be 'Caring', 'Fair' and 'Friendly' and the attitude they all thought their schools tended to develop in their students was 'Self-Motivation' rather than'Aimlessness'.

Thus if we are looking for unanimity between the three groups there is little consistency. Perhaps that is only to be expected. However, if we confine ourselves to majority tendencies and look at the top and bottom of the lists of values then the picture becomes somewhat different. As has been indicated at a number of points throughout the results, if we take the top five and the bottom five of the lists of valuations there is a broad consistency across all three groups, although even there some significant differences occur. The differences are a variation in the order of the top and bottom five which probably indicates the different situations from which the groups view the school. The students take a more functional view of their education which causes them to emphasise, for example, 'Examination Success' and 'Self Confidence' whereas the teachers are more interested in personal development, which causes them to emphasise, for example 'Develop Character' and 'Concern for Others'. However these differences are all within the same top five categories.

Thus the differences do not indicate any great conflict of view or destructive tensions within the schools although there was always a minority group of opinion from which

problems could no doubt occur. Equally, however, as has already been pointed out, there is little evidence of a drive within the schools towards larger purposes than dealing with the day to day educational concerns of students. There is little indication of what staff or students think education is for, apart from passing examinations.

8.2.i.b. Between Various Types of School

Although the experience of attending school would have many more similarities than differences both for students and teachers in the various schools, there were nevertheless variations among the schools which can be related to the objectives of their existence, held consciously or unconsciously by those involved.

It might be expected that the most obvious differences would probably be in the experience of life in the independent schools with their boarding tradition and the twenty-four hour each day experience of their community life. It is therefore much to be regretted that it was not possible to make more observation of their proceedings. There is some evidence of a different reaction from this experience as has been indicated under hypothesis 1.1.a, although it is perhaps surprising that the difference was not more marked. However, lack of evidence and observation means that further comment cannot be made on that subject and remarks must be concerned only with the state maintained schools.

Of the nine state schools there were five which seemed to demonstrate distinctive ideas of their educational mission. These were the 11-16 school serving a deprived area, the 11-16 girls' school, the 11-16 school with a large Asian intake, the 11-18 Catholic school and the 14-18 Suburban Upper school.

With the exception of the Catholic school and possibly the Upper school, the differences seemed mainly to proceed from the environment of the students and the needs resulting from that situation rather than from a particular philosophy of education which would be applicable to all students regardless of their circumstances.

The school serving a deprived area was concerned to create a warm encouraging community in which the students felt valuable for themselves regardless of achievement. This was obviously a conscious deliberate policy supported not only by the headmaster but by the rest of the staff and appeared to be relatively successful. The object was clearly to improve access for their students to the education offered.

The girls' school was felt, at least by the students, to be concerned with equal opportunities, although the staff gave a less agreed view on this than their students. The headteacher commented that they had set up working parties to consider what priorities they should be pursuing. Among them were 'Issues of Gender' and 'Special Needs'. Thus, as part

of their mission they also may be seen as unblocking restricted roads through education.

The school with a large Asian intake was apparently concerned with enabling students from different cultural backgrounds to live and work together constructively and peacefully. Another concern was to encourage self esteem among youngsters who may feel that they were members of an under privileged minority outside school.

Thus all three of these schools seemed to be reacting to the values from outside school and attempting to counteract prejudice and discrimination but not necessarily clarifying educational values as such from a general or universal point of view.

The other two schools were also set in particular environments which no doubt influenced the values within the school and also made their systems possible but they seemed in addition to be setting forward distinctive educational ideas with a wide relevance. The Catholic school with its clear Christian emphasis - and indeed specifically Roman Catholic orientation - which was interfused throughout most of its activities and inculcated specific social and personal values, had an educational mission of which all members of staff seemed aware and to which they all appeared committed. It was, however, not clear how far this view of education was developed within the school or how far it was imported from

the catholic community. It is interesting that the headmaster said that he questioned the whole idea of 'school values' and felt they could not be an island separated from the rest of society.

The Upper school seemed to be concerned with development toward maturity by emphasising personal autonomy and responsibility among its students. It was said that this might be painful during school years but the result was that students left school less liable to be diverted by irresponsible distractions in later life. It was not clear from the comments made by the teachers how far this was a common vision of the whole staff - although there were certainly many avenues of consultation within the school - or how far it was mainly emanating from the head and senior team of teachers. It is clear, however, that it is also related to the environment of the school in that it may be suggested that such a policy might well be disastrous if it were implemented in the 11-16 school serving a deprived area.

It would seem therefore that many schools react sensitively and intelligently to the needs of the situation in which their students are set but there is perhaps little evidence of consistent questioning or clarifying of general educational values or objectives.

8.2.ii. THAT SCHOOLS HAVE A CLEAR VIEW OF FUTURE OBJECTIVES FOR WHICH THEY ARE PREPARING THEIR STUDENTS

It seems clear that students wish to gain knowledge and examination success from school and that teachers are even more concerned to develop personal attributes in the students such as 'Honesty', 'Courtesy' 'Concern for Others'. For what purpose these things are to be gained, however, are perhaps less obvious.

However, it would obviously be absurd to suggest that either staff or students do not have the future of the students in mind during their school life. As some of the headteachers commented in the interviews when discussing the school's 'core mission', 'It is important that youngsters are prepared to earn their living.' and , 'We cannot create jobs but we need to equip students to compete.' It seems equally clear that students choosing subjects in which to take examinations at fifth year level, or in deciding to stay on in the sixth form, usually have qualifications for employment in mind. Many schools arrange Career Conventions to try to ease the transition from school to work or further education. We need to bear in mind also, however, the comment by another headteacher, 'The idea that education is training for industry is a bit like the education lampooned by Dickens.'

Another point of view was expressed by the head who said that schools should be encouraging thinking and questioning people so that they can resist brainwashing or undue political

pressure. This is an attitude which was reflected many times throughout the enquiry by teachers who felt a reluctance to impress their own points of view and who felt that their task was to help students to develop their own independent values and to make their own decisions.

However, if we look at the results of the questionnaire the picture perhaps seems less clear. The views are perhaps less systematic than the above remarks might suggest. This might be considered under three headings:

8.2.ii.a IN REGARD TO INDIVIDUAL FULFILMENT (e.g. in Family, Citizenship, Philosophy of Life, Need for Commitment)

In the priorities section of the questionnaire a number of generalised aims were listed but all of them were accorded a relatively low priority by the majority of staff and students.

In 1979 Peter Woods found that secondary modern teachers indicated that one of their major aims was to prepare their youngsters to make 'happy marriages'. In this enquiry it would seem that for many students and teachers 'Skills for Marriage and Family Life' had the lowest priority except for the suggestion that schools should be interested in 'Fashion'. The aggregate rating was fifteenth for students and fourteenth for staff out of eighteen. The staff of the girls' school gave it a somewhat higher rating , for them it attained an aggregate position of ninth out of eighteen but

the girls themselves made it seventeenth.

On the question of citizenship the category was 'Teach How Society Works'. This was given a somewhat higher priority than the family but even so its aggregate rating for the students was ninth and for staff was tenth out of eighteen. It was the highest of the generalised aims suggested but still well away from the top five.

'Awareness of Religion or Other Philosophy of Life' rated between ninth and fourteenth out of eighteen (except for the catholic school where the staff made it their third priority). In the Qualities section of the questionnaire 'Commitment to some Personal Philosophy of Life' was also rated between eleventh and sixteenth. Thus the indication is that developing a philosophy of life was not regarded as a high priority in school.

Most of the teachers interviewed seemed to think that having commitments of some sort was an important part of human life and that it was to be regretted if youngsters grew up without a sense of commitment to some purpose or some pattern of values. However it did not seem to be regarded as a great part of the school's task to define what those purposes or value commitments should be.

Thus the process of education seemed to be presented as an individualised exercise (although in the main carried on in groups) in which schools were concerned to help students to

develop gifts and qualities which would be useful for their subsequent life but the context in which those gifts and qualities were to be used was outside the school's responsibility.

8.2.ii.b IN REGARD TO FUTURE EMPLOYMENT

There seemed to be something of the same general approach indicated towards the question of future employment although there is no doubt that this was a matter of concern for both students and staff. The category 'Help to find a Job and Prepare for a Career' was given a high priority, particularly by the students. The students rated it as third priority and the staff as sixth although the headteachers made it eleventh. The students also did not indicate disappointment in their schools' efforts in this respect since they felt it was a fourth priority for their schools, with only 'Examination Success', 'Increasing Knowledge' and 'Good Manners' having higher priority.

From figures produced for 1989 by the Careers Service of the area in which the schools were set, it did not appear that there was a very great problem of youth unemployment on leaving school. Just over 48% of fifth formers stayed on for further education, either in sixth form or elsewhere: a little over 20% entered Youth Training schemes and rather less than 30% entered employment at sixteen. The fate of the young people at the end of their Youth training period is

unclear although there is little doubt that a considerable proportion would be likely to be able to continue as employees in the same firm - though that is by no means certain.

Although the variety of occupations in the area for those leaving school at sixteen was great there were six industry groups which provided most vacancies. These were - Retail and Wholesale Distribution; Textiles; Construction; Local and National Government service; Insurance,Finance and Banking; and Mechanical Engineering. The types of job which figured most prominently were listed as - Clerical, Computing and Administration; Routine Factory work; Buying, Selling etc.; Engineering; Land Services; Garage, Transport and Warehouse.

It is perhaps interesting, however, that approaching 60% of these jobs for those leaving school at sixteen required no academic qualification and less than 18% required G.C.S.E. grades A - C.

As has been indicated previously there is no doubt also of the efforts which many schools made to provide work experience or counselling with Careers Officers and such activities as Career Conventions. Nevertheless, 'Skills needed for Industry and Commerce' was rated at only eleventh place by both students and staff whilst the heads rated it as twelfth. 'Computer Literacy', which might be regarded as an important skill for the current employment situation was

rated sixteenth out of eighteen by both students and staff whilst the heads rated it as seventeenth. Thus the attitude of schools towards future employment may seem rather ambivalent, although there appeared to be little doubt that both students and staff regarded school work as relevant to employment.

It may also be suggested that, as we are frequently told that we live in a competitive world, the clear result in the questionnaire of relatively low valuation for such qualities as 'Competitiveness', 'Assertiveness' and perhaps even 'Ambition' may not be the most effective preparation for the employment situation. It seemed clear that, important as the employment situation is, teachers and perhaps also students saw education as having a wider responsibility than that alone.

It is perhaps notable that, during the interviews with the teachers, some seemed to indicate a measure of resentment that it should be assumed that schools were places for vocational training whilst others felt that in any case industrialists and other employers did not make enough effort to clarify their needs to the schools so that the education provided could be made more relevant to employment.

It may also be commented that it is only comparatively recently that anything like specific vocational training has been expected from schools. Until the last fifteen or twenty years some Local Education Authorities and indeed some

employers actively discouraged the idea that schools should be concerned with vocational training. Indeed some doubt may be cast upon the wisdom of expecting vocational training to be done in schools. Clive Beck (1990) has commented recently, "Neither schools nor school programmes should be 'vocational' in the traditional sense....It has been recognised for some time that school vocational programmes tend to be artificial and that occupational training is best done 'on the job' or in a training programme designed for a specific trade or profession".

From the time of the training of craftsmen by medieval guilds and master tradesmen and on through indentureships and apprenticeship schemes until recent times there has been a gulf fixed between such training and school education - a gulf, indeed, often fiercely defended by the Trade Unions. It might, in fact, be wondered whether, if there is now a deficiency in this area, it is the result not so much of attitudes in schools as of an apparent withdrawal of industry from the provision of basic training for their own young work force. It certainly seems to be true that there has been a considerable fall in the numbers of apprenticeships available for youngsters wishing to leave school at sixteen.

In a recent report on training in Britain it was claimed, "Originating with the medieval craft guilds, apprenticeships are the oldest system of formalised vocational training in Britain. There had been a substantial

quantitative decline in apprenticeships in recent years." (H.M.S.O. 1989) This report goes on to state that whereas in 1979 there were 150,000 apprenticeships in the manufacturing industries, in 1988 the number had fallen to 55.000. It was also claimed that some 20% of industrial establishments in this country undertook no form of training activity whatsoever.

These comments were supported also in a recent book by the Director of the Centre for Research in Employment and Technology in Europe. "In the age of production customization companies have a paramount role to play. Yet with the exception of Denmark, France and West Germany companies in most member states" (of the E.E.C.) " have yet to discharge this role effectively. A recent U.K. study covering fast growing and prosperous service industries found that 65% of employers did not even have well defined training departments" (see Amin Rajan 1985) "The story is equally dismal in the contracting manufacturing industries in most member states. This poses a formidable concern: how can companies develop new skills to promote customization if they lack the basic in-house training infra-structure? Beyond that, how can we also achieve the essential complementarity between the public system and the company systems if the latter is only conspicuous by its absence? The perceived inadequacies in company-based provision are a major worry for most of the member states at present." (Amin Rajan 1990)

In spite of such innovations as T.V.E.I. or Compact it would need a massive investment in school technology if the schools were to be enabled to approach the particular skill development required in the workplace.

If such complementarity between schools and industry as seems to be suggested above were to be expected there would clearly need to be not only a considerable change in attitudes in schools and in industry but also in those who control state financial resources for education.

It may, however, not be without significance to note that in a recent book on Japanese education (Simmons, 1990) the author draws attention to the idea that although the Japanese attach a high priority to the 'three Rs', they are also very concerned to develop values, such as, for example, loyalty, leadership, cooperation and ambition, and "points out that Japanese companies do not ask any more than this of their schools for they, not the schools, provide the specialized training their employees need". In view of the enormous success of Japanese industries in the post war years there may well be a moral here.

8.2.ii.c IN REGARD TO FURTHER EDUCATION

Perhaps surprisingly, little comment was made about this - probably because it was taken for granted. There was no specific question about it on the questionaire but it might

have been expected to play more part in the interviews, for example on 'Core Mission'. Teachers did say that one of the main themes of a school's mission must be to prepare for the future and this may well involve further education. One teacher expressed some resentment about the publicity given to academic success, particularly at university, whilst little notice was taken of other forms of success. This at least implies aspirations and support for further education.

One of the headteachers was particularly concerned to see schools as one phase in a longer process of education which may well extend into the mid-twenties for many students. The next phase of education or training, he said, must greatly influence attitudes in school, whether it be university or Youth Training, and this was the reason why academic and examination success came to be thought the be-all and end-all of education. Those ideas may well have been in the mind of other heads and teachers but they were not expressed so clearly.

Indeed it is interesting that this topic did not play more part in the discussions and may perhaps be another indicator that schools have not consciously defined their core of social and moral values very clearly or effectively.

8.2.iii. THAT SCHOOLS RECOGNISE A FUNCTION IN CONSERVING THE CULTURE OF THE SOCIETY IN WHICH THEY ARE SET

The 'Spens Report' in 1938 (which foreshadowed the 1944 Education Act in many of its recommendations) commented that schools have a conservative function within society. 'Speaking broadly the interest of the state is to see that the schools provide the means by which the nation's life may be maintained.....there is the unformulated but very real demand of the community that the young shall grow up in conformity with the national ethos.'

In 1948 Sir Fred Clarke argued that a general knowledge and acceptance of the ideal and aims of our society is essential for all its citizens and this is to be achieved through education though it needs to be in a form compatible with freedom.

It may be wondered how these ideals have fared over the last half century or so. The issue was certainly not raised in the terms used in the last two paragraphs in any of the discussions carried on during this enquiry. That, however, does not necessarily mean that teachers would reject the point of view had it been specifically raised with them. There are nevertheless aspects of the results which may be thought to have a bearing on the matter. For convenience they may be considered under three headings.

8.2.iii.a IN INCULCATING A SENSE OF COMMUNITY AND OF BELONGING TO ONE SOCIETY OR NATION

The headteachers clearly saw their task as related to building up community relationships. One said that schools are all about trying to develop contexts and communities which bring out the best in people. Others mentioned 'family-type community', 'christian community', 'learning to work in groups and to live with one another'.

They were also concerned with citizenship, making such comments as, 'learn to live together as useful citizens' and 'contribute usefully to society'. The category in the priorities section of the questionnaire concerned with 'Teach how society works' received a higher aggregate rating from headteachers than from any other group. Indeed some of the heads made it their third priority.

There is no doubt, either, that teachers and schools are concerned with social responsibility in such activities as Personal and Social Education or Citizenship Courses or in organising community service in the local area.

It may be wondered, however, how far any of these things contribute in a meaningful way to a sense of belonging to one society or nation - which is perhaps more concerned with such things as a sense of identity, or loyalty, or commitment.

It has been said already that the general impression given by the choice of priorities and admired qualities seemed to be of an emphasis upon the individual rather than upon society. In this respect it is perhaps interesting that in the choice of student qualities a high valuation was given to 'Individuality' by both staff and students, though neither were so sure that the school valued it so highly. Against that the lowest possible value was given (by all three groups) to 'Nonconformity'. It might be wondered what the relationship was thought to be between those two terms.

It might perhaps be suggested that 'Nonconformity' implies both a sense of identity over against society and also a conception of the nature of society to which it has been decided not to conform. In according such a low value to nonconformity is it being suggested that this struggle to come to terms with society is being ignored? Or is it merely that conformists are thought easier to deal with and a conformist life easier to live? In that case it may be wondered what is meant by 'Individuality'.

The same question perhaps arises from the comments of teachers and heads about 'Commitment' during the interviews. All seemed to agree that commitment was needed for a fulfilled human life but the content of that commitment was not a matter for the schools.

A place where community was certainly commented on was in the school with a large Asian intake. There, because their youngsters came from at least five different religious or cultural communities, it was felt that they had to try to create a common community to which all could belong. In view of the current pressure to set up separate schools for some ethnic minority groups this is clearly a matter of some importance.

However the comments by some teachers such as that the word God was never mentioned and that the white or indigeneous youngsters sometimes felt left out might cause it to be wondered whether what was actually happening was an attempt to overcome any feeling of discrimination against minority groups rather than the creation of a sense of identity with society as a whole.

The combatting of discrimination is obviously extremely desirable and a big enough task in itself, but it is not the same thing as encouraging a sense of belonging to one nation or society. It might be suggested, however, that the latter is what is needed for the health of our modern heterogeneous culture. Perhaps we need the creation of a new sense of community to which all, regardless of colour or creed, may give allegience without losing the distinctiveness of their particular history or background.

In this respect it is also interesting to see the low priority given to 'Patriotism' right across the board in all schools and by all three groups, students, staff and heads. It is, of course, a term full of conflicting emotions and interpretations - perhaps particularly in post-imperial Britain. However, perhaps the very lack of credibility which the term now has is an indication of the need, precisely because Britain has so quickly become a multi-cultural society, for a more positive image of our society so that we may achieve (as was indicated in the Results) unity in diversity rather than mere tolerance of diversity.

There seems little evidence in the results that schools are in fact involved in building such a sense of belonging to one society or nation although there is no doubt that they are concerned with the school as a community and with inculcating altruism and a sense of responsibility in such activities as community service. Perhaps that is all that can be expected of schools in the present climate.

8.2.iii.b IN UPHOLDING INSTITUTIONS SUCH AS FAMILY LIFE

There seemed to be a certain contradiction in the attitude of teachers in their approach to the family. On the one hand there seemed to be a feeling that schools are largely dependent upon the values which emerge from the home. This kind of comment was frequently made during the visits to

the schools - to the effect that teachers were very dependent upon the support, or lack of it, which came from the parents.

One headteacher said that most positive values stem from the home and that family influences came well above any contact with teachers. Another commented upon what he thought was the great importance of a common supportive triangle of home, school and church.

On the other hand, when we look at the questionnaire there seems to be some unconcern about the responsibility of the school to support the family, or at least to support the family of the future which the present students might form. Two headteachers (one from the school with a large Asian intake and the other from the catholic school) indicated a relatively high priority for 'Skills for Marriage and Family Life'. They accorded that category third and fifth priority respectively. Apart from those two however, the aggregate result everywhere else was relatively low for that section of the questionnaire. The heads as a whole group gave it tenth place whilst students and staff varied between fourteenth and seventeenth out of eighteen for their own and for their estimate of the schools' priority. This would seem to indicate that, although most teachers recognise the importance of the family in relation to education now, it is not regarded as a high priority to help prepare youngsters to build effective marriages and families themselves in the future.

If it is accepted that sexual attitudes have a bearing on marriage and the family, the same thing would appear also to be indicated by other questionnaire results. In the section on Offences in the Wider Society two categories are perhaps relevant. They are 'Adultery' and 'Pre-marital Sex'. As indicated in the results there was a great variety of response here from students, staff and heads, varying between 'Very Serious' and 'Unimportant'. However the aggregate results for all three groups were that both these activities were thought of as relatively minor offences. The students rated them tenth and fourteenth out of fourteen respectively. The teachers put them in eleventh and fourteenth and the heads thirteenth and fourteenth respectively, also out of fourteen.

As was indicated in the comments on the results, since few teachers can be unaware of the emotional disturbance in children which may result from family breakdown because of adultery or of the disastrous results of schoolgirl pregnancies which can follow pre-marital sex, those attitudes might well cause some concern. Perhaps, however, it reflects the values of the society within which schools work.

8.2.iiic IN DEVELOPING A 'VISION OF GREATNESS' TO WHICH STUDENTS ARE TO BE ENCOURAGED TO BE COMMITTED

In 1954 Professor Niblett wrote, 'among the greatest needs of our time are those for a new vision and a new depth of purpose in Western Civilisation'. There is no doubt that schools have a responsibility for the development of many essential skills, basic techniques such as literacy and numeracy and also many others perhaps even more complex but which are required for the ordinary business of living. It may, however, be suggested that the imparting of such techniques is not enough to comprise the whole enterprise of education. Should it not also be concerned with the deeper needs of the human spirit for meaning and purpose, with raising the awareness in students of an ideal which might inspire their lives and hopes, and in the service of which they might use the techniques acquired in schools?

It might be assumed that this was one of the objects of Religious Education but, as has been indicated elsewhere, it seems that much of the impetus and authority of that subject has apparently been lost. It seems almost to have become a study of what other people believe rather than an inspiring of faith itself.

Perhaps it could also be thought of as one of the functions of the school Assembly, but here again it seems, at least in most of the schools in this enquiry, that this

practice has become somewhat atrophied and largely felt to be irrelevant.

It was clear that a number of teachers recognised this aspect of education. One, for example, said, 'Part of our job is to help youngsters to pass examinations - but the main task is to ensure that they leave with as mature a sense of responsibility as possible. The bread and butter part of our job is concerned with examinations but there is a deeper side which is a preparation for life itself.' Another commented, 'We try to help youngsters to have an idea of purpose in life - it is part of the human condition'.

However, in spite of these aspirations among some teachers there seemed to be also a general lack of confidence that they had been equipped by their training for this aspect of their task. As far as the evidence of the questionnaire goes it would seem that teachers on the whole are very caring and concerned about the individual development of their students, well aware of the uniqueness of each person before them in their classrooms, but less inspired by large conceptions of the purpose of education or by any ideals of shaping society of the future or for the revitalising of new or old philosophies of life.

In the comments on the results from the section of the questionnaire on 'Good Student Qualities' it was remarked that there might be some confusion created in the students' minds by the apparent contradictory nature of the responses.

Both students and staff seemed clear that what was required of students was hard honest work and obedience. This would imply that they were expected quietly to set about the tasks required by the teachers. Yet the teachers indicated that what they valued was 'Enquiring minds', 'Individuality' and 'Imagination'.

When it is reflected that the results also seem to suggest little support for 'Firm Leadership' or 'Strictness' among the teachers or for the practical means by which standards may be monitored, such as 'Regular Testing', 'Regular Homework' or 'Keeping Marking up to Date', it might well be expected that some youngsters will find contradictory messages implied by their educational experience.

As was indicated in the comments on the section concerned with 'Personal Qualities' it might seem that the teachers were perhaps overwhelmed by the need to deal with the day to day problems of the students and of the curriculum and were thus unlikely to envisage more long term purposes. Perhaps also the relatively low importance given to such qualities as 'Leadership', 'Ambition', 'Courage', 'Assertiveness', or 'Commitment to a Personal Philosophy of Life' would indicate that teachers on the whole were not engaged in building a new Jerusalem - or even perhaps safeguarding past ideals. Contributory to this suggestion must be the crowded nature of most teachers' timetables. As one headteacher commented, "Unfortunately we have very little time to stand back and philosophise".

8.3.THAT IN PRACTICE, SCHOOLS HAVE A RECOGNISABLE VALUE PATTERN

Teaching is mainly a face to face occupation and it is hardly surprising that both teachers and their students should be concerned about individual personal relationships and qualities. This seems to be indicated in many of the responses to the questionnaire and it was also mentioned during the interviews. For example, one headteacher commented, "The core mission is about day to day personal relationships about the building. If we are not caring and civilised about one another then the rest is nothing."

Of course, as in all human groups, the range of opinion and attitude was very great but there was, nevertheless, a pattern of majority responses which can be perceived. The following is an indication of what appears to be the predominant tendencies of the people who took part in the enquiry.

8.3.i. IN THE PRIORITIES OF THE STAFF AND STUDENTS

There was no doubt that most of both staff and students recognised that schools were about increasing knowledge and gaining examination success. Both were agreed that these were the top priorities also in the schools' institutional values - although, perhaps surprisingly, the headteachers did not

place them right at the top of their schools' list. The heads placed 'Increasing Knowledge' second and 'Examination Success' fourth in the schools' priorities.

However. in considering the question of what they personally felt *should* be the priorities of the schools there was a slight but clear variation. Although the students maintained 'Increasing Knowledge' and 'Examination Success' as first priorities, closely followed by 'Develop Character and Personality' and less closely by 'Moral Values', the staff suggested that the latter two characteristics should be at least as important as the previous two. The heads, indeed, indicated that they thought that the schools' institutional values followed the pattern suggested by the staff.

Thus all three groups seemed, in the main, to be agreed that, important as increasing knowledge and gaining examination success may be, the schools should be concerned with the personal character and the moral values of the students. As has already been pointed out, this seemed to be conceived as concerned with the individual rather than with the social context. This impression is perhaps supported by the contrast in attitudes to two other categories.

Schools are inevitably communities in the sense that they have a structure of relationships with rules or conventions of behaviour, but it is perhaps not insignificant that the suggestion 'Pride in School' was generally given a relatively low priority. It is true that the students

indicated that they felt the schools as institutions regarded this attitude with some importance but everywhere else it was given priorities ranging between twelfth and seventeenth out of eighteen.

In some contrast to that, all three groups included 'Pride in Work' in the top five priorities. Might it be argued that it is consistent with an individualist view of education that 'Pride in Work' should be given so much precedence over 'Pride in School'? It would perhaps suggest that most work in school tends to be individual effort rather than co-operative ventures. It might indeed be wondered what problems of inter-student relations could be traced to this concentration upon individual achievement and apparent unconcern about identity with the school community.

There were some differences in order of priorities between some groups and schools but they were, in the main, re-organisations in the order of some of the top priorities. For example, the students of the two independent schools gave their first priorities as 'Develop Character' or 'Enjoyment of Life' These attributes were given an aggregate rating by all the students of fourth and sixth respectively. Thus, although the variation is probably not without significance, it is not so vast that it cannot be incorporated within a general picture.

Categories concerned with wider relationships or responsibilities tended, in the main, to fall into two groups. Some appeared in the middle ranges of priority, which may be interpreted as not raising either the enthusiasm to make them into high priorities or the unconcern or rejection to place them at the bottom of the list. Among these suggestions were 'Teach How Society Works' and 'Skills needed for Industry or Commerce'. Others were to be found among the lowest priorities, which presumably indicates that they were regarded as relatively unimportant. These included 'Appreciation of the Arts' and 'Skills for Marriage and Family Life'. Does this not also support the suggestion that education tends to be thought of in individual terms rather than as initiation into society with its privileges and duties?

8.3.ii. IN PERSONAL QUALITIES DESIRED BY STUDENTS AND STAFF

In the questionnaire the quality which appeared most prominently, both as desired by students and as supported by teachers and schools, was 'Self Confidence'. This was also mentioned in the interviews. For example one headteacher said, 'I believe fundamentally in raising the self esteem of each individual.' and another commented that he thought the school's task involved, 'extending our talents and abilities to the full, building up self esteem'.

The top five qualities were very similar across all three groups. In addition to self confidence the students stressed 'Honesty' and 'Courtesy' whilst the teachers emphasised 'Concern for Others'. All these qualities were found among the most important priorities of all groups.

Indeed the picture of the qualities toward which all aspired was a pleasant prospect. The students presented their hopes as to be a group of self confident, honest, courteous and unaggressive people, whilst the staff indicated their intention to encourage development towards people who are considerate, tolerant and able to get on with others.

There was. of course, a darker picture of a minority who presented themselves as valuing aggression without concern for others and including a low regard for racial tolerance. Unfortunately it is minorities holding such views who are so often noticed.

As in the priorities section, the fact that qualities such as 'Commitment to a Personal Philosophy of Life', 'Leadership', 'Competitiveness', 'Courage', 'Concern for Truth' and perhaps even 'Patriotism' were assessed as of relative low value might be thought to support the contention that there is a tendency to see students as unrelated individuals and education as serving them as detached people, rather than presenting a challenge to find a purpose to serve.

Within the classroom also the emphasis seemed to be on good personal relations. Apart from 'Academic Competence', which was clearly thought of great importance, examples of the qualities looked for in a teacher were 'Fairness', 'Encouragement', 'Reliability' and 'Enthusiasm'. The quality which all rejected as suitable for a teacher was 'Frightening'.

Students, on the other hand, were expected to apply themselves to their work with honesty, obedience and enquiring minds.

It might perhaps seem rather unexpected that it should not be regarded as important for a teacher to show 'Firm Leadership' or be 'Strict' or to test and set homework regularly. All three groups seemed to suggest this, however. Probably the situation is that these attributes were not so much rejected as felt to be less important than the personal qualities previously mentioned.

Is it relevant, however, to ask whether these results might indicate a danger that some teachers' preference for good relations in the classroom may overcome the need to stretch students and monitor academic standards by means of marking, testing and regular homework?

8.3.iii. ATTITUDES TO SOCIAL VALUES INSIDE AND OUTSIDE SCHOOL

There was an apparent difference in attitude here between students and the teachers. Although it was quite clear that a great many youngsters regarded 'Bullying' as a very serious offence in school, there was an even greater number who indicated as much, if not more, concern about 'Stealing', 'Vandalism' and 'Damage to Other People's Property'. The staff, however, were in no doubt that the offence in school which they regarded most seriously was 'Bullying'. This activity was the only suggestion which the headteachers were a hundred per cent agreed to regard as 'Very Serious'.

It is difficult to interpret the reasons behind this difference. Is it because the youngsters regard offences against property as more serious than offences against people? Is it that some youngsters feel that bullying is an unavoidable hazard of school life which must be endured whilst stealing and damage are not? Whatever the reason why students did not give first place to bullying it is quite clear that the teachers are in no doubt that bullying is the activity in school which they wish to stamp out, if only it were possible.

There was a similar difference, though not quite so clear, concerned with 'Racist Behaviour' (which is in many ways another manifestation of bullying). Although the majority of students regarded this as serious or very serious (in fact some two per cent more regarded it as very serious than was the case for bullying), nevertheless over seventeen per cent of students regarded it as either a minor or an unimportant offence. The teachers and the heads, however, were a hundred per cent agreed that this was an unacceptable offence. This attitude of the teachers was, of course, in accord with the published policy of the Local Education Authority.

It is perhaps interesting that all three groups had a similar approach to 'Not doing Homework'. Although, in all groups, there was a minority who regarded this as a serious school offence, in general it was accorded relatively low importance. Similarly, relatively little significance was accorded by many to 'Lateness' or 'Litter'. It might well be suggested, of course, that they may not have been regarded as unimportant in themselves but only in relationship with the other suggestions. However, once again, the indication is that personal relationship offences seemed to be thought of as more serious than those concerned with the efficient working of the school as an academic institution.

'Swearing' also produced different approaches as far as the majorities were concerned, although in all three groups the variety of approach covered the whole range. There was a

majority among both the students and the headteachers who felt this was a minor offence but a majority among the teachers who thought it was serious or very serious. Clearly, and unsurprisingly, most classroom teachers who were confronted by this sort of behaviour found it most offensive.

As far as the offences in the wider society were concerned it was clear that violence was thought of as the most serious kind of offence, particularly if it was of a sexual nature. The offence which all groups were agreed was the most serious was 'Rape', closely followed by 'Child Abuse'. As far as the staff and headteachers were concerned 'Violence against People' was in the same bracket but the students had a larger number who had said this was 'Serious' rather than 'Very Serious' and who made the opposite assessment for 'Burglary'. This meant that in their aggregate list 'Burglary' was raised to the third most serious offence.

Perhaps a somewhat disturbing result was that some six per cent of students and some eight per cent of teachers indicated that they felt that 'Drug Taking' was either a minor or an unimportant offence. it is also notable that three teachers (out of one hundred and three) did not answer this section - although they answered the rest.(The 'Drug Taking' section was specifically separated from tobacco or alcohol) Although these are small percentages it might well be a cause for some concern. The headteachers were a hundred per cent agreed to regard this activity as serious or very serious.

Although in all three groups there were people who regarded both smoking and drinking alcohol as serious or very serious problems, the majority in all groups regarded them as minor or unimportant offences. Both appear in the bottom five categories as far as the aggregate results were concerned.

Sexual activities appear at both the top and bottom of the aggregate lists of relative seriousness. The difference in reaction to these activities would appear to be the incidence of violence or of consent. In all three groups 'Pre-marital Sex' seemed to be thought of as least serious, with seventy-one per cent of students, eighty-four per cent of staff and a hundred per cent of headteachers indicating that it was either a minor or an unimportant activity.

'Adultery' was evidently regarded as more serious but it still appeared in the bottom five activities of all lists with almost a quarter of students, some fifty-six per cent of teachers and two thirds of the headteachers assessing it as a minor or unimportant offence.

The picture as far as 'Racial Discrimination' was concerned was similar to that shown in other sections of the questionnaire. Although one headteacher and two teachers indicated that they thought this was a minor social offence, the vast majority regarded it as serious or very serious. However as far as the students were concerned eighty per cent thought of it as serious or very serious whilst twenty per

cent indicated that they felt it was a minor or an unimportant offence. Twenty per cent, or one in five, is a significant minority who would appear not to have come to terms with the multi-cultural society.

8.3.iv. IN ATTITUDES TO THE CURRICULUM AND ETHOS OF THE SCHOOL

In this area it would be misleading to claim that there was broad agreement over many of the various suggestions contained in the questionnaire. There were majority tendencies but in most cases there were also considerable numbers of both students and teachers who held minority views.

Whether this is further evidence of a lack of clear and agreed purpose in schools or whether it is an indication that in any organisation or group there is bound to be a variety of view so that whatever is done will not please everybody is, of course, uncertain. This variety of opinion was true, in the main, even among the nine headteachers also, which might strengthen the view that there is a lack of clear vision of what schools should aim at. Nevertheless, it was among the headteachers that the only unanimous opinion was to be found.

The detail of the response is, of course, to be found in the discussion of the results. It would be tedious and unproductive to repeat that here, although the clearest majority opinions are perhaps indicative of the main patterns

of values within the schools.

The majority tendencies were not discouraging. The heads were most clear that they felt that the curriculum was 'Relevant', 'Purposeful' and 'Balanced' but the staff and students also had majority results indicating that conclusion. All three groups indicated a majority tendency towards 'Fun', 'Creative' and 'Interesting' with the students leading in those opinions. It might be wondered how many teachers would be somewhat surprised that so many of their students regarded their school work as 'Fun'. The students also had the largest majorities indicating that the curriculum tended towards 'Sexual Equality' though many of the heads and teachers were not so sure.

As far as the school ethos was concerned, the heads were unanimous in the belief that their schools were 'Caring', 'Fair' and 'Friendly' and the two other groups agreed, though not unanimously. The students appeared to be most sure that the schools were 'Encouraging' with only five per cent dissenting from that opinion. The heads and teachers also had strong majorities showing that tendency. There was also general agreement that the schools were 'Disciplined'.

Once again the students were most confident that the schools tended towards 'Equal Opportunities' although two heads and a quarter of the teachers felt there was still a tendency towards 'Traditional Roles'

There were one or two points of disagreement between the majority tendencies indicated by the various groups. For example, most of the headteachers felt the schools were quiet whilst most teachers and students thought they were noisy. Most students seemed to think their schools tended towards 'Competition' whilst most heads and teachers felt they tended towards 'Collaboration'. The students mostly felt the schools encouraged 'Teamwork' but the teachers thought they tended towards 'Individual Excellence' and the heads were equally divided between the two.

Thus the attitudes revealed towards the curriculum and ethos of the schools generally indicated that most students seemed relatively content with their school experience, although, perhaps inevitably, there was a minority who seemed less happy.

8.3.v. IN ASPIRATIONS FOR STUDENT DEVELOPMENT

If we look at the early part of the questionnaire there seems little doubt that the majority of students felt that the schools' values were largely congruent with their own. They seemed to feel that both their own and the schools' priorities were concerned with 'Increasing Knowledge', 'Examination Success' and 'Career Preparation'. The qualities emphasised in both sets of results were perceived as 'Honesty', 'Self Confidence', 'Courtesy', 'Reliability' and 'Concern for Others'.

One example of a discrepancy, however, was that whereas the heads and the teachers felt that both their aims and the schools' aims included as a very important target 'Develop Character and Personality', the students, who also thought this was a very important quality, relegated it in their estimate of the schools' evaluation to tenth place out of eighteen. Does this indicate a considerable lack of communication of aim between the teachers and their students about the purpose which the school is to be seen as serving?

Another anomaly was the way the quality 'Competitiveness' was viewed. All three groups, students, staff and headteachers, indicated that this was not a highly regarded quality. In some schools, however, it was felt that the institution was more concerned with competitiveness than either their students or their staff felt was desired. Strangely, they were not the same schools which staff and students felt were competitive in this way. Is this further evidence of inadequate communication of aims or perhaps of the unconscious transmission of values - even values different from those intended?

If we look at the portion of the questionnaire specifically concerned with aspirations for student development, it seemed that the same pattern emerged of some majority tendencies and some disagreements.

The student majorities were perhaps more consistent than those of the staff. The student picture seemed to be that the schools tended towards 'Examination Success', 'Self Confidence', 'Politeness' and 'Self Motivation' This accords with the picture from earlier in the questionnaire. There were some discrepancies, however. For example, in one independent school the students felt that there was a tendency to 'Conformity' and 'Authoritarian Teaching', whereas the rest of the schools indicated tendencies towards 'Individuality' and 'Discovery'. It was perhaps also interesting that two 11-18 schools showed a tendency towards 'Concern for Self' when the rest indicated a majority tendency towards 'Concern for Others'.

The individual staff's results seemed more variable although in the end the aggregate results were not very different from the students. Some examples are as follows. Most teachers felt that the schools developed politeness to both staff and students. One school however felt that there was a tendency towards rudeness towards both staff and students. This school had emphasised freedom and autonomy among its students. All the 11-18 schools produced staff opinion that they tended towards 'Conformity', 'Obedience to Authority' and 'Acceptance' rather than 'Challenge'. This was completely at variance with the majority opinion of the students in those schools. The staff of the Catholic school, which had emphasised its philosophy of life elsewhere in the questionnaire, evidently felt their students tended towards

'Aimlessness' and 'Dependence'. Once again this was not the opinion of the students in that school.

The headteachers were much more together and all agreed that schools were attempting to produce self-motivated students and that no school worked towards 'Dependence', 'Acceptance' or 'Rudeness'.

It must be said, nevertheless, that although it did not seem to be true of the majority, there were schools which showed some self-consistency between students, staff and the headteacher which presumably indicated that in these schools there was an effective method of communication of needs and purposes even if it was not always explicitly articulated.

CHAPTER NINE

CONCLUSIONS B

Some General Inferences

9.1. Introduction

9.2. Interest

9.3. Individualistic Approach

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9.1 INTRODUCTION

In chapter one it was suggested that schools provide an introduction to the values, beliefs and aspirations of the society into which the students are growing. In chapter two the claim of the Scottish Consultative Council that values permeate all educational activities was quoted. The intention of this research has been to enquire into these suggestions in a representative group of secondary schools. It would seem, from these enquiries, that there is a broad acceptance of the point of view that values are an important part of education although it would also appear that it is difficult to discern a coherent or integrated view of life and education; indeed the picture seems to be one of considerable variety in approach to particular values both between schools and between individual teachers.

Also, the variety between the schools and teachers has seemed to be not the result of considered deliberate a priori educational philosophy so much as the result of pragmatic adaptation of the schools to the observed needs of their students. An illustration of this, in the state system, is that since the comprehensive schools were mainly also, in practice, neighbourhood schools there was need, for example, for one school to cope with the demands of an aspiring middle class catchment area and for another to apply itself to the needs of an economically deprived area where education was not necessarily highly valued. Not surprisingly, the resulting pressures produced rather different attitudes and

opinions among both students and teachers. One seemed to emphasise challenge and individual responsibility and the other encouragement and support, though not, of course, exclusively. Thus any assessment of schools, not only academically but also from the point of view of values education, needs to consider very seriously the environment in which the schools are set.

It was clear that in the main both teachers and students were sympathetic to the idea of values education - that the curriculum should be at least as much concerned with personal qualities as with impersonal knowledge or skills and examinations. It is perhaps interesting that this finding is similar to that set out in an article describing a survey of 6000 students and 1400 teachers in Norway (Sandven, 1988). However, the teachers were apparently more convinced of this than the students. This also is similar to the attitudes revealed in the Norwegian survey. This sympathy did not, nevertheless, seem to be recruited behind any defined sense of purpose. In spite of the interest expressed by the staffs there seemed indeed to be a lack of confidence in their ability to deal with value judgements within the school curriculum. Perhaps this reflects a confusion - if not a failure of nerve - to be found in society in general on social and personal values. Indeed the opinion was expressed by one teacher that it would be beneficial for students to meet contradictory values in school because it would prepare them for the society they would have to deal with when they left school.

There is no doubt that the swing of opinion in beliefs and values, particularly in the questionnaire, was often as wide as the range of response provided for. This was true of both teachers and students. Thus any conclusions must be seen in this context.

What this variety of opinion implies is less than clear. An obvious suggestion is to say, 'What do you expect? That is how human beings are.' Certainly if there had been a hundred per cent agreement, or even ninety per cent, across the whole questionnaire it might have been good grounds for suspecting its reliability. On the other hand it may be thought to indicate the lack of cohesion in the values of our society and in the way we view education at the present time. Another suggestion might be that it is an indication that the issues raised in the questionnaire are not very often discussed in schools so that neither students nor staff have been encouraged to clarify their thoughts and feelings in these areas.

It was, nevertheless, intriguing that so many of the students expressed appreciation of the fact that their opinions had been sought in such a systematic way. Most students indicated that they were able frequently to have conversations with their teachers - although a great many said they would value more such opportunities - and that the school listened to their point of view at least occasionally. Yet the enthusiasm some youngsters showed for

completing the questionnaire perhaps supports the notion that such issues are not often raised in schools.

9.2. INTEREST

There seemed no doubt of the interest shown in this project. The reaction of the students has already been mentioned and the same approach seemed to be true of the teachers also. No member of staff refused to take part in the enquiry when approached. Some indeed volunteered. Quite a number took a questionnaire expressing doubt about whether they had the time to fill it in and there were some who failed to return it. particularly in one independent school. However there were a number of teachers who took the trouble (and indeed expense) to post the completed questionnaire on after the visit to the school was over. Some of the staff questionnaires were returned with helpful, encouraging and even corrective remarks written on the form, which must indicate a measure of involvement in the activity.

A few teachers preferred to be interviewed rather than fill in a questionnaire but none showed any reluctance to take part and indeed some of those who were invited to be interviewed went to considerable trouble to ensure there was a reasonable amount of uninterrupted time available. The head teachers seemed equally anxious to allow the time required to consider the topics discussed and none took the initiative to close the interview. All the interviews produced full and even

enthusiastic discussion. There is little doubt that all of them could have continued still longer than the time that was available.

This kind of reaction indicates that the issue of 'Values in Education' is close to the hearts of most if not all teachers. It is thus the more intriguing that it seemed equally universal that many of the teachers felt a measure of both inhibition and even confusion about school values. They indicated that there had been little constructive study of the topics involved, in spite of published statements of school aims. Indeed, as far as state schools were concerned there seemed some feeling that they were at the mercy of the values from outside society, over which they had little control.

Many teachers seemed personally committed to recognise the importance of moral education but less sure how it related to their curriculum. The impression was that many did not wish to stray beyond their specialist subjects and yet some seemed doubtful about what might be called 'bolt on' aspects of moral education such as 'Personal and Social Education' because they felt they had not been trained to take part in them. It must be said also that many teachers took such activities very seriously indeed, although most seemed to think it was a difficult area to deal with.

Most seemed to acknowledge that values are so important (and in any case unavoidable) that they must not be ignored but at the same time they felt a measure of confusion about

what can be relied upon or even be regarded as generally acceptable.

So often the comment was, 'If I am to be concerned about values, whose values are the ones to be concerned with or about?' So often the response was, ' The most we have any right to do is to try to ensure that students think about their own values and try to sort them out themselves.'

It may be wondered, however, whether this is satisfactory. Are values so utterly a matter of anybody's opinion? Are adolescent youngsters capable of sorting them out unaided? In any case it may be wondered whether it is possible even to discuss values without revealing one's own beliefs, or the lack of them. A comment by Clive Beck (1990) may be relevant here, "Are values in this sense objective; or are they subjective, simply a matter of opinion? They are not written in the heavens somewhere, unrelated to human nature and human needs. However, in very important ways, values are objective. Even at the level of basic values, it is an objective question what humans desire and seek.....Accordingly it is possible to carry out systematic objective enquiry into what is good and right." If the last sentence is amended to read, 'objective enquiry into what is thought good and right, what has been attempted in this enquiry is such an investigation into what students and teachers desire and seek in the area of values.

In spite of the good will of teachers towards the idea that schools should be concerned with value formation there seemed not only little consensus of how it should be done but also not a little sense of impotence as well as a feeling of trespass upon private matters. Yet it can be argued that values are not only private concerns, they are the foundation upon which society is built. Martin Friedman (1962) has argued (admittedly of the American situation) that a democratic society needs not only literacy and knowledge but also a common set of values. Headteachers, no less than other teachers, appeared to feel the importance of values education and yet a reluctance to try to impose their own values on other people. Of course this reluctance is itself a value and in many ways an admirable one which should not be ignored or devalued.

However, the following comment from a recent book may also be relevant, "There is an urgent need for teacher education and the development of learning materials and pedagogical strategies in the values field....Teachers have far less training and far fewer resources in this area than in traditional school subjects. Until these problems are overcome, we should not be surprised at teachers' reluctance." (Clive Beck,1990)

Nevertheless, the reluctance of teachers to become involved too closely in social and values education may, perhaps, also reflect a tendency in schools to be concerned

with the individual's development rather than with the society as a whole, since values are largely related to social intercourse.

9.3. INDIVIDUALISTIC APPROACH

Although the word 'community' occurred in various contexts during the enquiry, particularly from the headteachers, it would appear that, in the main, education was viewed as a rather individualistic activity. Some of the schools included in the sample were Community Colleges but that fact did not seem to produce any particular difference in the reaction of students or teachers. Schools are inevitably communities in the sense that people are gathered together under one roof, friendships are made and extra curricular activities such as school shows and clubs of various kinds are organised. Nevertheless, the main formal educational activities seemed almost entirely concerned with individual effort. Not surprisingly both students and teachers put considerable emphasis on examination success, which is inevitably a measure of individual competence.Of course, this emphasis does nothing to alleviate the dangers of élitism or of the attack upon the dignity of those who do not measure up to the examination requirements.

This last point is emphasised in the comment by Richard Pring, "Hargreaves" (1982) "points to the link between the perception of his or her worth by each pupil and the

educational values of the school as they are embedded, but rarely made explicit in the formal curriculum. These underlying values suggest a cult of individualism, an importance attached to academic achievement to the exclusion of personal and social values, a narrow interpretation of success, a limited view of 'worthwhile culture', a diminishing significance attached to the expressive arts. His solution in general terms lies in thinking of the school much more as a community than as an aggregate of individuals and in fostering a sense of solidarity. The battle of comprehensive education had too often been fought in terms of equality of opportunity vs. individual freedom. The third element of 'fraternity' had been largely neglected since Dewey and perhaps Tawney." The results of this enquiry would seem to bear out that point of view.

Perhaps as long as schools are popularly assessed by examination results this emphasis will continue. The National Curriculum, with its requirements of Attainment Targets and Stage Assessments, is unlikely to make any change here - although the encouragement promised for cross-curricular activities may have an interesting contribution to make towards co-operation and collaboration. That remains to be seen.

In view of the concern for individual development it is perhaps interesting that neither students nor teachers wished to see 'Competitiveness' as a prominent quality to be fostered in school. (Although some students appeared to think

that, even so, their schools were in fact more competitive than they wished, in spite of the attitude expressed by the staff).

If it should be desired - as has apparently sometimes been suggested - that schools should help to develop more entrepreneural qualities it would seem that more will be required than the National Curriculum's encouragement of 'Economic Awareness'. The very qualities, such as Competitiveness, Courage, Ambition, Leadership, Assertiveness or even Aggression, which might be suggested by the term 'successful entrepreneur' are precisely the qualities to which, on aggregate, both students and teachers allocated the lowest priorities.

Indeed as commented earlier, the picture which emerges of the individual towards which both students and teachers apparently aspired is rather pleasant, if perhaps somewhat bland, as being a self-confident, honest, courteous, unaggressive person who wishes to be considerate, tolerant and able to get on with others.

Nevertheless, there was a whole range of response with some evidence of a small minority of students showing a strong tendency towards aggression and intolerance which accords with the regrettable picture presented sometimes in the media of some British Youth.

However the picture also seemed to suggest little sense of commitment to any far reaching purpose. Such concerns as 'Philosophy of Life' or 'Religion' or even 'Skills for Family Life' or 'Appreciation of the Arts' seemed for most youngsters, and indeed for many of the teachers, to have low priorities. Even 'Skills for Industry and Commerce' rated only eleventh out of eighteen for both students and staff.

Conversations with the teachers seemed to reveal an inhibition about attempting to define the purpose of schooling too closely. Yes, they seemed to say, students should have purpose; yes, they should develop some sense of commitment; yes, they need a system of values - but at the end of the day it is not really the school's job to define these things. A number of teachers felt this was the area of responsibility of the home and parents. Many seemed to feel that the most that schools could do was to encourage students to think for themselves about their own values and the conclusions they came to would be their own business.

It may, however, be wondered whether there is not a need to try to find ways of creating a greater sense of common purpose or allegiance within schools, not only to give direction to individual activities of the students but also perhaps to develop a sense of collective responsibility for themselves and for the society.

The idea of loyalty or commitment often seemed to produce embarrassment more than any other emotion - as may perhaps be illustrated by attitudes shown to 'Patriotism' or even 'Pride in School'. Does this argue for a sort of corporate emptiness which may also be suggested by the apparent unconcern of the majority of both students and teachers for 'Philosophy of Life' or 'Awareness of Religion'? Is this also illustrated by the practice, which seems very widespread, of separating the sixth form from the rest of the school into Sixth Form Centres or Colleges where the most able, mature and motivated students pursue their own studies and interests separately and have less incentive to become involved in whole school activities, where they might provide some leadership or sense of purpose for younger students?

9.4. CORE MISSION

In discussing the second hypothesis, concerning the core mission of the schools, it was stated that the general impression left by the enquiry was that if schools did have a core mission, in many cases it seemed largely unpremeditated and based on assumed values rather than on a consciously constructed philosophy of life or education. However, if we compare the records of the interviews with the headteachers and those with the teaching staff there does seem to be a definite difference of interpretation.

Unsurprisingly perhaps, the headteachers seemed to have organised their ideas more clearly than the rest of the staff in commenting upon the mission of their schools.. This was no doubt a result of the head's responsibilities within the institution. It is perhaps also interesting that most of the heads talked about their task in terms of community, which, as we have seen, seemed to be a concept not so obviously emphasised in the day to day practice of the schools.

To attempt a brief summary of what is already a summary might well be to run the danger of setting out an over-simplified picture. Nevertheless it does seem that the heads' conception of the school appeared more idealistic, tending to visualize the school as something like a family, nurturing and developing its youngsters personally and spiritually, concerned to develop questioning people who can resist brain-washing and with a coherent system of values; ideas which did not seem to be stressed in the teachers' comments. On the other hand, the teachers' vision, whilst just as responsible and caring, seemed much more concerned with practical individual issues relating to qualifications and skills.

The difference between the two perhaps indicates a problem of communication of ideas and must lend credence to the view, which was expressed by both groups,that there was a need for more serious consultation within the school to clarify and unify ideas of the school's basic task in

relation to value formation. The comments of the teachers also seemed to indicate that they look to the headteacher for the lead in this as in other aspects of school life. The indications are, indeed, that the heads could have much to contribute in this area.

However, two comments may be made on this. a) Some teachers seemed to feel a sense of disappointment in that they thought headteachers did not fulfil this role. b) Some headteachers seemed to express some inhibition about whether they were able to act in this way.

A number of reasons might be advanced for this state of affairs including, for example:

1. that the modern style of leadership makes it more difficult to play the part of a traditionally dominant head and they must play a more catalytic role.

2. that modern attitudes to schools undermine the confidence and morale of both heads and teaching staff and this inhibits decisive actions or attitudes.

3. that both heads and the teaching staff were so overwhelmed by paper and meetings originating from outside the school that there was a tremendous drain upon energy and time available to confront the needs of the school itself.

It must be said that the voluntary aided Catholic school was much more together in the sense of agreement between head and staff concerning what they thought the school was about, but of course that school was set up on a distinctive

foundation and was supported by a distinctive group within society. The opportunity to hold such conversations with the staff of the independent schools was not made available. Thus the above remarks can only concern the state maintained schools which were visited. In spite of all that has been said, however, there was no doubt that the heads and teachers in these schools were very concerned about the welfare and the development of their students.

In general however, in spite of the convergence of some majority attitudes, the feeling remained that in these schools at least the values offered appeared perhaps somewhat inchoate and unclear, probably because the conditions of time and resources available made it difficult to make the opportunity to clarify them. It is perhaps also worth comment that some teachers seemed to feel that there was so little consensus in the attitude of people in modern society beyond the school that it was very difficult for state maintained schools to stand for any distinctive attitude to values or interpretation of life because there was no such common ground in society at large. Perhaps this is evidence that there is truth in the thesis of the disappearance of a common educated mind as suggested by Alastair MacIntyre. (Haydon G. ed. 1987)

Of course it would not be desirable in any school to find a clear dictated pattern of required moral or values education imposed rigourously and unflinchingly, from which no dissent was allowed. It would seem, however, that much

more serious thought is needed on the conditions required for an effective 'valuate' or 'religiate' aspect of school education. In the present situation it would seem very possible, not to say usual, for youngsters to leave school feeling they have a reasonably good grounding in education but without any positive ideas concerning their own values or beliefs - indeed perhaps feeling that it is possible to live without thinking about values and certainly without any systematic philosophy of life. Yet this aspect of education is at least as important as numeracy and literacy for a full human life and, as was pointed out in the pamphlet published by the O.E.C.D.(1985) and quoted in chapter one, it may well have relevance even to economic efficiency.

Whatever may be the truth of that, the problem - if it is agreed that there is one - is unlikely to be solved by passing legislation that Religious Assemblies must be held or that Religious Education must be carried out. What is much more likely to be effective is that schools take seriously the task of discovering what are the 'Values across the Curriculum' for which the school stands. When that is discovered the Assembly will no doubt once again be found necessary so that the message of the school's mission may be more effectively communicated.

The apparent unconcern about both Religious Education and the Assembly which was to be seen in most of the schools which took part in the enquiry is no doubt related to a lack of clarity about a conscious core mission in which the

schools are engaged.

9.5. THE NATIONAL CURRICULUM

This and the following section are not drawn directly from the enquiry itself but may be included here as relevant to the issues involved and on which the general results of the enquiry have a bearing. Since the Education Act of 1988 it might be suggested that a core mission is being imposed upon schools by legislation. However, at the time the data for the enquiry was being gathered the National Curriculum was just appearing over the horizon but was not yet implemented even in its first stage. Since its full implementation will not be complete until at least 1997 (and indeed the first generation will not have completed the programme until the year 2000) any comment must inevitably be provisional.

It was certainly in the minds of many teachers and without doubt created some anxiety. However, considering the documents concerning attainment targets and programmes of study which have so far been published at secondary level, it would seem that many of the fears were unjustified. A number of teachers, indeed, seem to feel that the National Curriculum can be welcomed as rationalising the situation, though whether it will make it easier for children to move schools, without the previously attendant difficulties of adjusting one school's courses to those of another, remains

to be seen. Certainly there seem to be openings for schools to make decisions of their own. For example, in the D.E.S. document 'From Policy to Practice', paragraph 3.7 includes the statement, ' The ERA' (i.e. Education Reform Act) 'does not require teaching to be provided under foundation subject headings. Indeed it deliberately allows flexibility for schools to provide their teaching in a variety of ways'

In our enquiry we were mainly concerned with the attitudes of students and teachers rather than with the detail of the subject curriculum laid down in their school. Indeed it is doubtful whether values can be directly taught, though they are certainly learned. They are more likely to be inculcated through relationships and personal contact - through the climate and organisation of the school and the priorities, qualities and opinions demonstrated by the staff and students. Thus they are largely - though not entirely - outside the formal curriculum. The curriculum however has a relevance in the importance or otherwise given to various school activities or aspects of subject studied.

The aims of the National Curriculum are set out in the Education Reform Act. They are that it should :

1) be balanced and broad based
2) Promote Spiritual, Moral, Cultural, Mental and Physical development of pupils and of society
3) Prepare pupils for the opportunities, responsibilities

and experience of adult life.

They sound like the existing published aims of many schools - and like them are expressed in general, abstract terms which are wide open to varying interpretations according to the value judgements of the people concerned. It is interesting that they do not appear to be restated in the documents setting out the detailed exposition of the curriculum.

However, in the documents so far published it does seem to be indicated that opportunity will be provided for value judgement to be developed within the curriculum, though the possibility will, no doubt, vary from subject to subject. In Mathematics the openings seem limited except for applications and cross-curricular activities. In Science, however, at least in the 1989 Order, the attinment targets seemed to be well provided with such tasks as, "Be able to make informed judgments about the economic, social and ethical issues concerning recent developments in genetic engineering." (AT4, level 10) This seemed particularly true of attainment target 17, although even here the most useful statements seemed to occur at the older levels.

In the later, 1991, Order however, the change seemed to be rather away from such issues. AT17 disappeared because the attainment targets were restricted to four. The above quotation from level 10 has been amended to read, "Understand the basic principles of genetic engineering,selective

breeding and cloning, and how these give rise to social and ethical issues."

It is also perhaps interesting that an addition is made at key stage 4 (ie. for 14 - 16 year olds) on the nature of scientific ideas, "How their nature and the use to which they are put are affected by the social, moral, spiritual and cultural contexts in which they are developed. In doing so they should begin to recognise that, while science is an important way of thinking about experience, it is not the only way." This does not appear in the advice for younger students and it may be wondered why. Stimulus for such wider thinking is surely as relevant from the beginning of scientific education.

There may need to be more recognition of the point of view expressed by John Hapgood (1962), "Science regarded as a quest for power ultimately stops asking fundamental scientific questions; it becomes technology. Conversely, science regarded as a quest for truth cannot ultimately ignore the values which support it or the metaphysical problems which open up in front of it."

"To become a scientist should entail a training in values as comprehensive as that gained by studying the humanities. A scientific training may or may not fulfil this ideal at the moment; but the belief that it should do so presupposes that science ultimately leads to the great questions about existence."

From the point of view of values education it might have been helpful had that kind of emphasis been more in evidence in the National Curriculum for Science.

In the suggestions for the use of attainment target 17 it was suggested, 'Pupil talk is also valuable for discussing the benefits and drawbacks of applying scientific and technological ideas.....Each pupil can contribute social and ethical considerations from their own beliefs and experience and profit from those of others.'

This emphasis on 'pupil talk' is also true of the documents for the English curriculum, although the attainment targets seem to concentrate on technical language skills. There is also insistance upon the development of oral facility - which has for so long been a notorious weakness in British education. So many youngsters seem to think no work is being asked of them if they do not write. If discussion is encouraged the attitudes and values of students and teachers must inevitably begin to emerge openly.

There is little doubt that in so far as the National Curriculum has emerged, the indications are that imaginative teachers will be able to use it for values education. The question is, as the present research perhaps indicates, whether teachers will feel that their training enables them to feel confident in exploiting the opportunities. Unless they do, however, there is a danger that the National

Curriculum may turn out to be the 'traditionalist straitjacket' so many have feared, with an undue emphasis upon "facts" (so called) rather than upon interpretation.

Another aspect of the National Curriculum which has not yet emerged and which may have a considerable effect on the values embodied in our education is the sensitivity or otherwise with which the system of assessment and grading of children is conducted. There is no doubt that many teachers are concerned that unless this is done carefully and compassionately it may adversely affect the self-esteem or self-image of slow or late developing youngsters - and indeed their parents.

In the main, however, values emerge from social experience rather than from the academic curriculum, although the curriculum may sensitise students to particular issues. Values education is largely a product of the way in which people treat each other.

The headmaster's letter with which we began chapter one is an indication that competence in academic or technical areas is no guarantee of civilised behaviour. It is, of course, important that education should be concerned with competence. In itself that is a crucial value. However, it is equally important that education should be concerned with the way that competence is exercised. This will be influenced, not so much by the technical content of the curriculum, but much more by the way it is administered and the relationships

within the institutions in which it is carried on.

It is, of course, true that the National Curriculum is not envisaged as a complete curriculum. As the D.E.S. pamphlet "From Policy to Practice" (1989) indicates, "The foundation subjects are certainly *not* a complete curriculum: they are necessary but not sufficient to ensure a curriculum which meets the purposes and covers the elements identified by HMI and others.....More will however be needed to secure the kind of curriculum required by section 1 of the E.R.A." (Education Reform Act).

The N.C.C. Curriculum Guidance Circular No. 3 on "The Whole Curriculum" comments, "However, the full potential of the 10 subjects will only be realised if in curriculum planning schools seek to identify the considerable overlaps which inevitably exist both in content and skills." Acknowledging that it would be possible to construct an almost infinite number of cross-curricular elements, it goes on to suggest five: 'Economic and Industrial Understanding', 'Careers Education and Guidance', Environmental Education, 'Health Education' and 'Citizenship': and recommends that the first step in constructing the school's programme is to undertake a 'Curriculum Audit' in which the contents of the school's activities are evaluated.

The difficulty with this, of course, is that aspects of the curriculum required by law and used to assess both the students and the school will almost inevitably be regarded by

most of the people involved as the most important and by implication other parts are likely to be devalued, if not regarded as optional.

9.6. POLITICAL CONTROL

There is perhaps one caveat which ought to be expressed. British teachers have not been accustomed to work under statutory curricular requirements, except for religious education, and even there the control was not in fact very rigorously imposed.

This section arises out of the previous one and is in effect a reflection upon the production of a National Curriculum for all (except for those in independent schools) enforced by the central government, which is a new phenomenon in British education. Previously even the inspectors (HMI) have been carefully distanced from the political colour of the government in power.

Plato claimed that children belonged to the state first and to the parents second, but, as R.K.Fullinwider, writing of the American situation, (Devins N.E. Ed.,1989) indicated, we do not need to go as far as that before recognising the state's interest in the standards of education. The question is, of course, how far should we go and in what way. As Fullinwider points out, "The costs of bad education are not borne just by those who are badly educated but by every-one

else as well."

There is, no doubt, a basic level of education necessary to sustain democracy. This was probably the belief behind Sir Robert Lowe's famous remark in 1867 on the passage of the Second Reform Act, which extended the franchise to the working men of the towns, 'I believe it will be absolutely necessary that you should prevail on our future masters to learn their letters.'

It is, however, no doubt equally necessary that the education provided should be free from excessive state interference and propaganda. Anyone with any knowledge of European history during the twentieth century must be aware of the danger to democracy of state controlled education.

It would be absurd to try to draw a close parallel between the European experience and the National Curriculum. Nevertheless two well known sayings are probably apt. One is 'The price of liberty is eternal vigilance'. The other is 'The longest journey starts with a single step'.

Bertrand Russell, many years ago, wrote, 'The tyranny of the majority is a very real danger....On every new question the majority is always wrong at first.....There are a great many questions on which there is no need of a uniform decision. Religion is recognised as one of these. Education ought to be one, provided a certain minimum standard is attained.' 'The state is justified in insisting that children

shall be educated but it is not justified in forcing their education to proceed on a uniform plan.' (Russell 1963)

The danger is, at least, that education becomes the football in the game between the varying opinions of political parties as they succeed one another in power. The danger would become even greater if education were to become the means of propagating attitudes similar to those held by one particular party which retained power for a considerable time.

It is reported that early in 1982 Sir Keith Joseph told the Institute of Directors that schools should, 'preach the moral virtues of free enterprise and the pursuit of profit'.(See Pring R. 1987). There is, of course, no reason why a politician should not hold such views. However, within the results of this enquiry there is evidence that quite a number of teachers would probably regard them as at least controversial. Would there not be a danger if such disputable views were to lie unstated behind a National Curriculum enforced by law?

In some of the writing around the National Curriculum it does seem to be implied that there should be a good deal of emphasis upon what is called 'Economic Awareness'. For example, in the Annual Report of the National Curriculum Council for 1988-9 it is written under the main heading of 'Major Projects' and the sub-heading of 'Educating for Economic Awareness': "The National Curriculum has given extra

impetus to this project since economic and industrial awareness has been *clearly signalled* as a theme which should permeate the whole school curriculum 5-16. The aim is to equip all young people with knowledge, understanding and skills to acquire an economic perspective, relevant to citizenship and employment. This means introducing economic enquiry and decision making into appropriate programmes of study for National Curriculum subjects and developing additional activities such as mini-enterprise activities and links with industry." (The italics are mine. Clearly signalled by whom?)

In the N.C.C. circular No. 6 the themes are listed for Cross-Curricular skills which, it is said, 'enrich the educational experience of pupils.' The first element on the list is 'Economic and Industrial Understanding' and the last is 'Citizenship'. Judging by the response to the questionnaire many of both students and teachers who took part in this enquiry would seem likely to wish to reverse that order of priorities. The problem is, of course, how such educational activities are carried out and with what emphasis - and indeed what is meant by the term 'Economic Awareness'.

In the Observer newspaper of 21st. January 1990 there was a report that a major retailing enterprise is to supply every primary school in the United Kingdom with a large file of three hundred pages containing suggestions for 'Enterprise Education'. It was claimed that in the activities suggested the children will be encouraged to concentrate on how their

activities may be funded and sold to others. The final comment of the journalist was, "Do we really want our nine year olds to be adopting such a hard-nosed attitude? Shouldn't they, during their ever shrinking childhood be thinking about saving the whale, rather than contracting to sell apples to the school tuck shop?" The question is little less apt if applied to children of secondary school age.

Two comments from this enquiry are perhaps relevant. First, the remark of one of the heads from an Upper school, "The idea that education is training for industry is a bit like the education lampooned by Dickens." Second, The indication in the enquiry that, in the main, teachers are not motivated by any particular systematic or organised view of life. If they did hold such views or beliefs most of them seemed to feel they were personal and should not be imposed upon their students. In such a situation is there not a danger that a determined attempt from the organisers of the National Curriculum to direct education towards a particular philosophy would be unlikely to find adequate opposition? It is hoped that it is not insulting to teachers to express a fear that our schools may be wide open to such determined influence, especially if backed by resources.

9.7. TEACHER TRAINING

Paul Hirst, Professor of Education at Cambridge University, wrote on the subject of Moral Education in the secular school, "First, I think we must recognise the precise significance of the school in this context. Moral Education necessarily begins with the family and to some extent may involve other institutions before children ever come to school. Once at the school children are subject to its systematic influence.....For many children it is the only source of regular moral influence they encounter, apart from that of the home and their peer group. We must recognise too that the home is in many moral issues severely limited in its approach. Kohlberg has suggested that some 75 per cent of American adults never get to the last of his six stages of moral development. If that is so then very many homes in the States, and no doubt in Britain too, can offer little of direct help in promoting the later stages I have argued are essential to truly moral development. In such a situation the school must obviously take seriously the job of moral education." (Hirst 1974)

If this is so then it must also be true that teacher training must take seriously the job of moral education also. Yet it is quite clear from the response of both teachers and headteachers that they feel that their training has not equipped them for this task.

It is clear that many teachers were sympathetic to the idea that education is as much concerned with values as with knowledge. This is revealed both in the response to the questionnaire and in the interviews. It was equally clear that they felt insecure in dealing with values education within their own schools. As indicated in the previous chapter, one headteacher said during an interview, "There is perhaps a problem that teachers are specialists in their chosen subjects (Physics,History or whatever) and their training in P.G.C.E. or B.Ed. does not spend enough time on the learning psychology of adolescents as far as secondary education is concerned. Nor do teachers have enough time to ask themselves these questions and they are not challenged by them even in training."

Much of the current developmental psychology in this area (q.v. Piaget,1932, Kohlberg,1983 et al) would point towards the need for a careful, stage by stage, sequential path to be followed in helping youngsters to form their own value systems. There was very little evidence that this research has seeped through to the practical work of schools at least at the secondary level.

Once again, all this may well lead us to ask the question, 'What exactly is the expertise of a teacher?' It cannot be only competence in his or her specialist subject, important as that is. Teachers rarely fail because they do not know enough about their specialisms. They fail - if they

do - much more likely because they are not able to make the bridge between their academic discipline and their students' experience. Nor do we expect teachers to be professional moral philosophers, or even fully skilled educational psychologists.

Perhaps, however, they need the contribution of all these aspects of learning, and no doubt others, if they are to be able to provide a planned professional approach to moral and values education in schools which on the evidence of this enquiry would seem to be all too often lacking.

Since 1985 all courses for the initial training of teachers have had to seek the approval of the Council for the Accreditation of Teacher Education (C.A.T.E.). In the most recent D.E.S. circular concerning the training of teachers (Circular 24/89) it would appear at first sight that the general principle outlined above was approved. For example, in section 6.1 (concerned with Educational and Professional Studies) it recommends, "It should also enable students to appreciate their task as teachers within the broad framework of the purposes of education, the development and structure of the education service, the values and the economic and other foundations of the free and civilised society in which their pupils are growing up".

It is disappointing, however, that this general principle does not seem to be developed or expanded in detail as are other recommendations in the circular. There is no mention,

for example, anywhere of the need to study the history or the philosophy of education, or of the need to relate these traditions and studies to the practical teaching in the classroom.

The danger might well be that this recommendation in section 6.1 of the circular (and the same might well be true of the broad aims of the National Curriculum as set out in the Education Reform Act) may be lost among the many other requirements laid down by the Secretary of State and which are expanded to some length in the circular, and among the plethora of pressing day to day concerns of practical teaching.

Thus the modern student teacher may well suffer the same fate as the modern practicing teachers seem, on the evidence of this enquiry, to have suffered. Their attention may become so fixed upon the daily detail that they find it difficult to lift their eyes to the wider horizon and glimpse 'the many splendoured thing' which is the purpose of education itself.

It is certainly clear that the majority of the teachers concerned in this enquiry did not feel that their training was adequate to the task of values education, nor that there was adequate in-service training to make up the deficiency. It will at least be interesting to see if this situation changes at all in the future.

9.8. VISION

It is reputed that Dr. Arnold wrote in 1828, in a letter on his appointment as headmaster of Rugby School, "My object will be, if possible, to form Christian men, for Christian boys I can scarcely hope to make." It would seem that nowadays it is very difficult, if not impossible, to state the aims of schooling as clearly - or perhaps as realistically - as that. Yet clarity and realism of purpose are probably the first steps towards efficiency and progress.

What is it that is expected of our schools? Is the first aim to produce a well trained and efficient work force so that Britain may be a prosperous and powerful nation? Is it (as parents sometimes seem to imply when they say, "I do not mind what he (or she) does, so long as he (or she) is happy") to help youngsters towards a somewhat sybaritic enjoyment of life? Is it to contribute to the creation of a just society? Is it to help youngsters to prepare to build secure families? Is it to contribute to the development of a fulfilled, humane, rounded personality or to help create an educated common mind as the foundation of a coherent and integrated society?

Teachers are caught in the multiplicity of demands upon schools. This can perhaps be illustrated by the following quotations:

"All pupils need to feel not only some awareness of achievement in the present but also that what they are doing is related to their role in society in the future.....It is not enough to tell children blithely that above all they should feel happy and that everything else will be added to them. Indeed a little 'misery' experienced at their books now may forestall a lot of unhappiness later when jobs are scarce..... Even A.S.Neill, with all his emphasis upon freedom, happiness and so forth, has said,

> "My staff and I have a hearty hatred of all examinations. To us the university exams. are anathema. But we cannot refuse to teach children the required subjects. Obviously, as long as exams are in existence they are our master. Hence, the Summerhill staff is always qualified to teach to the required standard."

Education is not only for life itself; it is also education for more education extending into each individual's future." (Ivor Morrish 1978)

An alternative point of view is illustrated in the next quotation, "At the moment almost all educational endeavour is devoted to academic excellence. Consequently most moral education occurs incidentally.....Why should the process not be reversed? Should we not experiment with the suggestion that the situation should be inverted so that all educational

endeavour is devoted towards moral and personal development of children; with academic learning almost incidental to the process?" (William Kay 1975)

The rather perplexed view of education illustrated by those comments is also indicated generally in the results of this enquiry. Perhaps one indication of it was to be seen in the feature observed in a number of schools visited that there seemed to be a diminution of importance (if not in some cases a virtual disappearance) of morning assembly. Traditionally the assembly has been the occasion for the setting forward of school values and the cementing of the school community. Perhaps the perplexity, or at least uncertainty, about the school's mission contributes to the difficulty which many teachers seemed to find in holding assemblies.

A related observation was to see how far headteachers had delegated what assemblies existed to other members of staff. This seems to be a lost opportunity for positive leadership and guidance. There did not seem to be any effective substitute activity for a meeting of minds and vision between headteachers and the school community.

Frederick Raphael, in an article in the Sunday Times Newspaper of 2nd. July 1989, on the death of A.J.Ayer, commented, "He thought that human knowledge had its limits and that nothing should be unquestionable except the right to question." Questioning and scepticism have been the twin

pillars of education and scholarship in recent times and clearly no-one would wish to suggest that there should be any drawing back from the rigour of that approach. Perhaps, however, it is time for an attitude to education where we say not only 'Question all things', but also 'Look for the truth behind the question'. The quality which both students and teachers indicated was the most desirable was 'Self Confidence'. This, however, can only be built upon some kind of faith, even if only faith in one's self. Continual un-answered questioning can lead only to doubt - perhaps including self doubt.

In any worth while education there is a need for vision, for enabling commitment, belief and system building to grow and develop. Questioning alone is not enough; it needs to lead towards a new proposition. A perpetually open mind is no more useful than a perpetually open mouth. All constructive results need faith of some kind. It is interesting that 'Courage' and 'Nonconformity' were given such a low priority in the results. Both are needed in the search for truth and meaning.

Certainly, the teacher encouraging such a search could not be attempting to produce subservient or uncritical students if he or she was to hope to have any measure of success. As David Day (1983) points out, "It is, in any case, idle to suppose that pupils can function in a cultural vacuum; and a tradition that one, to some extent, respects and understands gives something to bite on. Basil Mitchell

(1970.p.358) quotes Gilbert Murray in this context, ' Every man who possesses real vitality can be seen as the resultant of two forces. He is first the child of a particular tradition. He is secondly. in one degree or another, a rebel against that tradition. And the best traditions make the best rebels.' The good rebel is produced when the teacher is prepared to take a line and defend it, while encouraging his pupils into critical and reflective appraisal." This is, of course, no easy option. In many ways it is much more demanding and difficult to build an intelligent positive approach based upon reason than to create an atmosphere of questioning alone.

Indeed the rather self centred approach of scepticism, important as it is in any search for truth, if it is not seen as a part of a journey towards a new understanding, can give rise to division, to contempt for the opinions of others, to fear of involvement or commitment. All of which would not need too much looking for to find in modern society. Perhaps one of the functions of values education is to help young people to find a quest or an enterprise so that the questioning and scepticism, which must be part of a rigourous education, may become the tools to test the truth of the belief or the vision toward which they may strive. It is perhaps this inspirational part of education which was not easy to find during this enquiry.

In the present climate of society it is so much easier to say, *'That I don't believe'* than to make a positive statement that can be supported by adequate reasoning. Yet the important question for anyone is not 'What do I not believe?', but 'What do I positively believe?'. That is a question which, it seems, most of us find very difficult to answer and it may be wondered how far our educational experience is, at least partly, responsible.

It is , of course, important that this vision or quest is one which grows out from the questioning of the students or staff themselves - not one inculcated by outside authorities such as the state. This can only be achieved if teachers and teacher training take seriously the importance of values education as well as the necessity to develop knowledge, skills and competence. As R.S.Peters (1981) commented, "My concern is for the development of an autonomous type of character who follows rules in a rational discriminating manner and who also has character. To do this a man must subscribe to some higher order principles which will enable him to apply rules intelligently in the light of relevant differences in circumstances and to revise rules from time to time in the light of changes in circumstances.....To do this he must both be introduced to the basic rules of his community and to the higher level principles which enable him to exercise a legislative function."

9.9. WHAT NOW?

In this enquiry it has been attempted to paint a picture - or perhaps more accurately to take a snapshot - of a particular situation in particular schools at a particular time. It is always a difficult question whether, or how far, it is possible to argue from the particular to the general. Perhaps more questions have been raised than answers. That, in itself, is no doubt worth doing, provided that the questions stimulate some attempts at answers. However, looking towards the future, it may well be asked, 'Where do we go from here?'.

There are perhaps at least two sides to that question: 1, concerned with future research and 2, concerned with recommendations for activities in schools.

9.9.a. Future Research

Of the making of lists of values there can hardly be an end. It may, therefore, be felt that the lists in this enquiry are by no means exhaustive and there is plenty of room left for further research with a different programme of values. Nevertheless, it is hoped that the results of the present enquiry are at least indicative of the attitudes of young people and their teachers over a significant area of

concern.

There is certainly no doubt that a related area which needs further exploration is the attitude of parents, governors and employers. Although these fell outside the scope of this particular enquiry it may reasonably be assumed that they are extremely important and in many ways crucial in influencing the attitudes of both students and teachers. It may well be, indeed, that the standpoint of people in school cannot be understood in isolation from the values of home, community and putative workplace.

Another defect of this present enquiry is the relative poverty of information which it was possible to obtain from the independent schools. There is little doubt that this was the result of deficiencies in the researcher or the situation, rather than in the schools and that with more time important data might be gathered from that source which would be useful to compare with the results set forward here.

Equally it would doubtless be valuable to take similar snapshots, using a similar scale of values, of similar groups of schools in other areas of the country, or of other age ranges. Alternatively a similar enquiry might usefully be made after 1997, when the National Curriculum is expected to be fully developed. The results set forward here indicate the situation just before the National Curriculum came into being and thus could be seen as a base line from which the effects of the National Curriculum upon values in schools could be

viewed. The difficulty with such an enquiry is that situations continually change and the differences between the two sets of results could hardly with certainty be attributed to the National Curriculum alone.

There are perhaps specific questions for further research which seem to be suggested by the enquiry. For example, how may education be separated or protected from politically or economically interested groups who may attempt to use power or position to mould it in accordance with their own interests or philosophies rather than in the interests of the students or teachers, which might perhaps be expressed as disinterested development of knowledge and values. Of course, it may be wondered whether such disinterested development can exist or whether education is inevitably linked, consciously or unconsciously, with some social philosophy which therefore would need further definition.

Another question might be whether education in schools has a part to play in building a sense of nationhood in a multi-cultural society - or perhaps in developing a vision of a united Europe with its multi-national loyalties. Related to this, of course, are the vexed questions of overcoming racial prejudice or of encouraging sexual equality. These questions also imply that education needs an underlying interpretation of life - which on the basis of this enquiry needs clarifying at the present time.

A third question might be to enquire whether there is any possible connection between the apparent lack of corporate identity and loyalty within schools which seems to have been revealed in this enquiry and the swift and widespread development of a Youth Culture centring upon popular music which has taken place in the years following the second world war. The following comment from a recent book on Japanese education is perhaps worthy of note. "One further reason for the widespread acquiescence of Japanese young people in the values of their school is that in Japan there is no developed youth culture which is at odds with the aims of education." (Simmons,1990). A related question may be whether this lack of cohesion or common purpose has any relation to the mindless hooliganism with which a minority express their support for football teams and their lack of concern for other people. Perhaps there may be a connection here with racial tensions and conflict because our education fails to develop an awareness of a common allegience.

Another question might be whether it is feasible to enquire further into Professor Stonier's vision (1983) of the use of modern technology for home learning or distance learning - at least for the older age ranges in schools - so that schools may have more freedom to become places for the practicing of skills and the development of social and personal values.

It might be wondered whether the state system could sponsor such a scheme for home learning supervised from the school but using home based information technology. This would, of course, enable more power over education to be in the hands of parents as is the declared policy of the present government.

Perhaps a relevant question also might be to enquire how we may rethink Religious Education in a multi-cultural and multi-faith society. What is its purpose? Is it to inform or to inspire? Can it be a real quest for truth rather than a carefully unbiased exposition of the differing official or traditional creeds? Can it provide a platform for a regeneration of an effective programme of values education?

9.9.b. Future Action

It would clearly be rather arrogant to believe that suggestions could be made at the conclusion of such a work as this which would transform the situation in schools, or even propose activities which are not similar to those already somewhere in use in some schools somewhere in the country. There is no doubt from the results of this enquiry that, in spite of evident confusion, many teachers care deeply about the values embodied in their schools and doubtless there is effective thought given elsewhere to the problem.

The results of this enquiry, nevertheless, would seem to suggest that school education is too often seen as concerned with an individual's effort and relationships so that there is need for teachers to view their work in a wider perspective and consider its social context and purpose. Probably, in many schools, this exists to some extent, even if only in embryo form. For example, there are many appointments concerned with 'Language across the Curriculum' or 'Equal Opportunities' or 'Racial Equality'. Perhaps these posts would be better combined and given a wider purpose such as 'Values across the Curriculum'. This would, of course need to be a senior appointment and the holder of such a post might well be also the convener of a working group whose task would be to keep the issues alive in meetings and in informal conversation in the staffroom and also as a pressure group for in-service training. Perhaps it might be a natural development of the work of the teacher of Religious Education. Such a person or group might also encourage the greater use of such outside resources as Theatre in Education.(see M.Bottery,1987)

One area which might seem to be in need of development is, perhaps, that of motivation towards values in education

Sir John Harvey Jones,recently retired Chairman of I.C.I., in a television interview in April 1989, said that one reason for such things as different canteens or restaurants in British industry was that they acted as

symbols of status or rewards for success. He said that since we do not have a 'conspicuous consumption society' as in the U.S.A. we need symbols for motivation.

It may be asked what the symbols within school motivate the students towards. The task of a school is as wide as human life and the kind of people represented among the students is as varied as the whole society may provide. Is this clearly reflected in the school's reward system? Is there a bias in the symbolism of the school's methods of encouragement which gives rise to élitism on the one hand and the loss of dignity deplored by David Hargreaves (1982) on the other?

There seems little doubt from the response to the questionnaire that both students and staff have a high regard for examination success. The difficulty with examinations however is that they often create as many failures as successes. What of those, who must be a sizeable minority, if not in fact a majority, for whom examinations provide only foreboding, if not downright discouragement? It seems likely that many who play truant do so as much because they find little motivation in school as that they find attractions outside.

Perhaps the reputed emphasis of the National Curriculum that it will give rise to entrepreneural activities in school and further links with industry will provide motivation for some. It is often said that few successful entrepreneurs have

enjoyed extended education. It is also popularly said that the same thing is true of many successful entertainers. Perhaps we need to discover effective motivators for other talents than the academic.

We may recall the comment of Sir Alec Clegg (1968), "We over-rate the quality by which the clever advance and we discount the greater qualities which some of them, and some less clever than they, may possess." Perhaps there is room here for serious research for ways in which these 'greater qualities' may be encouraged and recognised in school.

Certainly in this investigation there did not appear to be a plethora of motivators for values education - although there were some, e.g. Certificates of Merit, Cups, Shields, Pennants etc. None, however, seemed to possess anything like the kudos which examination success provided. As Reynolds and Sullivan (1987) have commented, "Getting on past your colleagues has replaced getting on with them."

It may be suggested that there are at least two types of motivators. Some people are relationship orientated and need reinforcement in social recognition. Others are more achievement orientated and are not so much concerned about people as about success in a given task.

However that may be, motivators of one sort or another are without doubt as important in the business of values education as they are in academic education. At the moment,

however, they do not seem to be well worked out.

S.T.Coleridge commented ironically to his friend Thelwell on the idea that encouragement and motivation are not required to produce good results. "I showed him my garden and told him it was my botanical garden. 'How so?' said he, 'it is covered with weeds.' 'Oh,' I replied, 'that is only because it has not yet come to its age of discretion and choice. The weeds, you see, have taken the liberty to grow and I thought it unfair in me to prejudice the soil towards roses and strawberries.'"('Table Talk' 1835)

The business of education consists in 'prejudicing the soil' towards the desired crop. The question is how are we to do it whilst safeguarding the right of 'the soil' to be itself. As A.K.C.Ottaway (1953) has written, "At the root of all our social needs is the individual's need to be himself and by his own creative act, however small, to contribute to the general welfare. A respect for the uniqueness of each child is always deeply felt in the heart of every real educator." Nevertheless, even unique individuals need goals and purposes to strive for.

It is interesting that in the interviews with teachers there was no mention of 'Records of Achievement'. The relationship between Records of Achievement and the National Curriculum may, however, be a matter of some concern. The National Curriculum emphasises attainment and there is a distinction to be drawn between attainment and achievement.

As Hall (1989) has commented, the Government's strategy is to identify, target and assess achievement by external tests and the challenge to the teaching profession is to attempt to ensure that values which focus upon the needs of the individual student are not forfeited to the cause of national standards, important as such standards no doubt are. This is what Records of Achievement can do, if properly administered, by relating achievement to the individual's own sense of purpose, intention and accomplishment.

As Patricia Broadfoot (1989) indicated in her report of the National Evaluation of Pilot Schemes on Records of Achievement , the purpose of such records include;

"-To recognise, acknowledge and give credit for what pupils have achieved and experienced, not just in terms of results in public examinations but in other ways as well,

- To contribute to pupils' personal development and progress by improving motivation.....

- To help schools identify the all round potential of their pupils...."

These purposes are re-echoed in the Report of the National Steering Committee (1989). It would certainly seem to be a considerable crippling of the potential importance of Records of Achievement if they were to be:-

a) concentrated too exclusively on the summative report, or b) tied too closely to the required subjects of the National Curriculum, as may be an implied danger of the

minimum requirements laid down in the D.E.S. circular 8/90, even though that result is specifically discouraged in the circular.

If, however, the Records of Achievement are enabled to range widely over the interests and activities of the students it does seem that this is a development with much promise, not only from the point of view of academic assessment but also as a valuable means of motivation and a clarification of values and purposes. Perhaps indeed the most important part of the Record of Achievement will not be the final or summative record which the student will be able to take away, necessary as that will certainly be as an end product to aim at, but the formative process which will lie behind it and lead up to it.

The consultations, counselling, self-assessment and personal targetting which are inevitably involved in producing worthwhile personal statements of achievement, interests, experience and so on, if the work is done properly, are very likely to have a wide motivational aspect. However, it must be said that this will depend to a very great extent upon the ability of the teachers concerned to enable such discussion and confidential exchanges to take place. It will depend equally upon the time which the school can make available for the activity. If it is to be effective the time needed to enable one-to-one consultations to develop to the point of trust and confidence which is required will be considerable, as will the demands upon the quality and

readiness of the teachers concerned.

This perhaps indicates where the most significant action might lie. One of the disquieting results in this enquiry was the widespread feeling expressed by many teachers, both younger and older, that their training had not equipped them to deal with questions concerning values or purpose. The comment of Tomlinson(1986) that only a handful of teacher trainees receive much training in values education must be relevant here. This comment has also been reinforced by D. Plunkett (1990) who has claimed that, "Neutral curriculum is in fact a myth" and a little later,"It is a more fundamental task to investigate personal values and the author's experience of doing this with numerous groups of teachers over a period of twenty years of in-service teacher education has indicated that these matters have usually not been seriously considered either in initial training or in every day professional life." Both these quotations would seem to indicate that teacher training is seriously lacking in opportunity to reflect upon the purpose of education as a human activity.

As previously indicated, this is an area which needs to be taken very seriously in teacher training. Should not the education of future teachers include, at least, an introduction to the philosophy of education or the history of educational ideas, not merely as a formal series of lectures only but applied specifically to present needs and related to teaching practice? A truly professional approach to teaching,

it may be suggested, does not only involve the ability to teach effectively within a given subject such as Chemistry or History but also to be aware of and responsible for the whole context in which that teaching is carried on. It might be suggested that is the difference between seeing teaching as a trade or seeing it as a profession.

Indeed Clive Beck (1990) has commented, "If schooling is to become more useful to all young people - not just to students of higher socio-economic levels seeking credentials - one of the fields that must be given more attention to is values education." This, of course, does not mean any abandonment of academic standards. Indeed it may well be that the two - values and academic standards - are complementary: unless both are tackled both may be handicapped. It seems to be one of the dangers of the present situation that subject teaching may be seen as an isolated activity and this may be encouraged by such factors as the suggested extra payment for teachers in certain selected shortage skills. This is likely to be especially true if those selected skills are seen as mainly important for commercial or industrial needs rather than for the development of mature and aware human beings. From an educational standpoint this may well seem to be a recipe for disaster and still further destruction of an educated common mind. (cf. Alasdair MacIntyre 1987)

It seems clear that at the very least there is a great need for in-service courses to be funded so that the undoubted interest of teachers in values education may be supported and resourced.

APPENDICES

1. Introductory Pamphlet
2. Student Questionnaire

VALUES IN EDUCATION

TASK

The project, conducted under the supervision of the School of Education, Leicester University, is to investigate values in education and the conditions which are involved in their development. It will be concerned with the priorities and attitudes currently held among students and staff as well as the relationship between such factors as the school milieu and ecology. It will also involve gathering information about the social and academic organisation, including extra-curricular activities, within the school.

The means of enquiry will be as follows:-

1) **QUESTIONNAIRES** -for a sample of 15-16 year olds (as representative of those approaching the end of the statutory schooling period)

-for a sample of staff (to include male and female, junior and senior staff)

-for the headteacher

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2) **INTERVIEW WITH THE HEADTEACHER**

To try to assess concepts and practice of values education.

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3) **COLLECTION OF LITERATURE**

e.g. -Codes of conduct
-Brochures
-School rules
-Reward and punishment schemes
-Advice sheets
-etc.

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4) **A WEEK SPENT IN EACH SCHOOL**

To assess -School organisation
-Relationships
-Ecology
-Milieu
-Curriculum
-Extra-curricular activities

VALUES IN EDUCATION

This may seem a rather threatening programme. It is not intended, however, that the project should be either intrusive or critical. The only intention is to gather information about values in education and how they are developed and influenced.

All information gathered and opinions expressed or formed will, of course, be regarded as completely confidential and will not be used in any way to identify individual people or schools. It will be possible, if schools so wish, to give general feedback but no record will be made of individual names of either schools or people.

The broad sequence which it is hoped that the enquiry might follow is set out below.

1) The questionnaires for the students to be completed under supervision during the term leading to Christmas. For consistency's sake if for no other it is desirable that the supervision should be carried out by the researcher. It is anticipated that the questionnaires should be completed in about one hour. It is hoped that the number of students could be in the region of thirty.

2) The staff questionnaires can be completed by mutual arrangement . This could be done either towards the end of the winter term or in the spring term but it is hoped that they would be completed before Easter. The same applies to the head's questionnaire.

3) The interview with the headteacher can also be by mutually convenient arrangement.

4) It is hoped that the visit to the school could also be carried out before Easter. It is emphasised that this visit should not be in any way intrusive or require any specific arrangements to be made by the school.

Any comments or suggestions from members of schools about the enquiry would be most gratefully received and heartfelt thanks are offered for your help and cooperation.

VALUES IN EDUCATION

STUDENT QUESTIONNAIRE

All education has a relation to values. This is true of the work of individual teachers within their own classrooms and also of the way in which the whole school operates as a community. It is worthwhile therefore from time to time to try to enquire explicitly into those values and it is helpful to know how you, the students of the school, feel about your experience of school life. It would be much appreciated therefore if you could answer these rather complicated questions as honestly and carefully as you can. All information supplied will, of course, be regarded as confidential and will not be used in any way to identify individual opinions.

In questions 1 & 2 please indicate the relative importance of the listed suggestions,in your opinion, by writing 1,2,3,or 4 etc. up to 18 against the particular priority or quality concerned. (1=highest priority, 2=next in importance, 3=the next and so on until all the columns have been completed) Since you may feel that your opinion is not the same as the valuation embodied in the school organisation the answer column is divided into two. Under column 1 please indicate your opinion. Under 2 please indicate what you feel is the valuation of the senior management staff in your school.

In questions 3,4,5 and 6 please indicate your opinion by putting a tick in the columns headed Very Important, Important, Desirable, Unimportant, Undesirable, etc. as you feel the case may be. In questions 3 and 4 the rows are subdivided, a) for your opinion and b) for what you feel is the valuation of the senior staff in the school.

In the other questions it is hoped that the instructions given with them will be sufficiently clear.

If you feel there are additional comments or suggestions which you wish to make but for which there is no place allocated in the questionnaire, please write on the back of the paper or wherever there is space.

Thank you for your help and cooperation.

QUESTION 1:--------In column 1 indicate what you feel should be the priorities in the school. In column 2 indicate what you feel are the priorities held by the senior staff of your school.

	1	2	
a) Increasing knowledge			
b)Awareness of religion or other philosophy of life			
c) Good manners			
d) Enjoyment of life			
e) Examination success			
f) Pride in work			
g) Justice			
h) Teach how society works			
i) Skills needed by industry and commerce			
j) Moral values (i.e. ideas of right and wrong)			
k) Help to find a job and prepare for a career			
l) Skills for leisure (e.g. Sport,Dance,Hobby Skills, etc.			
m) Develop Character and Personality			
n) Skills for marriage and family life			
o) Pride in school			
p) Appreciation of the Arts(e.g. Music, Literature,Painting, Drama, etc.			
q) Fashion (e.g. Clothing,Hairdressing, Beauty Care,etc.)			
r) Computer Literacy			

QUESTION 2:--------- In the column headed 1 indicate what you think are personal qualities we should be developing in the students. In the column headed 2 indicate what you think are the personal qualities which the senior staff are in fact developing in the students.

	1	2	
a) Courtesy			
b) Tolerance			
c) Competitiveness			
d) Self-Confidence			
e) Commitment to some personal philosophy of life			
f) Patriotism			
g) Concern for Truth (e.g.in Ideas,in Art, in Relationships, etc			
h) Ambition			
i) Concern for other people			
j) Courage			
k) Leadership			
l) Equality between the sexes			
m) Aggression			
n) Honesty			
o) Reliability			
p) Persistence			
q) Assertiveness			
r) Racial tolerance			

QUESTION 3:----What qualities would you expect to find in a good teacher?

Please put a tick in the column which most nearly represents your opinion.

(N.B. V.I.=Very Important I.=Important D.=Desirable U.I.=Unimportant U.D.=Undesirable

		V.I	I.	D.	U.I	U.D
a) Academic Competence	a					
(i.e.knows his/her subject well	b					
b)Sound moral	a					
character	b					
c)Able to make warm relationships	a					
(i.e.Friendly)	b					
d)Enthusiasm	a					
	b					
e)Reliable	a					
	b					
f)Strict	a					
	b					
g)Firm Leadership	a					
	b					
h)Fairness	a					
	b					
i)Frightening	a					
	b					
j)Encouraging	a					
	b					
k)Imaginative	a					
	b					
l) Sense of humour	a					
	b					
m) Well organised	a					
	b					
n) Keeps marking up to date	a					
	b					
o) Tests Regularly	a					
	b					
p) Sets regular homework	a					
	b					
q)Sympathetic	a					
	b					
r) A good Listener	a					
	b					

QUESTION 4:----------What makes a good student?

Please put a tick in the column which most nearly represents your opinion.

(N.B. V.I.=Very Important I.=Important D.=Desirable U.I.=Unimportant U.D.=Undesirable

		V.I	I.	D.	U.I	U.D.
a)Academic Ability	a					
	b					
b)Obedience	a					
	b					
c)Imagination	a					
	b					
d)Application to work	a					
	b					
e)Cheerfulness	a					
	b					
f)Enquiring Mind (e.g.Questioning)	a					
	b					
g)Nonconformity	a					
	b					
h)Assertiveness	a					
	b					
i) Individuality	a					
	b					
j) Ability to argue	a					
	b					
k) Honesty	a					
	b					

QUESTION 5:------How do you assess the following offences within a school? Please put a tick in the column which most nearly represents your opinion.

(N.B. V.S.=Very serious S.=Serious M.=Minor U.I.=Unimportant

	V.S.	S.	M.	U.I.	
a)Smoking					
b)Lateness					
c)Vandalism					
d)Rudeness to staff					
e)Rudeness to students					
f)Damage to other people's belongings					
g)Racist behaviour					
h)Lying					
i)Truanting					
j)Swearing					
k)Not doing homework					
l)Defacing books					
m)Stealing					
n)Bullying					
o)Leaving litter around					
p)Betraying another's secrets					
q)Fighting					
r)Preventing other people working					

QUESTION 6:-------- How do you assess the following offences in the wider society?

Please put a tick in the column which most nearly represents your opinion

(N.B. V.S.= Very serious S.=Serious M.=Minor
U.I.= Unimportant

	V.S	S.	M.	U.I.	
a) Vandalism (Damage)					
b) Vandalism (Graffiti)					
c) Burglary					
d) Drug taking (alcohol)					
e) Drug taking (tobacco)					
f) Drug taking (any other drug other than by medical prescription					
g) Violence against people					
h) Child abuse					
i) Theft (Shoplifting)					
j) Theft (Any other theft)					
k) Adultery					
l) Rape					
m) Pre-marital sex					
n) Racial Discrimination					

In the following three questions please put a circle round the asterisk in the column which in your opinion indicates the tendency of the school towards one end or other of the suggested range. For example, if you think that the school has a strong tendency towards technical education rather than towards a more traditional curriculum, put a circle round the relevant left hand asterisk.

e.g.
TECHNICAL ⊛ * * * * TRADITIONAL

(Please note ; These questions ask you what you think the situation is in fact - not what you feel it ought to be.

QUESTION 7:--- THE CURRICULUM

	STRONG	SLIGHT	NEITHER	SLIGHT	STRONG	
TECHNICAL	*	*	*	*	*	TRADITIONAL
VOCATIONAL	*	*	*	*	*	PERSONAL INTEREST
SPECIALISATION	*	*	*	*	*	BROAD BALANCED CURRICULUM
PRACTICAL	*	*	*	*	*	THEORETICAL
SEXUAL STEREOTYPE	*	*	*	*	*	SEXUAL EQUALITY
INTERESTING	*	*	*	*	*	BORING
PURPOSEFUL	*	*	*	*	*	MEANINGLESS
CREATIVE	*	*	*	*	*	ROUTINE
FUN	*	*	*	*	*	GRIM
RELEVANT	*	*	*	*	*	IRRELEVANT

QUESTION 8:----- GENERAL ETHOS OF THE SCHOOL

	STRONG	SLIGHT	NEITHER	SLIGHT	STRONG	
INDIVIDUAL EXCELLENCE	*	*	*	*	*	TEAM SPIRIT
COMPETITION	*	*	*	*	*	COLLABORATION
FREEDOM	*	*	*	*	*	COMPULSION
PRIVATE GAIN	*	*	*	*	*	PUBLIC SPIRIT
PERSONAL AUTONOMY	*	*	*	*	*	AUTHORITARIAN
EQUAL OPPORTUNITIES	*	*	*	*	*	TRADITIONAL ROLES
ENCOURAGING	*	*	*	*	*	REJECTING
CARING	*	*	*	*	*	INDIFFERENT
REWARDS	*	*	*	*	*	PUNISHMENTS
FAIR	*	*	*	*	*	UNFAIR
DISORDERED	*	*	*	*	*	DISCIPLINED
NOISY	*	*	*	*	*	QUIET
STRESSED	*	*	*	*	*	RELAXED
FRIENDLY	*	*	*	*	*	THREATENING
INFORMAL	*	*	*	*	*	FORMAL
WILLING TO CHANGE	*	*	*	*	*	RIGID

QUESTION 9:----- STUDENT DEVELOPMENT

	STRONG	SLIGHT	NEITHER	SLIGHT	STRONG	
CONCERN FOR SELF	*	*	*	*	*	CONCERN FOR OTHERS
PERSONAL DEVELOPMENT	*	*	*	*	*	EXAMINATION SUCCESS
INDIVIDUALITY	*	*	*	*	*	CONFORMITY
SELF CONTROL	*	*	*	*	*	OBEDIENCE TO AUTHORITY
LOGIC	*	*	*	*	*	EMOTION
DISCOVERY	*	*	*	*	*	AUTHORITARIAN TEACHING
SELF CONFIDENCE	*	*	*	*	*	DEPENDENCE
CHALLENGE	*	*	*	*	*	ACCEPTANCE
POLITENESS (STAFF)	*	*	*	*	*	RUDENESS (STAFF)
POLITENESS (STUDENTS)	*	*	*	*	*	RUDENESS (STUDENTS)
SELF-MOTIVATED	*	*	*	*	*	AIMLESS

QUESTION 10:
Does it happen at present that you are able to have worthwhile discussions informally with individual members of staff?

[ ] OFTEN [ ] OCCASIONALLY [ ] NEVER

QUESTION 11:
Do you think your opinions are ever listened to at school?

[ ] OFTEN [ ] OCCASIONALLY [ ] NEVER

QUESTION 12:
Please write a short paragraph on how you think the school values may be best encouraged or maintained.(e.g. Strong disciplinary measures,personal contact between staff and students either formally or informally,Published Codes of Conduct, using Assembly,Counselling by senior members of staff etc.)

Please write a short paragraph on what you think would improve the school as an educational institution

---

PERSONAL INFORMATION

Sex M/F_____

Do you hope to go to university?_____

Or other institution of Further Education?

What is your age?_____

It is hoped that this question will cause no offence but it could well be useful to know the background culture informing the answers to the questionnaire. Therefore you are asked to tick the relevant box. If, however, you object strongly to this request please leave all the boxes blank.

Racial Origin:

☐ European (including British)

☐ Asian

☐ West Indian

☐ Other

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VALUES IN EDUCATION

VOLUME 2

SUMMARY TABLES OF RESULTS.

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Question 1A: Personal Priorities

Increasing Knowledge

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	24	15	13	8	4	4	5	5	5	2	1	1	2	1	1	0	0	0
b	73	51	45	25	18	13	6	11	6	7	3	3	3	1	0	1	0	1
c	2	3	0	1	0	0	1	2	0	0	0	0	0	0	0	0	0	0
d	3	3	1	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0
e	2	4	2	1	2	5	0	4	0	2	0	0	2	0	0	0	0	0
f	2	0	2	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0
g	5	6	6	3	2	1	2	1	2	1	0	1	0	0	0	0	0	0
h	4	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
i	15	6	4	2	0	2	0	1	0	0	2	0	1	0	0	0	0	0
j	3	3	1	1	1	0	1	1	0	1	0	1	0	0	0	0	0	0
k	11	3	5	2	2	3	1	1	2	0	0	0	0	0	0	0	0	0
l	1	0	2	2	0	0	0	1	2	0	0	0	0	0	0	0	0	0
m	10	3	4	1	1	1	1	0	0	2	0	0	0	0	0	0	0	0
n	2	2	1	0	1	1	1	0	0	0	0	0	1	0	1	0	0	0
o	2	9	5	2	0	0	0	1	1	0	0	0	0	0	0	0	0	0
p	1	1	2	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0
q	6	2	4	3	3	1	0	1	0	0	0	0	0	0	0	0	0	0
r	5	3	0	0	0	2	1	0	0	0	1	0	0	0	0	0	0	0
s	6	3	4	1	2	0	1	0	0	1	1	2	0	1	0	1	0	0
t	2	0	3	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0
u	10	12	6	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
v	3	1	2	1	4	0	0	0	1	1	0	0	0	0	0	0	0	0
w	1	0	0	2	0	1	0	0	0	0	0	0	1	0	0	0	0	0
x	3	2	3	1	2	0	1	2	0	0	0	0	0	0	0	0	0	1

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students

l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1A: Personal Priorities

Awareness of Religion or other Philosophy of Life

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	4	4	1	2	2	5	5	8	5	2	5	2	4	9	8	9	6	10
b	0	5	4	7	8	9	12	13	13	16	11	14	26	23	18	23	24	43
c	0	1	2	0	1	0	1	1	0	0	0	1	0	0	1	1	0	0
d	0	0	0	0	1	1	0	1	0	2	0	1	1	1	0	2	0	1
e	0	0	1	0	1	0	0	1	3	1	1	3	0	2	4	2	2	3
f	0	0	0	1	0	1	1	0	1	0	0	0	0	0	2	1	0	0
g	0	0	1	2	1	0	3	1	0	1	2	1	3	4	1	3	2	5
h	0	0	0	0	0	1	1	0	1	0	1	0	0	3	1	0	0	1
i	0	0	1	1	1	2	4	2	0	3	1	4	4	1	0	0	4	5
j	0	1	1	0	0	0	1	2	0	0	1	1	0	1	1	0	2	2
k	0	0	1	2	3	0	1	1	1	3	1	1	2	3	0	5	3	3
l	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	2	2
m	0	1	0	0	0	2	0	1	1	0	2	3	2	1	1	0	6	3
n	2	3	0	0	0	1	0	1	0	0	1	0	1	1	0	0	0	0
o	0	1	0	0	0	2	2	1	5	2	1	0	1	3	1	1	0	0
p	0	0	0	1	0	0	1	0	0	0	0	0	0	2	0	1	1	1
q	0	1	0	0	1	0	0	1	0	1	0	0	5	0	2	1	1	7
r	0	0	0	0	0	0	1	2	2	0	1	0	2	0	2	1	1	0
s	0	2	0	0	0	1	0	3	2	0	2	1	1	0	1	4	1	7
t	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	2	0	3
u	0	0	0	0	0	2	1	1	1	3	1	0	3	6	8	2	1	7
v	0	0	0	0	0	0	0	0	0	1	0	1	2	2	0	3	3	1
w	1	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	0
x	0	0	0	2	1	0	1	1	0	1	0	0	3	1	0	2	1	2

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1A: Personal Priorities

Good Manners

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	2	3	0	6	9	5	6	11	6	12	3	8	5	8	5	3	0	1
b	9	21	18	21	23	33	21	19	24	15	12	18	15	6	5	2	2	3
c	0	0	0	1	0	0	1	0	1	0	1	0	1	0	2	2	0	0
d	0	0	0	2	2	1	1	0	0	0	1	0	2	1	1	0	0	0
e	3	0	2	1	5	3	0	1	2	3	0	1	1	0	2	0	0	0
f	0	1	0	0	0	0	0	1	1	1	0	0	0	1	0	1	0	0
g	1	4	1	1	1	6	1	2	5	0	1	4	1	0	1	1	1	0
h	1	0	0	0	2	0	0	4	0	0	0	2	0	0	0	0	0	0
i	0	8	5	5	2	2	1	4	0	0	2	1	1	1	0	0	0	1
j	0	0	0	1	0	1	1	0	1	2	1	1	2	1	1	1	0	0
k	0	1	1	0	1	8	2	4	0	1	4	2	5	1	0	1	0	1
l	0	0	0	1	2	1	1	1	1	1	0	0	0	0	0	0	0	0
m	1	1	1	2	3	2	4	3	3	1	0	0	1	1	0	0	0	0
n	1	0	0	0	0	0	1	1	0	4	1	0	0	1	0	1	0	0
o	1	1	2	1	3	0	5	0	1	0	0	4	0	0	0	0	1	1
p	0	1	0	0	0	0	0	0	2	0	0	1	1	1	0	0	0	1
q	3	1	1	2	0	2	0	1	1	2	1	3	1	2	0	0	0	0
r	0	0	0	1	1	1	2	0	0	1	0	1	0	2	3	0	0	0
s	0	2	0	4	2	3	2	0	4	2	0	2	1	0	1	0	0	0
t	0	1	0	1	1	1	0	2	1	2	0	0	0	0	0	0	0	0
u	0	2	4	2	4	4	3	3	5	4	0	2	2	1	0	0	0	0
v	0	1	0	2	0	3	2	1	2	2	0	0	0	0	0	0	0	0
w	0	0	0	0	1	0	0	2	0	1	0	0	0	1	0	0	0	0
x	0	0	1	1	2	2	1	0	1	0	4	0	2	0	1	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students

l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1A: Personal Priorities

Enjoyment of Life

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	8	10	5	7	7	4	7	5	9	2	5	4	3	3	2	6	2	1
b	24	15	28	21	24	20	19	13	14	20	17	11	10	12	7	4	7	5
c	3	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	1	1
d	2	2	0	0	0	1	0	0	2	1	2	0	0	0	1	0	0	0
e	0	2	0	2	2	0	4	0	3	3	1	2	2	0	1	1	0	1
f	0	2	1	0	0	0	1	1	0	0	1	0	0	0	0	1	0	0
g	1	1	2	3	7	5	0	3	1	2	1	1	1	1	1	0	0	0
h	1	0	1	0	0	0	1	0	0	0	1	0	1	1	0	1	2	0
i	2	2	3	3	3	4	2	1	1	3	1	1	1	0	3	2	0	1
j	1	1	2	1	2	1	1	0	1	0	0	0	0	1	0	1	0	1
k	1	0	4	4	1	1	2	4	1	3	0	1	3	3	0	0	3	2
l	0	2	0	0	0	1	0	1	2	0	0	0	1	1	0	0	0	0
m	2	0	2	2	2	1	3	2	0	0	3	2	1	1	0	0	1	1
n	0	0	0	1	1	0	0	2	1	1	0	2	0	0	1	1	0	0
o	2	0	1	1	3	4	1	0	0	2	2	0	1	1	1	0	1	0
p	1	2	0	1	0	1	0	0	0	0	0	1	1	0	0	0	0	0
q	3	2	3	0	1	0	0	2	2	2	3	0	0	0	1	0	1	0
r	3	0	0	2	1	0	1	1	1	0	1	0	0	0	0	2	0	0
s	4	3	3	0	0	1	2	0	0	2	1	4	1	1	0	1	0	0
t	0	1	0	2	1	0	2	0	1	0	0	1	0	0	0	0	0	0
u	2	3	8	4	2	1	3	1	3	2	3	0	0	4	0	0	0	0
v	1	0	1	2	3	0	1	0	2	0	2	0	0	1	0	0	1	0
w	0	0	1	0	2	0	1	0	1	0	0	0	0	0	0	0	0	0
x	6	2	1	0	0	3	1	0	1	1	0	0	0	0	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 1A: Personal Priorities

Examination Success

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	5	8	8	9	6	9	9	5	9	7	5	4	3	2	1	0	1	0
b	58	51	29	22	23	13	12	9	12	5	11	3	3	5	4	5	1	1
c	0	0	1	0	2	1	2	0	0	0	1	0	2	0	0	0	0	0
d	1	0	2	0	2	0	1	1	1	1	1	1	0	0	0	0	0	0
e	7	5	2	5	0	0	0	1	2	0	1	0	0	0	0	0	0	1
f	0	1	0	0	0	2	0	0	2	1	0	0	1	0	0	0	0	0
g	4	3	6	4	3	1	3	1	0	1	2	1	0	1	0	0	0	0
h	1	2	1	2	0	1	0	0	0	0	1	0	0	0	1	0	0	0
i	7	7	4	1	5	1	1	1	2	0	1	1	0	0	1	1	0	0
j	0	3	1	1	2	0	1	0	2	0	1	1	1	0	0	0	0	0
k	10	8	1	3	1	0	0	0	2	1	1	0	0	1	1	0	1	0
l	2	0	0	2	0	1	0	0	0	2	1	0	0	0	0	0	0	0
m	2	10	2	1	1	2	0	0	1	2	0	0	1	0	0	1	0	0
n	0	1	1	2	1	1	1	0	0	1	0	0	1	1	0	0	0	0
o	8	2	5	1	1	1	0	2	0	0	0	0	0	0	0	0	0	0
p	1	0	0	0	0	1	1	2	0	0	1	0	0	0	1	0	0	0
q	3	4	0	0	5	3	1	1	0	0	1	0	0	0	1	1	0	0
r	0	1	3	2	0	0	2	0	3	1	0	0	0	0	0	0	0	0
s	5	4	2	2	1	1	1	1	1	0	2	0	1	2	0	0	0	0
t	0	0	0	0	1	1	1	2	1	0	0	2	0	0	0	0	1	0
u	9	5	6	3	2	2	2	1	3	0	1	0	0	0	1	1	0	0
v	2	1	1	1	1	0	2	0	1	1	1	0	1	0	0	1	0	0
w	0	0	0	0	0	2	2	0	0	1	0	0	0	0	0	0	0	0
x	1	2	0	1	3	2	2	1	0	0	1	1	0	1	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1A: Personal Priorities

Pride in Work

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	2	7	8	9	8	13	9	8	4	8	3	4	3	3	1	2	0	0
b	16	24	20	29	21	16	25	24	19	13	17	15	7	1	11	3	5	1
c	0	0	0	0	1	3	0	1	4	0	0	0	0	0	0	0	0	0
d	0	1	1	2	1	2	0	1	1	1	0	0	0	0	0	1	0	0
e	2	2	1	1	1	2	4	2	1	1	2	2	1	0	1	0	1	0
f	0	0	0	1	0	1	1	1	1	0	1	1	0	0	0	0	0	0
g	1	2	3	4	5	1	3	1	1	1	4	1	1	0	2	0	0	0
h	0	1	2	2	1	0	0	1	0	2	0	0	0	0	0	0	0	0
i	3	5	5	1	1	0	3	3	3	1	1	3	1	0	1	1	1	0
j	2	0	3	1	0	0	3	0	0	2	0	2	0	0	0	0	0	0
k	1	4	0	2	4	2	2	4	2	1	2	2	0	0	2	0	1	1
l	0	0	0	1	1	3	1	0	0	0	0	0	1	1	0	0	0	0
m	0	0	1	5	1	2	2	1	5	4	0	1	1	0	0	0	0	0
n	0	1	0	0	2	2	2	1	1	0	0	1	0	1	0	0	0	0
o	0	0	0	4	1	0	3	2	2	3	0	1	1	0	2	0	1	0
p	0	2	1	1	1	0	1	0	0	0	0	0	0	0	0	1	0	0
q	0	2	1	4	0	1	5	2	0	0	2	0	0	0	2	1	0	0
r	0	1	1	0	2	1	0	4	0	2	1	0	0	0	0	0	0	0
s	4	2	4	2	1	2	0	2	1	1	2	0	1	1	0	0	0	0
t	0	1	0	0	0	2	0	0	1	1	1	0	2	0	1	0	0	0
u	4	3	4	6	4	2	1	4	2	0	2	2	1	0	0	1	0	0
v	1	2	0	0	2	2	2	1	0	0	2	1	0	0	0	0	0	0
w	0	0	0	1	0	2	1	0	0	0	0	0	0	1	0	0	0	0
x	0	2	1	0	1	2	0	2	2	1	0	2	0	0	1	0	1	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1A: Personal Priorities

Justice

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	1	4	8	4	13	7	5	7	8	7	8	2	2	6	3	3	3	2
b	8	8	11	16	17	15	17	18	25	31	24	22	13	16	10	6	7	3
c	1	2	0	0	0	2	0	1	0	0	0	0	1	1	0	1	0	0
d	0	0	2	0	1	0	1	1	1	0	1	0	0	2	1	1	0	0
e	2	0	0	2	0	0	0	1	4	2	6	3	0	1	0	1	0	2
f	1	1	0	0	2	0	0	1	0	0	0	0	0	0	0	1	0	1
g	3	2	0	2	2	1	2	3	3	4	1	3	3	0	1	0	0	0
h	0	0	0	0	1	2	0	0	3	2	0	1	0	0	0	0	0	0
i	1	0	1	2	0	4	5	1	2	1	4	1	1	2	3	3	2	0
j	0	1	1	0	0	3	1	2	0	2	1	0	0	0	0	0	1	1
k	1	2	1	0	5	1	3	2	3	3	1	1	3	1	1	1	1	0
l	0	0	1	0	1	1	2	0	0	0	1	0	0	1	0	1	0	0
m	1	1	2	2	2	1	1	1	0	3	2	1	1	3	1	1	0	0
n	0	1	2	2	1	0	0	0	1	0	2	0	0	0	0	0	1	0
o	0	1	1	0	1	2	1	3	2	1	2	2	2	1	0	0	1	0
p	0	0	1	0	0	0	0	2	0	0	0	1	0	1	1	0	1	0
q	0	0	1	0	1	1	1	0	3	2	3	4	0	3	1	0	0	0
r	0	0	1	1	3	1	0	0	0	1	1	0	1	2	1	0	0	0
s	0	2	1	0	1	1	0	3	2	3	1	3	1	2	2	0	1	0
t	0	1	0	0	3	0	1	0	2	2	0	0	0	0	0	0	0	0
u	0	0	3	5	5	2	1	1	2	6	3	2	2	0	1	0	2	1
v	0	0	0	1	0	2	0	3	1	3	1	2	0	0	0	0	0	0
w	0	0	0	1	1	0	0	1	1	0	0	0	1	0	0	0	0	0
x	0	0	1	2	0	0	3	0	3	3	0	0	0	3	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1A: Personal Priorities

Teach How Society Works

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	1	3	3	13	5	5	8	8	3	10	10	8	4	1	6	3	0	1
b	0	8	12	22	22	22	27	22	13	19	25	23	17	15	7	6	1	6
c	0	0	2	1	1	0	0	0	0	3	1	0	1	0	0	0	0	0
d	0	1	1	3	0	0	0	3	0	0	1	0	0	1	1	0	0	0
e	0	0	2	3	1	2	2	2	0	4	1	3	2	2	0	0	0	0
f	0	0	0	2	1	0	2	0	0	0	1	0	1	0	1	0	0	0
g	0	1	0	0	1	5	4	1	3	3	3	2	2	1	1	2	0	1
h	0	0	1	0	1	0	1	1	1	2	0	1	0	0	0	1	0	0
i	0	1	1	4	2	2	2	3	3	2	0	6	3	1	0	1	0	2
j	0	0	1	2	1	1	1	2	1	1	0	0	1	0	0	2	0	0
k	0	2	0	3	5	1	2	2	1	2	3	3	1	1	3	0	0	1
l	0	0	0	0	1	0	1	1	0	1	1	3	0	0	0	0	0	0
m	0	1	1	3	2	0	4	2	0	1	5	2	1	0	1	0	0	0
n	0	0	0	1	0	1	1	0	1	1	1	3	0	0	1	0	0	0
o	0	2	4	3	2	1	0	2	0	0	0	0	3	3	0	0	0	0
p	0	0	0	0	1	1	0	0	0	2	1	0	1	0	1	0	0	0
q	0	0	1	1	2	0	2	2	1	0	4	2	1	0	1	1	1	1
r	0	2	0	2	0	1	2	0	0	1	1	1	1	0	1	0	0	0
s	0	0	0	2	3	3	3	2	1	2	2	0	1	2	1	1	0	0
t	1	0	0	2	0	1	0	1	0	2	2	0	0	0	0	0	0	0
u	0	1	2	3	3	6	5	3	1	3	2	3	0	2	0	1	0	1
v	0	0	0	0	0	2	0	0	3	0	3	2	2	1	0	0	0	0
w	0	0	0	1	0	0	0	0	0	0	2	0	0	0	1	0	0	1
x	0	0	1	0	1	0	3	3	0	2	2	0	1	2	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1A: Personal Priorities

Skills Needed by Industry and Commerce

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	1	1	1	8	4	4	7	6	4	4	7	9	13	5	8	9	1	0
b	0	8	10	11	15	18	12	15	18	20	22	31	28	21	19	10	7	2
c	0	0	0	0	1	0	0	1	1	1	1	3	0	0	0	1	0	0
d	0	0	0	1	1	0	2	3	1	0	0	1	2	0	0	0	0	0
e	0	2	0	1	1	1	2	2	3	1	4	1	0	2	2	1	1	0
f	0	0	0	0	0	1	0	0	0	2	0	1	0	0	1	1	1	0
g	0	0	0	1	1	2	0	1	1	2	4	8	3	2	2	2	3	0
h	0	0	0	0	0	0	2	0	1	0	1	2	1	0	0	2	0	0
i	0	1	3	2	4	2	1	1	1	2	5	3	2	2	3	1	0	0
j	0	0	0	2	0	1	2	1	0	1	1	0	1	2	1	1	0	0
k	0	2	1	2	2	2	2	2	5	1	0	5	0	4	1	0	0	1
l	0	1	0	0	1	0	0	0	0	0	2	0	3	1	1	0	0	0
m	0	0	0	0	2	4	1	2	3	0	0	2	1	3	3	1	0	1
n	0	0	0	1	0	1	0	1	0	0	1	1	2	0	1	2	0	0
o	0	0	0	1	0	2	1	4	1	2	1	2	3	0	2	1	0	0
p	0	0	0	1	2	0	0	0	0	1	0	0	1	0	1	1	0	0
q	0	0	1	1	0	0	2	0	3	4	1	0	5	2	0	0	1	0
r	1	0	1	1	0	1	0	1	0	0	1	3	1	0	2	0	0	0
s	0	2	0	1	1	4	0	0	0	2	2	3	3	0	3	1	1	0
t	0	0	0	2	0	0	1	0	1	0	1	0	1	2	1	0	0	0
u	0	0	3	1	3	1	2	0	1	3	5	5	5	3	2	2	0	0
v	0	0	1	1	0	0	1	1	0	1	0	2	3	2	1	0	0	0
w	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	2	0	0
x	0	1	1	0	1	0	0	2	0	2	0	2	3	1	0	1	1	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1A: Personal Priorities

Moral Values (i.e. Ideas of Right and Wrong)

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	14	13	17	7	7	7	5	4	7	2	3	3	2	0	0	0	1	0
b	9	11	25	20	27	22	20	21	15	21	15	13	15	10	9	10	1	3
c	1	1	2	3	0	1	0	1	0	0	0	0	0	0	0	0	0	0
d	0	3	2	1	1	1	1	0	0	1	1	0	1	0	0	0	0	0
e	1	2	1	1	2	1	0	4	1	2	2	0	1	2	1	2	0	1
f	0	0	3	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0
g	3	3	3	3	3	1	4	0	2	2	1	0	0	2	3	0	0	0
h	1	0	1	0	0	2	1	1	0	1	1	0	0	0	0	0	1	0
i	1	1	1	3	2	2	2	0	3	6	2	0	6	3	1	0	0	0
j	2	2	0	1	3	1	0	1	3	0	0	0	0	0	0	0	0	0
k	0	0	5	0	4	3	3	2	4	4	1	1	3	0	0	0	0	0
l	2	2	2	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
m	1	1	5	1	2	4	1	2	1	2	1	1	0	1	0	0	0	0
n	2	1	4	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0
o	0	0	1	3	3	1	0	1	1	1	0	5	0	0	2	1	0	1
p	1	0	0	2	1	1	0	0	2	0	0	0	0	0	0	0	0	0
q	2	1	2	2	1	1	1	2	0	2	0	1	1	0	1	3	0	0
r	0	1	5	1	2	0	0	0	1	0	0	1	1	0	0	0	0	0
s	0	1	2	1	1	2	1	3	1	0	4	1	1	1	1	3	0	0
t	4	2	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0
u	0	0	1	2	7	4	6	3	2	0	2	4	1	1	0	1	1	1
v	1	1	2	3	1	1	1	1	0	0	0	0	2	0	0	0	0	0
w	2	2	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
x	0	1	2	1	1	2	1	3	0	2	2	0	0	0	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1A: Personal Priorities

Help to Find a Job and Prepare for a Career

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	1	2	6	9	5	10	6	5	6	6	9	14	3	3	3	0	2	0
b	37	34	40	27	23	14	15	12	16	9	6	10	5	7	5	3	3	2
c	0	0	0	0	1	0	1	1	1	1	0	1	1	1	1	0	0	0
d	0	0	1	0	0	2	0	0	2	2	0	3	0	0	0	0	1	0
e	6	4	6	2	2	0	1	0	0	0	1	0	1	0	0	0	1	0
f	0	0	0	1	0	1	0	0	1	1	0	2	0	0	1	0	0	0
g	5	6	5	2	1	2	1	2	2	1	0	0	0	0	3	0	0	0
h	0	1	0	1	1	1	0	0	1	0	1	1	2	0	0	0	0	0
i	2	0	1	3	3	4	3	2	1	1	1	4	0	4	0	2	1	1
j	0	0	0	2	0	3	0	2	0	1	0	2	0	1	2	0	0	0
k	3	6	10	3	1	0	0	1	1	2	1	0	1	0	0	1	0	0
l	0	0	2	0	1	0	0	1	2	0	1	1	0	0	0	0	0	0
m	4	3	3	2	0	0	4	1	2	1	1	0	1	0	1	0	0	0
n	0	0	0	2	1	0	2	2	0	0	1	1	0	0	0	0	1	0
o	3	3	1	4	3	2	0	0	0	2	0	1	0	1	0	0	0	0
p	0	0	0	1	0	0	2	0	0	2	1	0	0	1	0	0	0	0
q	1	1	5	2	2	1	1	3	1	1	0	0	1	0	0	0	0	1
r	1	1	0	2	1	1	1	0	1	0	3	1	0	0	0	0	0	0
s	2	0	2	3	6	2	1	0	3	1	0	1	0	0	1	0	1	0
t	0	0	1	0	1	2	1	0	0	0	0	2	1	1	0	0	0	0
u	7	7	4	6	2	2	3	0	0	0	0	3	1	1	0	0	0	0
v	1	3	3	0	1	0	1	2	1	0	0	0	0	1	0	0	0	0
w	0	0	2	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0
x	3	1	0	0	2	1	0	1	4	0	2	1	0	0	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students

l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1A: Personal Priorities

Skills for Leisure

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	0	1	0	1	4	1	3	2	8	5	9	10	8	13	8	10	7	1
b	0	2	4	6	4	9	8	7	14	15	21	19	23	36	30	30	24	15
c	0	0	0	0	0	0	0	0	0	3	0	1	1	0	1	0	2	1
d	0	0	0	0	0	0	0	1	0	2	1	2	1	2	0	2	0	0
e	0	0	0	0	1	2	0	0	2	1	0	2	2	1	1	5	4	3
f	0	0	0	1	0	1	0	0	1	1	0	2	0	0	1	0	0	0
g	0	0	0	0	0	0	1	1	2	4	3	3	2	8	1	4	1	0
h	0	0	0	0	1	0	0	0	0	0	1	2	0	2	3	0	0	0
i	0	0	1	0	3	1	1	1	1	2	4	1	2	4	6	2	2	2
j	0	0	0	0	1	0	0	0	1	0	2	1	1	2	2	2	1	0
k	0	1	0	1	0	0	2	1	0	1	2	1	2	5	5	3	4	2
l	0	0	0	0	1	0	1	0	1	1	0	0	2	0	0	1	1	0
m	0	0	0	0	0	0	0	2	0	0	4	1	3	4	2	4	2	1
n	0	0	0	0	0	0	0	0	4	0	0	0	0	1	2	2	1	0
o	0	0	0	1	0	1	0	0	1	1	3	1	2	4	2	0	1	3
p	0	0	0	0	0	0	1	0	1	0	3	1	0	0	0	1	0	0
q	0	0	0	0	0	2	1	1	2	1	0	2	2	1	3	5	0	0
r	0	0	0	0	0	0	1	1	0	1	1	1	0	2	0	2	2	1
s	0	0	0	2	0	0	1	0	1	2	0	2	3	2	1	3	4	2
t	0	0	0	0	1	0	0	0	0	0	1	1	3	3	0	0	0	0
u	0	0	0	0	0	2	1	0	5	0	2	2	3	6	6	3	4	2
v	0	1	0	1	0	1	1	1	0	0	3	2	0	1	1	0	1	0
w	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2	0
x	0	0	3	1	0	0	0	0	0	3	0	2	2	0	2	1	1	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1A: Personal Priorities

Develop Character and Personality

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	28	21	15	3	8	5	1	3	2	3	2	0	1	0	0	0	0	0
b	22	24	16	23	20	30	24	27	17	14	12	12	6	6	4	5	3	2
c	2	2	0	2	1	0	0	1	0	0	1	0	0	0	0	0	0	0
d	5	1	1	1	0	1	0	1	1	0	1	0	0	0	0	0	0	0
e	1	0	6	3	0	3	2	2	1	0	2	1	1	1	1	0	0	0
f	4	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
g	6	2	3	2	2	3	2	2	2	2	0	3	0	0	0	0	0	1
h	1	2	2	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0
i	2	1	0	4	3	3	3	3	4	2	2	0	1	2	1	0	2	0
j	5	4	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
k	0	1	0	4	2	1	2	2	2	6	1	3	2	0	1	3	0	0
l	3	2	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0
m	1	2	2	1	5	2	1	2	2	1	0	2	0	1	0	0	1	0
n	3	2	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	0
o	4	3	0	1	3	1	4	0	2	0	1	0	0	0	0	1	0	0
p	3	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
q	0	3	0	1	2	3	2	3	1	0	3	0	0	1	0	1	0	0
r	3	3	1	0	2	1	0	1	1	0	0	0	0	0	0	0	0	0
s	1	3	2	1	1	3	3	3	2	1	2	0	1	0	0	0	0	0
t	0	2	5	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0
u	1	2	0	2	2	8	4	9	0	2	1	2	0	1	1	0	0	1
v	4	3	3	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0
w	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
x	2	4	0	4	0	2	0	0	1	0	0	1	1	0	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 1A: Personal Priorities

Skills for Marriage and Family Life

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	0	1	3	2	2	4	6	4	3	4	4	6	10	8	11	8	14	1
b	3	2	2	2	3	6	5	13	8	14	22	19	23	28	31	32	29	25
c	0	0	1	0	1	1	0	0	1	0	1	1	0	2	1	0	0	0
d	0	0	0	0	1	1	1	0	0	0	2	2	1	0	2	1	1	0
e	0	2	0	0	1	1	2	1	0	1	0	2	4	5	2	1	0	1
f	0	0	0	0	0	1	0	0	0	0	0	0	1	2	1	0	1	1
g	1	0	0	0	0	0	0	3	0	0	2	0	1	3	5	3	4	8
h	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	3	3	0
i	0	0	0	0	0	0	1	0	3	1	2	3	2	3	4	4	6	4
j	0	0	1	0	0	0	1	2	0	0	0	2	2	0	3	1	1	0
k	1	0	0	1	0	1	1	1	1	0	4	1	0	2	6	3	2	6
l	0	1	0	1	0	0	1	0	0	1	1	0	0	1	1	0	1	0
m	1	0	0	0	0	0	0	1	1	0	4	1	4	2	4	2	1	2
n	0	0	0	0	1	1	0	0	1	0	1	2	1	1	0	1	1	0
o	0	0	0	0	1	2	0	1	0	1	3	2	3	1	2	3	1	0
p	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	3	0
q	0	0	0	0	0	1	0	1	1	2	1	3	0	4	1	0	5	1
r	0	0	0	0	0	1	0	1	1	2	0	0	2	1	1	2	1	0
s	0	0	2	0	0	0	0	1	0	1	2	2	0	3	3	2	6	1
t	0	0	0	1	0	0	2	0	0	1	0	1	0	1	2	0	1	0
u	0	0	0	0	0	1	1	2	1	5	2	1	4	4	1	10	4	0
v	0	0	0	0	1	0	0	2	0	3	0	1	3	0	1	2	0	0
w	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	1	0
x	0	0	0	1	0	0	0	0	1	0	2	2	2	1	2	2	0	2

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 1A: Personal Priorities

Pride in School

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	0	0	0	1	1	4	3	2	3	8	8	2	8	6	11	10	17	9
b	3	4	2	14	15	12	21	23	22	17	18	18	18	16	23	15	11	15
c	0	0	0	0	0	0	1	0	0	0	1	0	1	0	3	1	2	0
d	0	0	0	0	0	0	2	0	0	0	1	1	3	0	1	1	2	0
e	0	1	1	2	3	4	3	1	0	0	0	1	3	0	1	1	0	3
f	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	2	2
g	0	0	0	2	1	0	3	4	3	2	1	2	0	4	1	4	3	0
h	0	0	0	1	0	1	0	0	1	1	0	0	2	1	1	0	0	1
i	0	1	1	2	4	3	2	5	1	1	2	3	2	1	2	3	0	0
j	0	0	0	0	0	0	0	0	1	1	2	0	0	1	2	3	2	1
k	0	1	0	1	1	2	4	2	2	1	3	1	5	1	2	1	0	3
l	0	0	0	0	0	0	0	0	0	0	1	1	0	1	2	1	2	0
m	0	0	0	3	0	1	0	2	3	3	0	4	1	1	3	1	1	0
n	0	0	0	0	0	1	0	0	0	2	0	0	0	1	1	2	0	3
o	0	0	0	0	1	1	2	1	1	3	5	0	1	0	2	0	1	2
p	0	0	0	0	1	1	0	0	0	0	1	0	1	0	1	1	1	0
q	1	0	0	2	1	1	2	1	3	0	1	1	1	1	0	2	1	2
r	0	0	0	0	0	1	0	1	0	2	0	0	0	1	0	1	4	2
s	0	0	0	2	0	0	2	3	2	2	0	1	3	3	2	2	0	1
t	0	0	0	0	0	0	0	1	1	0	2	0	1	1	0	1	2	0
u	2	1	0	0	3	0	2	3	5	4	4	2	2	0	5	1	2	0
v	0	0	0	0	0	0	0	0	2	1	0	2	0	2	3	0	2	1
w	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	2	0
x	0	0	0	0	1	0	1	1	0	0	2	1	0	3	2	0	1	3

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
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i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1A: Personal Priorities

Appreciation of the Arts

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	0	0	0	4	4	6	4	6	4	6	8	11	4	7	10	10	6	2
b	2	1	3	3	4	6	10	4	9	9	15	12	27	20	34	44	42	22
c	0	0	0	0	0	0	2	0	0	1	1	1	0	3	0	1	0	0
d	0	0	0	0	0	1	1	0	1	1	1	1	0	1	3	1	1	1
e	0	0	0	0	1	0	0	1	1	2	2	0	1	1	4	4	5	2
f	0	0	0	1	1	0	0	1	0	1	1	0	0	1	0	1	0	0
g	0	0	0	0	0	1	1	0	1	1	5	1	8	1	1	7	1	2
h	0	0	0	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0
i	0	0	0	0	0	1	0	1	3	1	0	2	3	4	2	5	8	3
j	0	0	0	1	0	1	0	0	1	0	3	1	1	2	0	1	1	0
k	0	0	1	1	1	1	1	1	2	0	0	1	1	3	5	8	3	1
l	0	0	0	0	0	1	0	1	0	0	0	2	0	0	1	2	1	0
m	0	0	0	0	0	1	0	1	0	3	1	1	3	1	2	4	3	3
n	0	0	0	0	1	0	1	1	0	1	1	0	1	2	0	0	1	1
o	0	0	0	0	0	0	3	0	0	0	1	1	1	1	1	5	5	2
p	0	0	0	0	0	2	0	1	0	2	0	1	0	0	1	0	0	0
q	1	1	0	0	1	1	1	0	0	0	0	2	1	2	3	1	3	3
r	0	0	0	1	0	1	1	0	1	0	0	4	1	1	1	1	0	0
s	1	0	1	1	1	0	3	0	1	2	1	1	2	2	3	1	3	0
t	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2	3	2	0
u	0	0	0	0	0	0	1	0	0	0	4	2	7	2	5	5	7	3
v	0	0	0	0	0	1	0	0	1	0	1	0	0	1	6	1	2	0
w	0	0	0	0	1	0	0	0	0	1	0	2	0	0	1	0	0	0
x	0	0	1	1	0	0	0	0	0	0	0	1	0	2	2	3	2	3

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
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k = AO1 Students
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m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1A: Personal Priorities

Fashion

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	0	0	0	0	0	0	1	1	0	0	2	0	0	4	2	8	19	55
b	0	1	1	3	2	6	4	4	6	10	7	3	14	14	26	38	55	72
c	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	5
d	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	3	8
e	0	0	0	0	0	0	2	0	1	0	1	0	1	2	2	4	10	1
f	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3	3
g	0	0	0	1	0	0	0	2	1	1	0	0	3	1	5	4	5	7
h	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	6
i	0	0	1	0	0	0	1	0	2	3	1	0	1	2	2	6	2	11
j	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	3	8
k	0	0	0	0	0	4	0	0	1	2	1	2	1	2	1	3	8	5
l	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	6
m	0	0	0	0	0	0	0	0	0	0	2	0	1	0	3	4	4	9
n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3	5
o	0	0	0	0	0	0	0	1	0	1	0	0	1	2	2	3	2	8
p	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0	4
q	0	0	0	1	0	1	0	0	1	2	1	0	1	3	0	2	5	3
r	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	3	7
s	0	1	0	0	2	0	0	1	0	0	0	0	2	1	3	3	2	8
t	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	1	5
u	0	0	0	1	0	0	0	0	0	1	1	0	2	0	6	3	11	11
v	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	3	1	7
w	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	3
x	0	0	0	0	0	1	1	0	0	0	0	1	1	0	1	3	5	2

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1A: Personal Priorities

Computer Literacy

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	0	0	1	2	2	1	2	2	3	8	5	6	13	12	11	7	11	4
b	0	1	3	2	5	8	10	14	11	11	12	21	12	28	25	29	41	36
c	0	0	0	0	0	0	0	0	1	0	1	1	1	1	0	2	0	2
d	0	0	0	0	0	0	1	0	0	0	2	0	0	3	0	1	3	1
e	0	0	0	0	1	0	2	2	1	1	0	2	1	4	3	3	0	4
f	0	0	0	0	1	0	0	0	0	1	0	1	2	1	1	0	0	0
g	0	0	0	0	0	1	0	2	1	2	0	3	2	2	2	0	10	5
h	0	0	0	1	0	0	1	1	0	1	1	0	1	1	1	0	1	0
i	0	0	0	0	1	0	1	4	3	4	3	0	2	3	2	2	5	3
j	0	0	0	0	1	1	0	0	0	2	0	0	3	2	0	2	1	0
k	0	0	0	0	0	2	1	3	0	0	4	5	0	3	2	0	6	4
l	0	0	1	0	0	0	0	1	0	0	0	1	1	1	1	2	0	0
m	0	0	0	0	2	1	1	0	1	0	0	2	1	3	2	4	3	3
n	0	0	0	0	0	0	0	0	1	0	0	1	2	1	3	0	2	0
o	0	0	1	0	0	1	0	1	2	0	0	0	1	3	4	5	2	2
p	0	0	0	0	0	0	0	0	1	0	0	2	1	0	1	0	1	1
q	0	1	1	0	0	1	0	0	0	0	0	2	2	2	4	3	2	2
r	0	0	0	0	0	0	0	0	1	1	2	0	3	2	1	1	1	0
s	0	0	1	1	1	0	3	1	2	1	1	0	1	2	1	1	4	3
t	0	0	0	1	0	0	0	0	0	1	0	1	0	0	3	0	2	1
u	0	0	0	0	0	1	1	0	1	3	4	6	2	4	2	6	3	3
v	0	0	0	1	0	1	1	0	0	0	0	0	0	1	0	2	3	4
w	0	0	0	0	0	0	0	0	0	2	0	0	0	1	0	1	0	1
x	0	0	0	0	0	0	0	1	0	0	0	1	0	1	3	3	3	3

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Increasing Knowledge

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	25	22	11	8	6	4	3	1	1	1	0	0	2	2	0	0	1	0
b	87	49	29	20	22	12	6	10	5	5	5	1	4	4	3	1	0	3
c	2	2	1	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0
d	4	2	0	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0
e	4	4	5	1	0	4	0	1	1	2	0	0	1	0	0	0	0	0
f	1	1	1	0	1	2	0	1	0	0	0	0	0	0	0	0	0	0
g	10	7	9	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0
h	5	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
i	7	4	2	7	4	0	1	2	1	1	0	0	0	1	2	0	0	1
j	4	4	2	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
k	12	7	0	1	3	1	0	1	0	0	1	1	2	0	0	0	0	1
l	0	1	3	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0
m	11	2	3	1	1	1	2	1	0	1	0	0	0	0	0	0	0	0
n	2	0	3	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0
o	7	4	2	2	0	1	0	0	0	0	0	0	0	1	1	1	0	1
p	2	3	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
q	7	2	2	2	3	1	0	1	0	0	0	0	0	2	0	0	0	0
r	4	4	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0
s	7	3	1	1	7	0	0	0	1	1	2	0	0	0	0	0	0	0
t	2	2	0	2	0	0	1	0	0	0	0	0	0	2	0	0	0	0
u	16	7	2	3	3	1	0	1	0	0	2	0	1	0	0	0	0	0
v	5	3	0	0	0	1	1	2	1	0	0	0	0	0	0	0	0	0
w	1	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
x	1	6	3	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Awareness of Religion or other Philosophy of Life

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	7	3	3	1	5	4	4	4	3	6	7	3	8	10	14	2	0	3
b	4	5	12	10	18	13	11	19	22	15	19	18	20	11	13	21	15	19
c	0	0	1	1	0	0	0	2	0	0	0	0	0	1	2	1	0	1
d	0	0	0	0	0	0	0	1	1	3	1	0	1	0	2	1	0	0
e	0	0	2	1	3	0	1	2	0	1	2	3	1	1	0	2	2	2
f	0	0	0	0	1	1	1	0	0	0	0	0	1	0	3	0	0	0
g	1	0	0	2	1	3	2	4	3	3	2	3	3	1	0	0	2	0
h	1	0	1	0	1	0	0	1	0	0	1	1	0	2	0	1	0	0
i	1	0	0	1	3	3	1	3	3	1	1	0	4	3	1	3	3	1
j	0	0	0	0	1	1	0	1	1	0	2	1	1	2	2	0	0	0
k	0	1	1	1	3	2	1	1	3	2	1	1	3	3	2	2	1	2
l	0	0	0	0	0	0	1	0	0	1	0	0	1	2	2	0	0	0
m	0	1	2	0	1	0	0	1	1	0	5	2	2	1	1	2	4	0
n	5	3	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0
o	0	3	5	1	4	1	1	2	2	0	0	0	0	0	1	0	0	0
p	0	0	0	1	0	0	0	0	0	0	0	0	2	1	1	0	0	1
q	0	0	0	1	2	0	0	2	3	0	3	2	1	0	3	1	1	1
r	0	0	0	0	0	1	2	0	1	2	0	0	2	2	1	0	0	1
s	2	0	0	1	0	2	0	1	2	2	0	0	1	1	0	4	0	7
t	0	0	1	0	1	0	0	0	0	0	2	1	0	1	2	0	0	1
u	0	0	0	2	0	2	2	1	3	4	3	3	4	0	3	3	1	5
v	0	0	0	0	1	0	0	1	2	1	2	2	1	0	1	2	0	0
w	1	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0
x	0	0	2	0	0	0	3	1	0	1	0	2	0	1	1	2	1	1

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Good Manners

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	0	2	4	9	9	7	1	9	8	5	7	5	3	5	5	5	2	1
b	21	28	34	35	21	21	17	9	18	18	8	9	7	8	4	4	3	1
c	0	0	0	1	1	0	1	0	1	1	0	1	1	0	0	2	0	0
d	0	1	0	2	2	0	0	0	1	0	0	1	1	1	1	0	0	0
e	2	0	4	4	4	2	0	1	0	1	1	1	1	1	1	0	0	0
f	0	1	0	0	1	0	0	0	0	3	0	0	0	1	0	1	0	0
g	1	5	3	6	4	2	0	2	1	2	1	0	0	1	1	1	0	0
h	0	0	1	0	1	1	0	0	3	0	0	1	0	0	2	0	0	0
i	3	4	4	2	2	3	3	1	3	1	2	1	0	1	2	0	1	0
j	0	0	0	2	1	1	0	2	1	0	2	0	0	0	0	1	1	1
k	3	2	1	4	4	4	3	2	1	1	2	0	1	2	0	0	0	0
l	0	0	1	2	1	2	0	0	0	0	1	0	0	0	0	0	0	0
m	2	4	3	2	1	1	3	0	2	3	0	0	1	1	0	0	0	0
n	0	0	1	2	1	0	1	2	1	0	2	0	0	0	0	0	0	0
o	3	4	2	3	0	0	3	0	1	3	0	1	0	0	0	0	0	0
p	0	0	0	0	0	0	0	1	1	0	0	1	1	2	0	0	0	0
q	4	2	1	2	0	2	0	0	3	2	0	1	1	1	0	1	0	0
r	0	0	0	1	1	0	0	2	0	1	2	1	0	0	1	2	1	0
s	0	1	5	2	1	4	1	1	2	1	1	2	1	0	0	0	1	0
t	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	0	0
u	1	2	7	6	4	1	2	1	3	2	1	0	2	1	0	1	1	1
v	0	2	2	2	0	0	1	1	1	2	0	2	0	0	0	0	0	0
w	0	0	1	0	0	1	0	1	1	0	0	0	0	1	0	0	0	0
x	2	2	2	2	1	2	1	0	1	0	0	1	0	0	0	1	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Enjoyment of Life

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	2	4	2	5	4	3	7	4	4	8	8	4	6	7	5	6	7	2
b	2	5	7	11	4	15	9	17	13	21	22	21	21	20	23	13	21	21
c	2	0	0	0	1	3	0	0	1	0	0	0	0	0	0	0	1	1
d	0	1	0	1	2	0	0	0	1	2	0	1	1	1	0	0	1	0
e	0	0	0	1	0	1	2	1	2	2	2	2	2	2	3	0	1	2
f	0	1	0	2	1	0	0	1	0	0	1	0	0	0	0	0	1	0
g	0	0	1	1	1	1	0	3	1	1	5	2	2	5	3	0	2	2
h	0	0	0	1	1	2	0	1	0	0	2	0	0	1	0	0	1	0
i	1	2	0	0	2	2	1	4	0	3	2	3	1	2	2	0	3	5
j	0	0	1	1	0	0	1	0	0	1	1	1	0	1	2	1	2	0
k	0	0	2	1	0	0	2	1	1	2	2	2	0	3	2	2	7	3
l	0	0	1	0	0	0	0	0	0	2	0	0	0	0	1	1	1	1
m	0	1	0	2	0	1	0	1	2	1	3	2	1	1	0	3	2	3
n	0	0	0	0	0	0	1	1	0	0	0	0	1	3	1	2	1	0
o	0	0	1	0	0	3	0	3	2	1	1	0	2	1	3	1	1	1
p	0	1	0	0	0	0	3	0	0	0	1	0	1	0	0	0	0	0
q	1	1	0	3	0	1	0	0	1	1	1	2	4	1	0	1	1	2
r	1	1	0	0	0	0	1	0	1	1	1	2	2	0	0	2	0	0
s	0	0	0	0	0	1	2	1	1	2	2	2	3	2	2	2	2	1
t	1	0	0	0	0	0	1	1	1	2	1	0	1	0	0	0	0	1
u	0	0	1	3	1	3	1	3	1	4	2	4	1	3	4	4	0	1
v	0	1	0	0	0	0	0	0	1	3	2	1	1	0	2	0	1	1
w	0	0	0	0	0	1	0	0	1	0	1	0	0	1	1	0	0	0
x	0	0	2	0	0	2	1	0	1	1	0	1	4	0	2	0	1	0

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 1B: Views of School Priorities

Examination Success

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	29	22	12	1	6	3	1	3	3	3	0	2	0	0	0	0	1	1
b	83	57	42	23	7	7	7	8	5	5	6	6	3	0	2	2	3	0
c	0	1	2	2	0	1	1	0	1	0	0	0	1	0	0	0	0	0
d	2	2	1	0	1	1	1	0	1	0	0	1	0	0	0	0	0	0
e	8	4	3	5	0	0	1	1	0	0	0	0	0	0	0	1	0	0
f	1	2	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0
g	10	7	5	1	1	0	0	2	1	1	0	0	1	0	0	0	1	0
h	2	3	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
i	10	7	3	4	0	0	2	0	3	0	1	3	0	0	0	0	0	0
j	7	2	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
k	6	4	3	2	1	2	2	3	0	2	1	1	0	0	1	0	2	0
l	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
m	5	10	2	0	0	0	0	1	0	0	2	1	1	0	1	0	0	0
n	1	4	3	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0
o	9	3	2	2	1	0	0	0	1	0	2	0	0	0	0	0	0	0
p	2	2	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0
q	4	3	4	0	2	3	2	0	0	1	0	0	0	0	0	1	0	0
r	3	2	3	0	2	0	0	1	1	0	0	0	0	0	0	0	0	0
s	8	4	7	3	0	0	0	0	0	0	0	0	1	0	0	0	0	0
t	3	4	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0
u	10	13	7	3	1	1	0	0	0	1	0	0	0	0	0	0	0	0
v	7	2	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0
w	1	1	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
x	6	0	4	3	1	0	0	0	0	0	0	1	0	0	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Pride in Work

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	1	7	11	9	9	5	4	7	8	7	3	4	5	1	2	2	2	0
b	10	26	27	24	31	17	23	14	12	18	10	14	7	9	6	7	7	4
c	0	1	1	0	2	1	0	2	1	1	0	0	0	0	0	0	0	0
d	0	1	1	3	0	1	0	1	1	0	1	0	0	0	0	1	0	0
e	3	3	1	0	2	3	3	0	0	1	2	2	1	0	2	1	0	0
f	1	2	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0
g	3	3	2	5	4	1	4	0	2	3	0	0	0	1	1	0	0	0
h	0	2	1	0	0	1	1	0	0	1	1	0	0	0	0	1	1	0
i	2	7	7	1	1	3	5	1	1	1	1	1	2	0	0	0	0	0
j	0	2	2	1	3	0	1	1	0	2	0	0	0	0	0	0	0	0
k	0	3	1	4	4	1	1	3	2	2	2	0	0	1	0	2	2	2
l	0	0	0	1	3	1	0	0	1	0	0	0	1	0	0	0	0	0
m	0	2	4	3	1	1	2	2	1	2	0	2	0	0	1	1	0	1
n	0	0	0	1	0	0	0	1	2	1	0	1	2	0	1	0	1	0
o	0	0	4	1	1	1	1	1	2	2	1	4	0	1	0	0	1	0
p	0	0	2	2	1	0	0	0	0	1	0	0	0	0	0	0	0	0
q	0	1	3	2	2	2	2	1	0	0	0	2	2	1	0	0	2	0
r	0	0	3	0	2	0	1	2	1	0	0	0	1	1	1	0	0	0
s	1	1	0	4	2	1	1	5	0	1	1	1	1	0	1	1	1	1
t	0	0	1	1	0	1	0	0	2	1	1	2	0	0	0	0	0	0
u	1	4	4	3	8	4	0	0	2	3	1	2	0	2	0	1	1	0
v	0	1	1	0	2	0	2	0	1	1	2	0	1	2	0	0	0	0
w	0	0	0	0	0	1	1	2	0	0	0	0	1	0	0	0	0	0
x	0	1	0	1	4	0	2	1	1	2	0	0	0	1	1	1	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Justice

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	16-
a	1	1	3	2	4	4	7	8	5	7	9	9	7	4	7	4	3	2
b	6	8	12	9	11	15	25	24	26	21	23	21	9	17	11	8	10	9
c	2	2	0	0	0	1	1	0	1	0	0	0	0	1	0	1	0	0
d	0	0	1	0	0	2	0	1	0	0	1	1	0	2	0	1	1	0
e	1	0	1	1	1	0	1	2	4	1	3	3	1	0	0	0	1	3
f	0	0	1	1	1	0	0	0	0	0	2	0	0	0	1	0	1	0
g	2	0	0	0	1	4	4	3	3	2	4	1	2	1	0	2	0	0
h	1	0	0	0	2	0	0	2	0	1	0	1	0	0	2	0	0	0
i	1	1	1	1	1	1	2	2	1	3	4	3	1	2	3	3	1	2
j	0	0	0	0	0	0	1	0	1	3	2	0	1	0	2	0	1	1
k	0	1	2	1	0	0	3	3	4	1	3	3	1	2	2	0	1	3
l	0	0	0	0	0	1	2	1	1	0	1	1	0	0	0	0	0	0
m	2	0	1	2	2	1	2	3	3	3	1	2	1	0	0	0	0	0
n	0	0	0	1	0	0	1	1	1	0	2	1	2	1	0	0	0	0
o	0	0	1	1	0	1	2	4	3	0	1	3	2	0	1	1	0	0
p	0	0	0	0	0	0	0	1	1	0	0	2	0	0	1	1	0	0
q	0	2	2	1	0	0	2	1	1	2	3	1	0	3	1	0	1	0
r	0	1	1	0	0	0	0	1	1	2	1	1	2	0	0	1	0	1
s	0	1	0	0	0	2	2	1	2	1	1	3	0	2	2	1	4	1
t	0	0	0	0	1	1	2	0	0	1	0	1	0	1	1	1	0	0
u	0	1	2	1	3	4	4	2	4	5	3	0	1	3	1	1	1	0
v	0	2	1	1	2	1	0	0	1	2	0	0	0	1	1	0	1	0
w	0	0	0	0	0	0	1	1	0	0	0	1	2	0	0	0	0	0
x	0	0	1	0	1	1	3	3	0	1	0	2	0	3	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students

l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Teach How Society Works

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	1	2	2	4	1	5	9	7	6	10	11	10	4	7	1	3	3	1
b	5	9	14	17	14	24	20	23	27	17	25	24	16	10	12	7	1	1
c	0	0	1	0	0	0	0	1	0	2	3	1	1	0	0	0	0	0
d	0	1	0	2	0	0	1	1	0	2	0	0	0	0	1	1	0	1
e	0	1	0	4	1	3	2	2	1	2	1	4	1	0	1	0	0	0
f	0	0	0	1	0	0	1	0	1	0	0	0	0	3	0	0	1	0
g	2	1	0	1	2	0	2	4	4	1	4	2	3	1	1	2	0	0
h	0	1	0	0	0	0	1	0	1	3	0	1	1	0	0	1	0	0
i	0	1	3	2	0	4	0	4	3	4	3	2	1	1	1	3	1	0
j	0	0	0	0	0	0	2	0	1	3	2	2	1	0	0	0	1	0
k	0	1	2	0	3	5	1	1	4	3	1	4	1	0	2	1	0	1
l	0	0	0	0	0	0	2	1	1	0	0	3	0	0	0	0	0	0
m	0	1	0	1	0	3	5	1	3	1	2	2	1	3	0	0	0	0
n	0	0	1	1	0	1	0	2	0	0	3	2	0	0	0	0	0	0
o	0	1	2	1	3	1	3	0	2	2	2	0	1	2	0	0	0	0
p	0	0	0	0	1	1	0	1	0	0	2	0	0	1	0	0	0	0
q	1	1	2	1	1	1	1	1	2	2	1	4	2	0	0	0	0	0
r	1	0	1	0	0	1	1	1	1	1	1	2	0	2	0	0	0	0
s	0	1	2	3	2	0	2	2	1	0	2	1	2	2	2	1	0	0
t	0	0	0	0	0	2	1	1	0	1	2	0	1	0	0	1	0	0
u	0	0	2	2	2	4	3	6	3	1	5	4	0	1	3	0	0	0
v	1	0	1	1	0	1	1	0	2	0	2	1	1	0	2	0	0	0
w	0	0	0	0	0	0	0	0	1	0	1	0	1	1	0	0	1	0
x	1	1	0	1	0	2	0	2	2	1	2	0	3	0	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Skills for Industry and Commerce

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	5	6	7	7	4	6	4	11	7	2	3	4	5	4	7	1	4	0
b	3	10	9	9	11	11	19	20	17	19	19	18	30	22	17	13	10	8
c	0	0	0	0	1	0	0	1	1	1	1	2	1	0	1	0	0	0
d	0	1	0	0	1	1	1	3	1	0	0	0	1	0	1	0	0	0
e	0	2	0	0	0	2	2	1	2	1	2	1	6	1	1	1	1	0
f	0	0	1	1	0	0	1	0	0	1	0	1	0	0	0	0	2	0
g	1	0	1	0	1	0	1	0	1	4	2	2	4	3	4	2	4	0
h	0	0	0	1	0	2	0	1	1	0	0	0	0	2	2	0	0	0
i	0	0	3	2	1	2	4	0	3	3	2	4	5	3	0	0	0	1
j	0	1	1	0	1	1	1	1	2	0	1	1	0	1	0	0	1	0
k	1	2	2	1	1	3	1	4	1	3	3	2	0	3	1	1	0	1
l	0	0	0	0	1	0	0	2	0	0	1	1	1	0	0	1	0	0
m	0	0	0	2	2	0	1	2	0	1	2	1	2	2	3	0	4	0
n	5	3	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0
o	0	0	0	0	1	0	2	2	1	1	1	1	3	2	2	0	1	3
p	0	0	1	1	1	0	0	0	0	0	0	0	2	0	1	0	0	0
q	0	0	0	1	0	0	2	2	3	3	1	0	1	1	3	1	0	2
r	0	1	2	2	0	1	1	0	1	1	1	1	1	0	0	0	0	0
s	1	3	1	1	1	3	0	3	1	0	0	2	1	3	1	2	0	0
t	0	0	2	2	0	1	0	3	1	0	0	0	0	0	0	0	0	0
u	0	1	2	2	1	1	5	3	2	2	4	4	5	1	2	0	0	1
v	0	1	0	0	2	0	0	1	0	0	0	1	3	2	0	3	0	0
w	0	0	0	0	0	0	0	0	1	0	0	0	0	1	2	0	1	0
x	0	1	0	0	1	0	1	2	3	1	2	0	0	1	0	3	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Moral Values

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	5	5	6	13	9	6	6	5	9	6	6	4	2	2	2	1	0	0
b	6	9	18	21	30	21	23	15	22	19	14	16	14	16	8	9	2	4
c	1	1	2	2	0	0	1	0	0	0	2	0	0	0	0	0	0	0
d	0	2	2	0	2	0	2	0	1	0	0	0	0	0	0	1	0	0
e	1	3	1	0	2	1	1	3	1	1	1	0	1	4	1	1	1	1
f	1	1	1	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0
g	0	0	0	0	6	4	3	1	1	2	3	3	5	0	0	2	0	0
h	0	1	0	4	1	0	0	0	0	1	1	0	1	0	0	0	0	0
i	2	2	1	1	5	1	4	1	3	2	0	1	3	2	1	2	0	2
j	0	1	0	2	1	3	0	0	2	0	0	1	1	1	0	0	0	0
k	0	0	7	2	1	0	2	0	3	3	2	5	1	1	0	3	0	0
l	0	0	0	1	1	0	1	2	2	0	0	0	0	0	0	0	0	0
m	1	0	3	1	2	3	3	2	3	0	2	1	0	0	2	0	0	0
n	1	0	1	2	2	0	2	1	1	0	0	0	0	0	0	0	0	0
o	0	1	1	3	4	3	1	1	0	1	1	1	1	2	0	0	0	0
p	1	0	0	0	0	1	0	0	1	2	1	0	0	0	0	0	0	0
q	0	1	1	3	0	2	1	2	4	1	1	1	2	1	0	0	0	0
r	0	0	0	2	1	2	0	1	1	1	2	1	0	1	0	0	0	0
s	1	0	1	3	1	2	3	0	2	4	1	0	0	1	2	1	0	1
t	1	0	1	0	1	0	0	0	1	1	1	1	0	0	2	0	0	0
u	0	1	1	5	2	1	4	4	3	2	2	3	1	5	1	0	1	0
v	0	0	2	3	1	4	1	0	1	1	0	0	0	0	0	0	0	0
w	1	0	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0
x	1	1	0	0	6	0	0	1	1	2	1	1	0	0	1	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Help to Find a Job or Prepare for a Career

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	1	4	5	10	8	13	13	4	6	10	5	4	1	1	0	1	1	0
b	15	26	29	29	18	26	25	13	20	10	18	7	11	6	7	4	2	1
c	0	0	0	2	1	0	1	0	1	1	1	0	1	0	1	0	0	0
d	0	0	1	0	0	2	1	0	2	1	1	1	0	0	0	0	1	0
e	3	4	4	4	0	2	1	1	1	1	1	0	1	0	0	1	0	0
f	0	0	0	0	0	1	1	1	0	0	2	1	1	0	0	0	0	0
g	0	4	5	2	1	5	2	1	3	0	4	1	0	0	2	0	0	0
h	0	0	0	0	0	2	2	0	0	1	1	1	0	1	0	1	0	0
i	2	1	1	4	2	2	3	3	2	1	5	1	1	1	2	1	0	1
j	0	1	0	2	3	0	2	3	0	0	0	1	0	0	0	0	0	0
k	1	3	5	5	0	2	0	2	2	2	3	2	1	1	0	1	0	0
l	0	1	0	2	0	1	0	0	1	2	0	0	0	0	0	0	0	0
m	1	2	1	4	4	3	1	0	1	2	0	1	0	0	2	0	1	0
n	0	0	0	0	1	3	1	0	2	2	1	0	0	0	0	0	0	0
o	0	1	1	1	2	1	6	0	0	1	2	1	2	2	0	0	0	0
p	0	0	1	1	0	0	1	0	1	2	0	0	0	0	0	0	0	0
q	1	3	2	2	4	3	1	1	1	0	0	1	1	0	0	0	0	0
r	1	0	1	3	2	2	2	0	0	1	0	0	0	0	0	0	0	0
s	1	4	3	2	2	0	3	0	3	0	0	0	2	1	1	1	0	0
t	0	1	2	2	1	2	1	0	0	0	0	0	0	0	0	0	0	0
u	4	3	5	3	3	5	3	1	2	2	1	0	2	1	0	0	1	0
v	0	0	2	1	0	1	4	2	1	1	0	0	1	0	0	0	0	0
w	0	1	0	0	1	0	2	0	0	1	0	0	0	0	0	0	0	0
x	2	1	0	1	0	2	1	2	4	0	2	0	0	0	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 1B: Views of School Priorities

Skills for Leisure

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	0	0	2	0	0	2	4	8	3	3	6	8	11	5	8	14	11	2
b	3	5	6	4	14	7	5	8	11	13	22	18	25	23	35	30	24	12
c	0	0	0	0	0	0	0	1	0	2	0	2	2	0	0	0	2	0
d	0	0	0	0	0	2	0	2	0	0	0	2	1	0	1	2	0	0
e	0	0	1	1	1	1	0	0	2	1	0	1	2	1	2	5	4	1
f	0	0	0	0	0	0	0	1	0	1	0	1	3	0	0	1	0	0
g	0	0	0	1	1	0	1	0	2	0	5	5	0	2	7	5	0	0
h	0	0	2	0	0	0	1	2	0	0	1	0	2	0	0	1	0	0
i	2	0	2	2	3	1	0	2	0	2	3	1	1	2	4	2	4	2
j	0	0	0	0	0	0	1	0	0	0	1	0	2	2	1	2	3	0
k	0	0	3	0	4	1	0	0	3	2	2	1	5	1	3	1	1	3
l	0	0	0	0	0	0	0	0	1	0	0	0	2	0	1	1	2	0
m	0	0	0	0	2	0	1	1	1	2	1	0	5	3	3	1	2	1
n	0	0	0	0	0	0	0	0	1	1	1	1	0	0	2	2	2	0
o	1	1	0	0	1	0	1	0	0	0	0	1	5	2	0	5	1	2
p	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0
q	0	0	0	0	0	0	0	0	1	0	3	0	1	2	4	4	4	1
r	0	0	0	0	0	0	0	1	0	1	1	1	1	1	2	1	2	1
s	0	2	0	0	0	2	0	2	2	1	2	1	1	2	2	3	3	0
t	0	0	0	0	0	0	1	1	1	0	1	0	0	2	0	2	1	0
u	0	1	0	0	1	0	0	1	0	2	2	5	3	5	6	4	4	2
v	0	0	0	0	0	1	1	2	0	1	2	2	2	1	1	0	0	0
w	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	1	1	1
x	0	1	0	0	1	1	1	0	0	2	2	1	0	2	3	0	1	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Develop Character and Personality

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	16	7	11	4	5	11	4	5	5	2	4	4	2	3	2	1	0	1
b	4	4	12	11	18	24	16	20	21	23	25	24	12	18	14	10	3	8
c	2	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	0
d	4	0	4	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
e	1	0	2	2	3	1	2	4	0	1	3	1	1	1	1	1	0	0
f	4	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0
g	0	0	0	1	3	4	1	1	2	5	0	5	1	5	1	1	0	0
h	1	0	0	0	3	0	1	2	2	0	0	0	0	0	0	0	0	0
i	0	2	2	2	1	2	2	3	3	1	4	3	1	1	2	1	0	3
j	1	0	1	0	0	5	0	1	1	1	1	1	0	0	0	0	0	0
k	0	1	0	2	0	5	3	0	4	0	2	2	2	2	3	3	1	0
l	0	2	1	0	0	0	0	1	0	0	2	0	0	1	0	0	0	0
m	0	0	2	2	2	2	1	1	2	3	1	2	1	1	1	0	1	1
n	0	2	1	0	0	1	1	0	1	0	0	2	0	1	1	0	0	0
o	0	0	0	1	1	5	0	1	3	2	3	3	0	0	1	0	0	0
p	1	0	2	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0
q	1	0	0	0	2	1	2	1	1	0	4	1	0	2	1	1	1	2
r	3	2	0	1	1	2	0	1	0	0	0	0	1	0	1	0	0	0
s	0	0	2	0	2	2	0	3	0	4	2	3	1	2	1	1	0	0
t	1	1	0	1	0	0	1	0	1	1	0	0	1	1	0	0	0	1
u	1	0	2	0	2	1	4	5	4	3	2	2	4	2	1	1	0	2
v	0	1	1	1	2	1	1	0	1	0	1	1	1	1	1	0	0	0
w	1	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0
x	1	0	1	0	0	0	0	1	1	4	3	1	0	1	1	1	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Skills for Marriage and Family Life

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	0	0	0	2	2	1	2	2	1	6	6	3	5	16	11	14	13	3
b	1	3	3	5	3	11	3	11	10	11	14	18	17	27	23	39	35	32
c	0	0	0	0	1	1	1	0	1	0	1	1	0	2	1	0	0	0
d	0	0	0	0	0	0	1	0	0	1	3	1	1	1	1	0	1	0
e	0	1	0	0	1	1	0	1	1	0	2	2	1	5	2	2	2	2
f	0	0	0	0	0	0	0	0	0	1	0	0	0	1	3	1	0	1
g	0	2	0	0	0	0	0	2	1	0	0	1	2	4	2	5	5	6
h	0	0	0	0	0	0	0	0	0	1	0	0	1	2	1	1	3	0
i	0	0	2	1	1	1	0	4	1	4	1	0	2	1	3	5	5	2
j	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3	4	2	0
k	1	0	0	1	0	1	1	1	1	1	0	1	3	3	4	2	3	7
l	0	0	0	0	0	0	0	0	0	1	0	0	0	2	1	2	1	0
m	0	0	0	0	0	1	0	2	1	0	1	0	0	3	1	7	2	5
n	0	0	0	0	1	0	0	0	0	1	2	0	2	3	0	1	0	0
o	0	0	0	1	1	5	0	1	3	2	3	3	0	0	1	0	0	0
p	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	2	0
q	0	0	0	0	0	0	0	0	0	2	3	1	1	4	3	3	2	1
r	0	0	0	1	0	1	1	0	0	1	1	0	0	3	0	3	0	1
s	0	0	0	1	0	0	0	0	2	1	2	2	2	2	2	3	5	1
t	0	0	0	1	0	0	0	2	0	0	0	2	1	0	1	0	2	0
u	0	0	0	0	0	2	2	0	0	1	2	4	5	1	2	8	6	3
v	0	0	1	0	0	0	0	0	0	0	0	2	0	4	1	2	2	1
w	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	2	1
x	0	0	0	1	0	0	0	0	0	0	0	2	1	0	2	2	3	4

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Pride in School

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	0	6	8	2	3	6	6	1	4	8	5	6	8	3	3	8	9	1
b	14	16	11	33	32	21	22	20	13	15	13	18	12	2	9	6	6	3
c	0	0	0	0	0	0	1	0	0	0	1	0	1	0	4	1	0	1
d	0	0	0	0	0	0	2	0	0	1	1	2	2	1	0	0	1	0
e	1	2	0	1	5	1	4	2	1	1	0	0	2	0	1	1	0	1
f	0	0	0	0	0	1	1	0	2	0	1	0	1	0	0	0	1	0
g	0	1	2	8	3	4	4	2	2	1	0	0	0	0	1	0	1	1
h	0	0	3	0	0	1	0	0	0	0	1	0	1	0	0	3	0	0
i	1	1	2	3	6	1	2	1	1	2	2	5	3	1	0	0	2	0
j	0	0	3	2	2	0	1	1	1	0	0	0	0	1	1	0	0	0
k	5	3	2	2	1	3	1	2	0	3	1	2	2	0	2	1	0	0
l	0	3	1	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0
m	1	0	1	3	4	4	1	2	1	2	1	1	2	0	0	0	0	0
n	0	1	0	0	0	1	1	0	0	2	0	0	2	0	0	3	0	0
o	0	1	0	3	3	1	2	2	1	2	1	2	0	0	0	1	1	0
p	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	1	2	0
q	1	4	3	2	2	1	2	0	0	1	0	2	0	0	0	1	0	1
r	0	1	0	0	0	2	0	0	1	0	1	1	0	0	2	0	4	0
s	1	1	1	1	1	0	3	3	1	2	3	1	1	1	1	1	1	0
t	0	1	1	0	0	0	1	0	0	1	0	1	2	0	0	0	1	1
u	3	2	0	2	4	2	2	3	6	1	3	2	2	0	2	1	1	0
v	0	0	0	3	3	1	1	2	0	0	1	1	0	0	1	0	0	0
w	0	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	0	0
x	1	1	0	5	0	3	0	1	0	0	1	2	0	0	1	0	0	0

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 1B: Views of School Priorities

Appreciation of the Arts

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	0	0	1	4	2	1	5	3	6	2	3	6	5	10	12	13	13	1
b	1	3	1	3	4	11	13	10	10	10	9	22	22	33	35	28	38	12
c	0	0	0	0	0	1	0	0	0	0	1	1	0	4	0	2	0	0
d	0	0	0	0	0	0	1	0	1	0	0	0	0	1	3	1	3	0
e	0	0	0	0	0	0	0	2	2	3	2	1	0	2	1	3	4	3
f	0	0	1	1	0	0	0	1	1	0	0	0	0	1	0	2	0	0
g	0	0	0	0	0	2	0	0	3	2	0	5	4	2	3	3	4	1
h	0	0	0	1	0	0	2	0	0	0	1	1	0	1	1	0	2	0
i	0	1	0	1	0	2	1	1	1	1	1	1	4	2	6	4	5	2
j	0	0	0	0	0	0	1	0	0	0	0	3	3	1	2	2	0	0
k	1	0	0	0	3	0	2	0	0	0	1	3	2	6	1	6	5	0
l	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	2	1	0
m	0	0	0	0	0	2	2	0	0	1	1	4	2	5	3	1	1	1
n	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	2	4	0
o	0	0	1	0	1	0	0	2	0	1	0	0	1	3	3	3	3	2
p	0	0	0	1	0	1	0	0	1	0	0	0	1	0	1	0	0	1
q	0	1	0	0	0	2	4	1	0	0	0	2	0	2	4	2	1	1
r	0	0	0	1	0	0	0	1	1	0	0	1	0	2	3	2	1	0
s	0	0	0	0	0	1	3	1	2	1	2	2	2	2	4	1	1	1
t	0	0	0	0	1	0	0	0	1	0	1	0	0	2	0	2	2	0
u	0	1	0	1	0	1	0	2	2	0	2	3	2	4	5	5	8	0
v	0	0	0	1	0	1	0	1	0	1	0	0	0	3	2	0	4	0
w	0	0	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0
x	0	0	0	0	0	0	1	0	0	0	0	1	5	2	3	0	2	1

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Fashion

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	0	0	0	1	1	0	0	0	0	1	0	1	1	0	3	7	13	60
b	0	2	0	1	4	5	9	4	7	3	4	4	15	9	17	30	49	103
c	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	4
d	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	9
e	0	0	0	0	0	0	3	0	2	0	1	1	0	3	1	3	7	2
f	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	5
g	0	0	0	0	0	0	1	0	0	1	0	0	2	0	1	4	8	13
h	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	6
i	0	0	0	0	0	3	1	1	2	0	1	1	2	3	0	4	3	12
j	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	9
k	0	0	0	0	1	0	3	0	1	1	1	1	2	0	6	2	5	7
l	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	6
m	0	0	0	0	0	0	0	1	0	0	0	0	3	1	3	3	2	10
n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	9
o	0	0	0	0	0	1	0	0	2	0	1	0	1	1	1	4	3	6
p	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2
q	0	0	0	1	0	0	1	2	0	0	0	0	1	0	1	1	5	8
r	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	4	6
s	0	1	0	0	2	1	0	0	0	0	0	1	3	1	1	2	3	8
t	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	2	5
u	0	1	0	0	1	0	0	0	0	1	0	0	1	0	2	4	6	20
v	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	2	8
w	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	3
x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	9

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 1B: Views of School Priorities

Computer Literacy

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18-
a	0	2	1	4	6	7	7	5	6	2	6	7	9	7	5	4	5	4
b	4	1	2	6	8	10	16	19	9	26	15	9	19	28	25	35	20	14
c	0	0	0	0	0	0	0	0	1	0	0	0	1	3	0	2	0	2
d	0	0	0	0	0	0	0	1	0	0	2	0	0	3	0	2	2	0
e	0	0	0	0	1	1	0	0	3	4	0	1	2	2	6	1	0	2
f	0	1	0	0	1	1	0	0	1	0	0	1	0	1	0	0	0	1
g	0	0	1	0	0	0	4	4	0	2	0	0	1	4	3	3	3	5
h	0	0	0	1	0	0	1	0	1	0	0	2	3	0	1	0	0	0
i	2	0	0	0	1	2	3	0	3	3	1	3	1	3	3	3	3	2
j	0	1	0	2	0	1	1	1	1	1	0	1	2	0	0	0	0	1
k	1	1	0	1	1	2	3	5	0	2	3	0	3	2	2	3	1	0
l	0	0	0	0	0	2	1	0	0	0	1	0	0	1	1	0	1	0
m	0	0	0	0	0	1	1	1	2	1	0	2	1	4	3	4	3	0
n	0	0	0	0	0	2	2	1	0	1	0	0	0	1	2	0	1	0
o	0	0	0	2	0	0	0	2	0	2	2	0	1	3	2	2	2	2
p	0	0	0	0	1	0	0	1	0	0	0	2	0	1	0	0	0	1
q	0	0	0	0	2	0	0	5	0	4	3	0	2	0	0	3	1	0
r	0	0	0	0	1	0	2	1	2	0	1	1	2	0	0	1	0	1
s	1	0	0	2	1	2	3	0	1	1	2	2	2	1	1	3	1	0
t	0	0	1	1	3	1	0	0	1	0	0	0	1	0	0	1	0	0
u	0	0	1	0	2	2	2	1	0	7	1	1	2	6	3	5	3	0
v	0	0	0	1	0	0	0	0	0	0	1	0	2	0	1	4	1	3
w	0	0	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	0
x	0	0	0	0	0	0	0	1	0	0	2	0	2	3	1	4	2	0

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 2A: Personal Qualities

Courtesy

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	4	3	9	9	6	11	5	4	10	6	4	5	5	1	5	0	2	0
b	15	25	21	24	25	28	21	18	18	13	11	11	9	8	3	8	4	4
c	0	0	1	1	0	1	0	1	1	1	2	1	0	0	0	0	0	0
d	1	0	0	1	2	0	1	0	1	2	1	1	0	0	0	0	0	0
e	1	0	3	3	4	2	3	1	2	3	0	2	0	0	0	0	0	0
f	0	0	1	0	0	3	0	0	1	0	0	0	1	0	1	0	0	0
g	1	8	3	2	1	6	1	1	5	0	1	0	1	0	0	0	0	0
h	2	1	2	2	0	0	0	0	0	1	1	0	0	1	0	0	0	0
i	2	0	1	3	1	4	3	2	0	1	5	2	1	0	3	3	0	2
j	0	2	1	0	1	3	0	1	1	0	0	1	2	0	1	0	0	0
k	0	1	5	1	5	1	4	2	2	1	1	3	0	0	0	2	0	2
l	0	0	1	1	2	0	2	0	0	0	1	0	0	0	0	0	0	0
m	2	2	3	5	1	1	1	2	0	2	0	2	0	1	0	0	1	0
n	0	0	1	2	1	1	0	0	1	1	0	1	0	0	1	0	1	0
o	2	0	1	2	4	1	2	1	0	2	1	0	1	3	0	0	0	0
p	1	0	1	1	0	1	0	1	1	0	0	1	0	0	0	0	0	0
q	1	2	2	1	2	1	1	1	1	1	0	0	3	2	0	0	2	0
r	0	0	1	1	0	0	2	2	1	1	1	1	0	0	1	0	1	0
s	3	3	0	1	3	3	1	3	2	1	0	1	0	0	0	1	0	0
t	0	0	1	0	0	2	0	0	3	1	0	0	1	0	0	0	0	0
u	2	3	2	1	2	4	3	5	4	0	3	1	1	2	0	2	1	0
v	1	4	0	3	1	1	2	0	1	0	0	0	0	0	0	0	0	0
w	0	0	0	1	0	1	0	0	1	0	0	0	1	0	1	0	0	0
x	0	2	1	2	1	4	0	0	1	2	0	0	2	0	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 2A: Personal Qualities

Tolerance

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	10	20	15	8	9	4	5	6	5	2	1	0	0	1	0	1	0	1
b	7	12	11	15	23	20	23	29	23	20	18	11	16	11	10	3	9	4
c	1	2	0	1	2	1	0	0	1	0	0	0	0	1	0	0	0	0
d	0	3	4	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0
e	0	0	0	4	2	2	1	2	1	3	3	1	2	1	1	0	0	1
f	2	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0
g	2	0	1	2	3	2	4	6	3	3	1	1	0	0	1	0	1	0
h	2	3	0	0	2	0	0	1	1	0	0	0	0	0	0	0	0	0
i	2	0	2	0	3	3	2	3	3	3	1	2	3	2	0	1	1	2
j	2	5	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0
k	1	3	0	3	2	0	0	4	3	2	2	1	2	1	3	0	3	0
l	1	0	3	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0
m	0	2	0	1	2	2	2	1	2	0	2	2	2	2	1	0	1	0
n	0	2	1	1	1	1	1	2	0	0	0	0	0	0	0	1	0	0
o	0	4	0	1	1	3	3	2	0	2	2	0	0	0	2	0	0	0
p	2	2	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0
q	0	2	1	1	0	3	0	3	2	1	3	0	3	1	0	0	0	0
r	1	2	3	1	3	0	0	0	0	1	0	0	0	0	0	0	0	1
s	0	0	0	1	2	2	5	3	2	0	0	1	2	1	0	0	2	1
t	0	1	1	0	1	0	2	1	1	0	0	0	0	1	0	0	0	0
u	1	0	3	1	4	2	3	4	5	4	2	1	1	2	1	1	1	0
v	0	0	2	0	1	1	1	1	1	1	2	1	1	1	0	0	0	0
w	0	2	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0
x	1	1	2	1	3	0	2	0	1	1	0	1	0	0	1	1	0	0

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 2A: Personal Qualities

Competitiveness

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	0	2	0	0	1	2	1	2	2	4	2	8	11	8	11	25	5	3
b	9	9	5	5	7	8	14	13	15	20	24	16	20	21	21	13	34	11
c	0	0	0	0	0	0	0	0	0	1	0	0	2	1	1	4	0	0
d	0	0	0	0	0	0	1	0	0	0	0	1	3	0	0	5	0	0
e	0	0	0	0	0	2	1	3	0	1	3	0	3	3	2	2	3	1
f	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	2	0	1
g	0	0	0	0	0	1	3	0	1	0	4	1	4	6	2	1	6	1
h	0	0	0	0	0	0	0	0	0	0	0	3	2	0	1	1	2	0
i	1	2	0	0	1	1	2	1	5	3	5	4	2	2	0	0	2	1
j	0	0	0	0	0	1	0	1	1	0	0	0	1	1	2	5	1	0
k	1	3	0	0	1	1	2	3	0	2	1	4	3	1	3	1	4	0
l	0	0	0	0	0	1	0	0	0	1	0	1	3	1	0	0	0	0
m	3	0	0	2	1	0	1	1	1	2	2	0	2	1	0	3	4	0
n	0	0	0	0	0	0	0	1	0	0	0	0	1	1	3	2	2	0
o	0	0	0	0	1	1	1	1	1	1	0	4	0	1	3	2	1	3
p	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	2	0	1
q	0	2	0	1	0	0	1	0	1	2	1	0	1	2	4	1	3	1
r	0	1	0	0	0	0	0	0	0	0	1	0	0	2	2	4	0	1
s	1	0	2	0	2	1	1	2	3	1	3	0	2	0	0	2	1	1
t	0	0	0	0	1	0	0	0	0	2	0	1	0	1	1	2	0	0
u	3	2	0	1	0	0	1	2	0	5	4	1	2	2	4	1	7	1
v	0	0	0	1	1	0	0	0	2	1	0	1	0	1	1	0	3	2
w	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	2	0	0
x	0	0	3	0	0	1	1	0	1	2	1	1	1	2	2	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2A: Personal Qualities

Self Confidence

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	22	19	7	5	2	3	10	11	3	3	0	1	1	0	1	0	0	0
b	102	27	26	16	17	14	12	8	7	9	6	5	4	2	5	2	2	2
c	2	1	0	1	0	2	1	1	0	1	0	0	0	0	0	0	0	0
d	5	3	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0
e	9	3	1	2	4	1	0	0	0	0	1	1	1	0	1	0	0	0
f	2	1	0	0	1	0	1	0	0	2	0	0	0	0	0	0	0	0
g	11	1	3	2	3	3	1	2	0	1	1	2	0	0	0	0	0	0
h	1	3	2	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0
i	7	5	2	2	2	1	3	1	1	1	3	0	0	2	1	1	1	0
j	5	2	2	1	0	1	0	2	0	0	0	0	0	0	0	0	0	0
k	18	2	2	2	0	2	1	1	0	1	0	0	1	0	0	0	0	0
l	0	1	1	0	0	1	0	3	1	0	0	0	0	0	0	0	0	0
m	6	2	5	2	2	2	1	0	1	0	0	0	1	0	0	0	0	1
n	3	1	1	0	0	0	1	3	1	0	0	0	0	0	0	0	0	0
o	10	2	2	0	2	1	1	0	2	0	0	0	0	0	0	0	0	0
p	1	3	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0
q	7	1	4	0	0	0	1	1	1	2	0	2	0	0	1	0	0	0
r	3	3	0	2	0	1	1	0	0	0	0	1	1	0	0	0	0	0
s	10	3	2	0	1	1	1	1	1	1	0	0	0	0	1	0	0	0
t	2	2	0	0	0	0	1	2	0	0	0	0	0	0	1	0	0	0
u	13	4	2	4	1	2	2	0	0	3	1	0	1	0	1	1	0	1
v	5	0	3	1	1	1	1	0	0	0	0	0	0	0	0	0	1	0
w	0	0	1	0	0	0	2	0	1	1	0	0	0	0	0	0	0	0
x	6	4	0	1	1	0	0	2	1	0	0	0	0	0	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2A: Personal Qualities

Commitment to Some Personal Philosophy of Life

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	6	4	3	2	3	4	6	3	4	5	9	6	7	18	1	5	2	0
b	5	5	5	8	7	6	10	9	20	19	17	19	24	21	23	29	25	14
c	1	1	2	0	0	0	3	0	0	1	0	0	1	0	0	0	0	0
d	0	0	0	0	0	2	1	0	1	1	1	2	1	0	0	0	1	0
e	0	0	0	1	1	3	1	0	1	2	1	1	1	3	2	1	4	2
f	0	0	0	1	0	1	0	0	0	0	0	1	0	3	0	1	0	0
g	0	0	1	0	2	0	1	2	2	3	2	1	4	2	3	5	2	0
h	0	0	1	0	0	0	1	0	1	1	0	0	3	2	0	0	0	0
i	0	0	1	0	3	1	1	1	1	2	2	4	1	3	2	2	5	4
j	1	0	0	0	0	0	2	1	0	0	2	2	0	4	0	1	0	0
k	0	2	1	2	0	0	1	1	2	0	2	0	2	4	5	4	3	1
l	0	1	0	1	0	0	0	0	0	0	2	0	0	2	0	1	0	0
m	1	1	0	1	0	0	2	1	1	0	2	3	2	2	2	3	1	1
n	1	3	0	0	2	0	1	1	0	0	0	0	0	1	0	0	1	0
o	0	0	0	1	1	0	0	1	6	2	1	1	4	1	1	1	0	0
p	0	0	0	0	0	0	0	0	1	0	1	0	2	3	0	0	0	0
q	1	1	0	0	0	0	3	0	2	0	0	1	3	3	1	3	0	2
r	3	0	0	0	1	1	0	1	0	0	1	0	1	2	0	2	0	0
s	1	0	0	0	0	0	0	0	2	5	3	2	0	2	2	1	4	0
t	1	0	1	0	0	0	0	0	0	1	2	1	0	1	1	0	0	0
u	2	1	0	0	0	1	1	1	2	4	1	6	2	1	0	6	4	4
v	0	0	0	2	0	1	0	1	0	1	0	0	4	0	1	1	2	0
w	0	0	1	0	0	0	1	0	1	2	0	0	0	0	0	0	0	0
x	0	0	2	1	0	0	0	1	1	0	3	0	1	0	4	2	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2A: Personal Qualities

Patriotism

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	1	0	0	0	0	0	0	0	1	1	1	0	0	4	6	10	42	21
b	2	2	4	6	7	5	5	9	11	15	14	7	12	20	29	32	45	41
c	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	4	1
d	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	6	1
e	0	0	2	1	0	1	0	1	2	2	0	1	0	2	1	3	3	5
f	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	3
g	0	0	0	0	0	0	1	0	0	2	1	2	4	1	4	3	6	6
h	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	3	3
i	0	0	0	1	0	0	3	2	1	1	2	0	1	1	5	2	9	5
j	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	8	4
k	1	0	1	0	3	1	0	0	1	1	1	0	1	4	5	4	2	5
l	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	3	2
m	0	0	0	0	2	0	0	0	1	2	1	0	1	2	2	2	6	4
n	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	5	1
o	0	0	0	1	0	0	0	2	0	4	1	0	0	3	1	1	6	1
p	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	5	0
q	0	1	0	0	0	1	0	1	1	2	1	1	1	1	1	3	5	1
r	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	5	3
s	0	0	0	1	1	0	0	1	2	1	0	0	4	1	1	5	1	4
t	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	3	2
u	0	0	1	1	1	1	1	1	1	0	4	0	0	2	6	6	5	6
v	0	1	0	1	0	0	0	1	1	0	1	2	0	2	1	2	1	0
w	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2
x	1	0	0	0	0	1	0	0	1	0	2	1	0	1	2	1	1	4

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2A: Personal Qualities

Concern for Truth (e.g. in Art, in Ideas, in Relationships, etc.)

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	4	3	4	9	8	4	5	8	5	3	4	7	8	4	5	4	2	1
b	6	6	8	7	13	14	12	12	12	8	14	31	27	20	27	18	16	15
c	1	1	1	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0
d	0	0	0	0	2	0	0	3	0	0	1	0	0	2	1	1	0	0
e	0	2	0	0	1	1	3	2	2	0	1	1	3	0	2	4	0	2
f	2	0	0	0	2	0	0	0	1	0	0	0	1	0	1	0	0	0
g	0	0	1	0	0	0	0	0	0	0	3	8	3	3	7	1	3	1
h	0	0	1	2	0	0	0	0	0	2	1	0	0	1	1	0	1	0
i	0	1	3	4	2	2	1	1	0	2	2	0	3	5	3	0	1	3
j	1	0	0	1	0	2	4	0	0	0	0	1	2	0	1	1	0	0
k	1	0	0	1	3	1	1	1	2	1	0	2	4	3	0	3	5	2
l	0	0	0	1	1	0	0	0	1	1	0	1	0	0	1	0	1	0
m	0	0	0	0	3	2	1	1	1	2	1	2	2	2	4	1	1	0
n	1	1	0	0	1	1	1	1	2	0	0	1	1	0	0	0	0	0
o	1	0	1	0	2	2	1	1	1	0	2	3	4	0	1	1	0	0
p	0	0	0	1	0	0	0	3	0	0	0	1	2	0	0	0	0	0
q	1	0	1	0	0	1	1	2	2	2	0	2	1	2	2	2	0	1
r	0	1	2	1	1	0	0	0	1	0	0	2	2	1	0	1	0	0
s	3	1	0	1	1	1	1	1	0	1	1	2	0	2	2	1	1	3
t	0	1	1	2	0	1	0	0	0	0	0	1	0	0	0	1	0	1
u	0	1	1	1	0	4	2	2	1	0	3	4	5	1	5	4	1	1
v	0	0	0	0	1	0	1	0	2	0	0	2	1	0	1	1	2	2
w	0	0	0	1	1	0	0	1	0	0	2	0	0	0	0	0	0	0
x	0	1	1	0	0	0	0	1	1	0	1	5	1	2	0	0	2	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2A: Personal Qualities

Ambition

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	1	1	1	4	2	6	4	2	3	9	8	11	8	6	13	4	3	2
b	18	21	19	17	17	20	17	13	12	18	15	22	16	9	13	12	3	4
c	0	0	0	0	0	0	0	0	1	0	4	2	0	0	2	0	0	0
d	0	0	0	0	0	3	0	1	0	1	0	0	0	1	3	0	0	1
e	1	2	3	2	0	2	2	2	0	1	2	3	3	0	0	0	0	1
f	0	0	0	1	0	0	0	0	0	0	2	1	0	0	3	0	0	0
g	4	1	0	1	4	1	5	1	1	2	2	4	0	0	1	3	0	0
h	0	0	0	0	1	0	0	0	1	0	2	2	1	1	0	1	0	0
i	4	1	4	2	3	3	1	2	2	2	0	1	3	1	1	0	1	2
j	0	1	0	0	1	0	1	0	1	1	2	2	0	1	2	0	1	0
k	1	1	0	1	3	4	2	1	1	4	2	1	2	3	2	2	0	0
l	0	0	0	0	0	0	1	0	1	1	0	0	2	0	1	0	1	0
m	3	4	2	1	1	2	0	1	2	0	0	2	1	1	2	0	1	0
n	0	0	0	0	0	0	1	1	0	0	0	2	1	1	1	2	1	0
o	1	0	1	2	2	3	2	0	0	1	3	2	2	0	0	0	0	1
p	0	0	1	0	0	2	0	0	0	1	0	1	0	1	1	0	0	0
q	0	1	3	1	0	0	1	0	2	3	2	2	1	0	1	3	0	0
r	1	0	0	1	0	0	1	0	0	2	0	3	3	0	1	0	0	0
s	0	3	0	0	1	1	1	1	1	2	1	3	2	2	3	0	1	0
t	0	0	0	2	0	1	0	0	0	3	1	0	0	0	0	0	0	1
u	4	5	4	1	3	1	2	2	2	1	0	2	2	2	2	3	0	0
v	0	3	1	1	0	2	1	1	1	0	1	0	0	0	1	1	0	0
w	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	1	0	0
x	0	0	1	5	0	1	0	2	0	2	2	2	0	0	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2A: Personal Qualities

Concern for Other People

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	23	14	10	12	9	5	5	3	1	2	1	1	1	0	1	0	0	0
b	11	30	19	24	19	28	19	17	20	15	15	9	8	11	7	5	3	6
c	4	0	2	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0
d	4	3	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
e	2	6	0	0	1	2	2	1	6	0	1	0	0	1	0	1	0	1
f	2	3	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
g	1	1	2	6	0	4	5	4	1	1	0	0	2	1	1	0	1	0
h	2	0	1	3	1	0	1	1	0	0	0	0	0	0	0	0	0	0
i	2	4	1	2	3	5	2	0	2	3	1	0	1	0	3	2	0	2
j	2	1	1	1	2	2	0	1	0	2	0	0	1	0	0	0	0	0
k	1	2	2	2	1	8	2	2	3	1	4	1	0	0	1	0	0	0
l	2	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0
m	0	2	1	2	2	1	2	3	2	1	0	3	0	1	0	2	0	1
n	4	2	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
o	1	3	2	2	3	1	1	1	0	0	2	1	1	1	0	0	1	0
p	2	0	0	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0
q	4	2	1	3	1	0	1	0	1	1	2	0	0	2	1	0	0	1
r	2	2	2	3	0	0	1	0	0	0	1	1	0	0	0	0	0	0
s	0	6	4	2	2	1	1	1	0	1	0	2	0	1	0	0	0	1
t	0	2	0	2	2	0	1	1	0	0	0	0	0	0	0	0	0	0
u	0	2	4	1	4	5	1	2	3	3	3	2	3	3	0	0	0	0
v	0	0	2	1	1	1	2	3	1	2	0	0	0	0	0	0	0	0
w	3	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0
x	0	2	0	3	1	0	0	0	1	2	2	0	1	1	1	0	1	0

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 2A: Personal Qualities

Courage

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	0	0	2	1	2	2	1	4	5	9	19	5	13	5	9	9	1	0
b	6	11	16	24	16	13	29	20	13	21	15	22	12	12	9	12	11	4
c	0	0	1	0	1	0	0	2	0	0	0	0	0	1	1	1	2	0
d	0	0	0	0	0	0	0	0	1	1	2	2	1	0	1	1	1	0
e	1	1	3	2	1	0	2	3	1	5	1	1	0	1	1	0	1	0
f	0	0	0	1	0	0	0	0	1	1	2	0	2	0	0	0	0	0
g	0	0	1	5	2	0	1	1	2	3	2	3	2	4	1	1	1	1
h	0	0	0	0	0	1	0	0	1	1	1	0	2	0	2	1	0	0
i	2	2	4	1	0	3	3	5	1	0	0	4	2	2	1	2	0	1
j	0	0	1	0	0	0	0	0	0	2	2	0	1	2	2	3	0	0
k	1	1	2	3	1	3	5	0	2	2	0	1	3	2	2	1	1	0
l	0	0	0	0	0	0	0	0	0	0	1	0	2	0	2	2	0	0
m	0	1	0	3	0	1	4	1	1	1	3	1	0	0	2	1	4	0
n	0	0	0	0	0	0	0	0	2	2	4	1	0	0	1	0	0	0
o	0	1	1	3	0	0	3	2	1	1	2	1	2	1	1	1	0	0
p	0	0	1	0	0	0	0	0	0	0	1	1	0	2	0	2	0	0
q	1	1	0	2	3	2	1	2	0	0	0	4	0	0	1	2	1	0
r	0	0	0	0	1	0	1	4	0	1	2	0	2	0	0	0	0	0
s	0	0	0	0	1	3	4	3	1	1	3	2	1	0	0	2	0	1
t	0	0	0	0	0	0	0	0	0	1	2	1	3	0	1	0	0	0
u	0	3	4	5	3	0	5	0	2	2	2	3	2	2	0	1	1	1
v	0	0	0	0	2	0	1	1	2	4	1	1	0	0	0	1	0	0
w	0	0	0	0	1	1	0	0	0	0	2	0	0	1	0	0	0	0
x	1	1	1	0	3	1	0	2	0	2	1	1	0	0	0	0	2	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2A: Personal Qualities

Leadership

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	0	0	2	1	1	2	3	1	5	5	4	15	9	12	10	13	3	1
b	5	9	10	8	9	12	13	17	14	15	21	16	14	25	24	26	18	10
c	0	0	0	0	0	0	0	1	1	2	1	1	1	0	1	1	0	0
d	0	0	0	0	0	0	0	0	1	1	0	2	1	3	1	1	0	0
e	0	0	1	0	1	1	0	1	1	3	2	4	3	1	1	3	2	0
f	0	0	0	0	0	0	1	1	1	0	0	0	1	0	0	2	0	1
g	0	0	1	0	1	2	0	2	2	2	5	0	1	5	5	3	0	1
h	0	0	0	0	0	2	0	0	0	0	0	1	0	2	1	2	1	0
i	2	2	1	2	2	0	3	3	3	2	3	0	1	2	2	2	2	1
j	0	0	1	0	1	0	0	0	0	0	2	4	2	0	2	1	0	0
k	0	2	2	0	0	0	2	2	0	0	4	4	2	2	2	4	2	2
l	0	0	0	0	0	0	0	0	0	0	0	3	0	2	1	1	0	0
m	0	3	1	0	0	0	0	1	1	3	2	0	1	3	3	4	1	0
n	0	0	1	0	0	0	0	0	1	3	1	0	1	1	1	1	0	0
o	0	0	0	0	0	0	0	0	1	1	1	2	0	4	2	3	2	4
p	0	0	0	0	0	0	1	0	0	0	0	2	2	0	0	1	1	0
q	0	0	1	0	0	4	2	0	0	3	1	0	1	0	2	2	3	1
r	0	0	0	0	0	0	0	0	2	0	1	0	0	4	3	1	0	0
s	0	0	0	2	1	1	2	2	1	0	1	1	1	2	4	1	3	0
t	0	0	0	1	0	0	1	0	0	0	0	2	2	0	1	1	0	0
u	0	0	0	3	3	2	0	4	0	1	2	4	4	5	3	2	2	1
v	3	2	2	1	0	1	0	2	2	0	0	0	0	0	0	0	0	0
w	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2	1	0
x	0	0	1	0	1	1	4	0	3	0	0	1	0	1	0	2	1	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
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l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2A: Personal Qualities

Equality Between the Sexes

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	1	0	3	7	7	7	8	9	8	8	9	6	5	4	2	2	3	1
b	11	17	22	22	16	17	21	18	16	13	11	13	18	15	7	9	13	7
c	0	1	0	1	0	0	1	0	0	0	0	0	1	3	0	2	0	0
d	0	0	0	2	1	1	1	1	1	2	1	0	0	0	0	0	0	0
e	0	3	3	3	0	1	2	1	4	1	0	1	1	0	0	1	0	3
f	0	0	0	0	0	0	1	1	1	0	0	0	1	0	0	2	0	1
g	0	5	1	4	3	1	0	2	2	3	1	1	2	0	0	2	3	0
h	0	0	0	0	1	1	2	3	1	1	1	0	0	0	0	0	0	0
i	2	4	1	3	3	2	1	1	2	1	1	3	4	2	1	0	1	1
j	1	0	1	2	1	0	0	0	2	1	2	1	1	1	0	0	0	0
k	1	2	3	2	1	0	5	5	1	3	1	2	1	3	0	0	0	0
l	0	0	0	1	1	1	2	0	0	0	0	0	0	0	1	0	1	0
m	4	1	1	1	1	4	2	0	0	1	1	1	2	0	0	3	0	1
n	0	0	0	1	0	1	0	0	0	2	2	3	0	1	0	0	0	0
o	0	0	3	3	1	1	3	2	2	0	0	1	1	1	0	1	1	0
p	0	0	0	0	1	1	0	1	0	2	2	0	0	0	0	0	0	0
q	1	0	1	1	3	1	2	2	1	0	1	1	2	1	1	0	1	1
r	0	0	2	1	1	2	1	0	2	0	0	1	1	0	0	0	1	0
s	0	0	4	2	0	0	2	0	1	2	1	1	3	2	1	2	1	0
t	0	0	0	0	1	0	0	2	1	0	0	0	1	2	0	0	1	0
u	3	2	5	3	3	6	2	3	2	2	1	0	1	1	0	0	2	0
v	0	0	0	0	0	1	0	0	0	0	3	1	1	2	3	0	1	1
w	0	0	0	0	0	0	1	1	0	0	0	1	1	0	1	0	0	0
x	0	0	0	0	1	0	2	2	1	0	1	1	0	3	1	0	3	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
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h = SO3 Staff
i = SO3 Students
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k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2A: Personal Qualities

Aggression

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	0	0	0	0	0	0	0	2	0	0	0	2	1	1	3	2	17	59
b	1	0	3	4	2	5	5	6	10	9	12	11	8	21	25	30	30	84
c	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	8
d	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	8
e	0	0	0	0	1	0	0	1	3	1	0	1	1	4	3	0	5	4
f	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	5
g	0	0	0	1	0	0	0	1	2	1	0	1	1	0	4	4	3	12
h	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	2	5
i	0	0	1	0	0	0	0	0	3	1	4	2	1	4	3	5	2	7
j	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2	9
k	1	0	0	1	0	1	1	1	1	1	3	1	0	4	3	1	2	9
l	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	5
m	0	0	1	1	0	2	1	1	1	2	0	0	0	1	1	1	1	10
n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	6
o	0	0	0	0	0	0	1	0	0	1	1	0	0	0	3	4	2	8
p	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	5
q	0	0	0	0	0	1	0	0	0	1	2	2	0	2	0	2	2	8
r	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	9
s	0	0	0	1	0	0	1	1	0	1	1	0	1	2	3	1	4	6
t	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3	4
u	0	0	1	0	1	0	0	0	0	0	1	3	3	2	3	5	6	11
v	0	0	0	0	0	1	0	0	0	0	0	0	0	1	2	4	0	5
w	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3
x	0	0	0	0	0	0	1	1	0	0	0	1	1	1	0	3	3	4

a = All Staff
b = All Students
c = All Heads
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k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2A: Personal Qualities

Honesty

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	14	8	9	15	10	4	9	7	5	3	1	3	0	0	0	0	0	0
b	45	57	37	25	21	18	8	8	10	8	5	5	4	4	4	6	1	0
c	2	1	0	2	1	0	1	1	0	0	0	1	0	0	0	0	0	0
d	0	0	1	3	1	0	2	1	1	0	1	0	0	0	0	0	0	0
e	9	3	5	4	1	0	0	1	0	0	1	0	0	0	0	0	0	0
f	0	1	1	0	0	0	2	0	0	2	0	1	0	0	0	0	0	0
g	10	6	4	3	3	1	1	0	0	2	0	0	0	0	0	0	0	0
h	2	1	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0
i	3	10	6	3	1	1	1	0	2	1	0	1	0	0	0	3	1	0
j	1	1	1	4	2	0	0	3	1	0	0	0	0	0	0	0	0	0
k	1	7	2	4	3	2	0	3	2	2	1	0	1	1	0	1	0	0
l	3	1	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0
m	4	3	4	1	2	2	0	0	1	1	0	1	1	2	1	0	0	0
n	0	1	2	3	2	1	1	0	0	0	0	0	0	0	0	0	0	0
o	3	8	3	2	0	1	1	0	0	0	0	0	0	0	1	1	0	0
p	1	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0
q	2	3	2	2	3	2	0	2	0	0	2	1	0	0	1	0	0	0
r	1	2	0	1	1	1	2	1	2	0	0	1	0	0	0	0	0	0
s	3	4	4	4	0	2	2	0	2	0	0	1	0	0	0	0	0	0
t	5	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
u	4	9	5	2	4	5	1	1	1	0	1	1	1	1	0	0	0	0
v	3	2	1	0	2	1	1	0	0	1	0	0	1	0	0	1	0	0
w	1	1	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0
x	3	2	1	0	2	1	1	1	2	1	0	0	0	0	1	0	0	0

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 2A: Personal Qualities

Reliability

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	4	4	10	5	10	18	8	8	11	4	4	1	1	0	0	0	0	0
b	18	22	33	21	28	15	23	17	13	11	13	10	7	7	11	10	4	3
c	0	1	0	1	1	1	0	1	2	1	0	0	0	0	0	1	0	0
d	0	0	1	1	1	2	0	0	2	1	0	1	1	0	0	0	0	0
e	1	1	1	1	5	1	2	0	0	0	1	0	1	2	4	3	1	0
f	0	0	0	1	1	2	1	1	0	0	1	0	0	0	0	0	0	0
g	0	4	5	2	2	4	3	2	3	0	2	1	0	1	0	1	0	0
h	1	0	0	1	0	3	0	1	2	0	1	0	0	0	0	0	0	0
i	5	1	5	5	3	0	2	4	1	1	1	1	0	0	0	2	1	1
j	0	0	1	1	2	2	2	1	3	0	1	0	0	0	0	0	0	0
k	2	3	6	1	1	2	1	1	1	3	0	3	0	0	2	2	1	1
l	1	1	1	0	0	2	1	0	0	0	1	0	0	0	0	0	0	0
m	0	2	1	0	4	1	4	2	0	2	2	1	2	0	0	0	1	1
n	1	0	2	1	1	4	0	0	0	1	0	0	0	0	0	0	0	0
o	3	0	3	2	3	0	2	2	2	2	0	0	0	1	0	0	0	0
p	0	0	1	0	2	0	1	1	1	1	0	0	0	0	0	0	0	0
q	0	3	2	1	4	2	0	2	1	1	1	0	2	0	1	0	0	0
r	1	0	1	0	2	1	1	3	2	1	0	0	0	0	0	0	0	0
s	1	2	2	1	3	2	0	0	4	1	3	0	0	0	2	1	0	0
t	0	2	1	0	0	2	1	1	1	0	0	0	0	0	0	0	0	0
u	4	5	5	8	1	1	3	2	1	1	2	1	0	1	0	1	0	0
v	0	0	2	0	1	1	3	1	0	0	1	3	0	0	1	0	0	0
w	0	1	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
x	2	1	1	0	1	1	3	1	0	0	0	0	2	2	1	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2A: Personal Qualities

Persistence

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	0	2	4	5	9	3	8	5	11	12	7	7	3	6	3	2	1	0
b	3	6	9	7	14	19	12	16	22	15	16	18	22	25	18	21	16	7
c	0	0	0	0	2	1	1	0	1	1	0	2	1	0	0	0	0	0
d	0	0	1	0	2	0	1	1	0	0	2	0	0	1	2	0	0	0
e	0	1	0	1	0	1	1	1	0	0	1	3	4	1	2	4	3	1
f	0	1	1	1	1	0	0	0	0	0	0	2	0	1	0	0	0	0
g	0	1	0	1	1	2	1	1	3	0	4	5	1	3	2	3	0	2
h	0	0	0	0	1	0	1	1	0	2	2	0	0	0	1	1	0	0
i	0	0	0	0	4	1	1	4	3	1	1	3	3	6	1	2	2	1
j	0	0	1	1	0	0	1	1	1	1	1	2	1	3	0	0	0	0
k	0	0	1	2	2	2	1	2	4	1	4	1	2	1	2	1	4	0
l	0	0	0	0	0	1	0	0	3	2	0	1	0	0	0	0	0	0
m	0	0	1	0	0	2	0	1	5	1	2	2	2	1	5	1	0	0
n	0	0	0	1	1	1	2	0	1	0	1	0	1	1	0	1	0	0
o	0	0	4	0	1	3	0	2	1	4	1	0	0	1	0	1	2	0
p	0	1	0	1	1	0	1	0	1	1	1	0	0	0	0	0	0	0
q	2	1	1	0	2	2	3	1	2	1	0	0	0	1	1	2	1	0
r	0	0	0	0	1	1	1	1	1	5	0	2	0	0	0	0	0	0
s	0	0	0	0	1	1	1	1	0	4	1	2	3	5	1	2	0	0
t	0	0	1	0	2	0	1	0	2	1	0	0	1	0	0	0	0	0
u	1	2	1	2	2	3	4	2	2	3	2	1	2	2	2	1	3	1
v	0	1	0	1	0	1	0	1	1	0	0	0	2	2	1	1	1	1
w	0	0	0	1	0	0	0	1	2	0	0	0	0	0	0	0	1	0
x	0	0	1	0	1	1	0	0	1	0	0	1	3	2	1	3	0	1

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2A: Personal Qualities

Assertiveness

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	0	0	3	0	2	1	2	10	3	4	9	4	12	11	14	8	3	2
b	3	5	16	17	15	13	14	13	15	21	16	19	28	15	12	15	16	13
c	0	0	0	0	0	0	1	0	1	0	1	1	1	1	1	0	2	0
d	0	0	0	0	0	0	0	3	0	0	0	0	3	1	1	1	1	0
e	0	2	1	0	1	3	2	0	1	1	3	0	2	3	1	1	1	2
f	0	0	0	0	1	0	1	2	0	0	1	0	1	0	0	0	0	1
g	0	1	3	0	3	2	2	1	3	5	1	0	3	1	0	2	2	1
h	0	0	0	0	0	0	0	1	1	0	0	3	1	0	2	1	0	0
i	0	0	1	1	1	4	2	2	1	4	1	4	2	1	3	1	3	2
j	0	0	1	0	0	0	1	1	2	3	1	0	1	0	0	2	1	0
k	0	0	2	3	3	2	1	1	0	3	1	2	4	0	1	3	2	2
l	0	0	0	0	0	0	0	1	0	1	1	0	0	2	1	1	0	0
m	0	0	2	1	0	0	1	4	1	3	2	1	3	2	0	0	1	2
n	0	0	0	0	0	0	0	1	0	0	1	0	2	3	2	0	0	1
o	0	1	0	2	1	0	1	0	3	1	0	2	2	1	2	2	2	0
p	0	0	1	0	0	0	0	0	0	0	0	0	1	1	3	1	0	0
q	1	0	1	2	2	0	2	0	2	0	2	1	2	2	1	1	1	0
r	0	0	1	0	1	0	0	0	0	0	3	1	1	1	3	1	0	0
s	0	0	2	4	1	1	0	0	0	0	2	4	3	1	1	1	2	0
t	0	0	0	0	0	1	0	0	0	0	2	0	0	1	2	1	1	0
u	0	1	4	2	2	0	3	3	4	0	1	3	3	2	3	1	1	3
v	1	0	0	1	1	0	0	1	0	2	1	2	2	2	0	0	0	0
w	0	0	0	0	0	0	0	1	0	0	0	0	2	2	0	0	0	0
x	1	0	0	1	0	1	0	1	0	2	2	0	2	0	0	3	1	1

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2A: Personal Qualities

Racial Tolerance

--	1--	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	3	6	3	6	6	12	9	5	8	8	6	7	3	3	1	2	0	0
b	3	10	10	19	14	12	12	27	12	14	17	18	15	17	13	15	11	27
c	0	0	1	0	0	3	0	1	0	0	1	0	1	1	1	0	0	0
d	0	1	1	1	1	2	1	0	1	1	0	0	0	1	0	0	0	0
e	0	0	1	0	2	1	2	4	0	1	3	4	1	1	1	1	1	1
f	1	0	0	1	0	0	1	1	1	0	0	2	0	0	0	0	0	0
g	1	2	4	1	2	1	1	5	0	2	1	0	2	3	0	1	1	3
h	2	0	0	1	0	1	1	0	2	1	1	0	0	0	0	0	0	0
i	1	1	0	5	0	2	1	2	2	3	1	2	2	2	2	4	1	2
j	0	1	1	1	3	1	1	1	0	2	0	0	1	1	0	0	0	0
k	0	2	1	1	2	0	1	2	4	2	1	4	2	1	1	1	2	3
l	0	2	0	0	1	0	0	2	0	0	1	0	0	0	0	1	0	0
m	0	1	0	2	2	1	1	3	1	0	2	2	2	2	1	2	0	1
n	0	0	0	0	0	0	2	0	2	1	1	2	2	0	0	0	0	0
o	0	2	2	1	0	2	1	4	0	1	0	1	1	2	1	0	0	2
p	0	1	0	0	0	1	1	0	2	1	1	0	0	0	0	0	0	0
q	0	0	0	5	0	0	1	3	1	0	3	3	0	1	1	0	0	2
r	0	1	0	1	0	5	1	0	0	1	2	0	0	1	0	0	0	0
s	0	0	2	2	2	2	0	2	0	1	2	0	1	1	0	1	2	4
t	0	0	0	1	0	1	1	1	0	0	0	2	0	0	1	1	0	0
u	1	1	0	2	2	2	2	1	4	4	1	2	2	3	2	3	1	3
v	0	0	0	0	1	0	0	0	0	0	3	0	1	1	2	1	2	2
w	0	0	1	0	1	1	0	0	0	1	0	1	0	0	0	0	0	0
x	0	1	0	0	1	1	2	1	0	0	0	0	1	0	2	1	1	4

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 2B: Views of School Attitude to Personal Qualities

Courtesy

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	3	5	10	5	9	5	5	4	5	7	5	8	3	2	0	3	1	0
b	44	24	20	19	23	18	18	15	13	14	7	15	11	6	3	8	1	7
c	0	0	2	1	0	0	0	0	2	2	1	0	1	0	0	0	0	0
d	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0
e	0	0	2	3	4	2	3	1	3	2	0	3	1	0	0	0	0	0
f	0	1	1	0	1	1	0	0	0	0	0	1	1	0	0	1	0	0
g	5	2	1	2	6	4	0	0	3	3	0	1	2	1	0	0	0	0
h	0	0	1	0	1	0	0	0	1	1	1	2	0	0	0	1	1	0
i	2	2	3	1	4	2	4	0	0	1	0	3	1	1	0	4	1	4
j	1	3	2	0	1	0	0	1	0	3	0	0	0	0	0	0	0	0
k	2	3	2	4	2	5	2	2	1	2	0	0	1	0	2	1	0	1
l	0	0	1	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0
m	11	1	0	1	0	0	1	2	2	1	1	1	0	1	0	1	0	0
n	0	0	2	2	1	0	0	1	0	0	2	0	0	0	0	1	0	0
o	3	5	3	1	1	0	1	0	0	2	0	2	0	1	0	0	0	1
p	1	0	0	0	0	0	0	0	1	0	2	1	0	0	0	0	0	0
q	3	3	1	0	1	1	1	2	1	1	1	1	1	2	1	0	0	0
r	0	0	0	0	1	1	2	1	1	0	0	2	2	1	0	0	0	0
s	3	2	2	0	1	1	0	4	1	2	1	2	2	0	0	0	0	1
t	0	0	1	0	1	2	2	1	0	0	0	0	0	0	0	0	0	0
u	4	3	4	5	1	3	4	3	1	0	3	2	2	0	0	1	0	0
v	5	1	2	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0
w	0	0	1	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0
x	6	2	0	1	1	0	2	0	0	0	1	0	1	0	0	1	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2B: Views of School Attitude to Personal Qualities

Tolerance

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	2	6	7	10	4	6	5	9	8	4	4	2	5	4	4	1	0	0
b	11	10	14	31	12	12	19	23	23	18	25	12	13	12	13	8	8	4
c	0	3	0	0	2	1	1	0	1	0	0	0	0	1	0	0	0	0
d	0	1	2	1	1	1	0	0	2	0	1	0	0	0	1	0	0	0
e	1	0	0	3	1	3	1	3	1	2	4	2	2	1	1	0	0	1
f	1	0	1	1	0	0	0	1	0	0	1	0	1	1	0	0	0	0
g	0	1	1	4	3	0	4	1	2	3	5	0	1	3	2	0	0	0
h	0	1	0	1	1	2	0	0	0	1	0	1	0	1	0	1	0	0
i	3	0	1	4	2	1	1	3	0	1	3	4	2	2	2	1	1	2
j	0	1	0	1	0	0	0	4	1	0	2	0	0	1	1	0	0	0
k	1	3	2	2	2	3	4	0	3	3	1	1	0	0	0	1	3	1
l	0	0	1	0	1	0	0	0	2	1	0	0	1	0	0	0	0	0
m	2	1	1	1	0	1	2	2	2	2	1	0	1	1	4	0	2	0
n	0	0	0	1	1	1	1	1	1	0	0	1	1	0	2	0	0	0
o	0	3	1	4	0	1	1	1	1	0	5	0	0	0	1	0	2	0
p	1	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
q	0	0	2	3	1	0	1	3	2	2	1	2	1	0	1	1	0	0
r	0	3	1	3	0	1	0	1	0	0	0	0	1	1	0	0	0	0
s	1	1	0	3	2	2	3	1	2	0	1	2	3	0	0	1	0	0
t	0	0	0	1	0	1	2	1	0	1	0	0	1	0	0	0	0	0
u	2	1	3	4	0	0	2	7	4	2	3	1	2	2	2	1	0	0
v	0	0	1	2	1	1	0	0	3	2	1	0	1	0	0	1	0	0
w	0	0	0	1	0	0	2	1	1	0	0	0	0	0	0	0	0	0
x	1	0	2	1	0	0	0	2	3	1	0	0	0	3	0	2	0	0

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 2B: Views of School Attitude to Personal Qualities

Competitiveness

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	11	4	5	4	3	0	3	4	3	3	3	6	6	5	3	12	3	2
b	19	7	9	12	18	21	8	8	15	13	17	19	16	24	16	17	16	11
c	0	0	0	0	0	1	0	0	0	1	0	2	2	0	2	1	0	0
d	0	0	1	0	0	0	0	0	0	1	1	1	1	0	0	5	0	0
e	2	0	0	0	0	2	1	1	0	3	2	2	2	2	2	1	3	1
f	0	1	0	0	0	0	0	0	0	0	0	1	2	1	0	1	0	1
g	4	0	1	2	4	2	0	1	1	2	3	3	3	0	2	1	0	1
h	2	0	1	0	1	0	0	0	1	0	0	1	1	1	0	1	0	0
i	0	1	0	1	1	4	0	1	2	2	1	0	3	7	2	3	3	2
j	4	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0
k	0	0	2	1	4	2	1	2	1	1	1	1	2	3	3	2	1	3
l	1	0	0	1	0	0	2	1	0	0	0	0	1	0	0	0	0	0
m	1	0	1	2	3	1	1	0	0	1	1	2	1	1	1	1	5	1
n	0	0	1	0	1	0	0	1	0	1	1	0	0	2	1	1	1	0
o	0	0	0	1	2	3	0	0	3	1	0	1	1	3	1	1	2	1
p	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	1	1	0
q	3	0	0	1	1	0	1	0	3	0	3	3	2	0	0	2	0	1
r	2	1	1	0	0	0	0	0	0	0	0	0	1	0	1	2	1	1
s	3	1	0	1	2	2	0	0	2	1	3	0	1	3	0	3	0	0
t	1	0	0	0	0	0	0	0	1	1	1	2	0	0	0	1	0	0
u	1	2	3	0	1	2	4	1	2	0	1	7	0	4	2	3	2	1
v	2	1	0	2	0	0	0	1	1	1	2	0	1	1	1	0	0	0
w	1	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	0	0
x	3	2	2	1	0	3	0	1	0	1	0	0	0	0	2	0	0	0

a = All Staff
b = All Students
c = All Heads
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g = SO2 Students
h = SO3 Staff
i = SO3 Students
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k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2B: Views of School Attitude to Personal Qualities

Self Confidence

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	17	13	6	4	4	2	5	4	6	3	7	4	3	1	1	0	0	0
b	57	32	20	19	26	15	12	14	6	15	8	8	6	4	8	6	4	6
c	2	0	0	3	1	1	0	1	0	1	0	0	0	0	0	0	0	0
d	3	3	0	2	0	0	0	0	0	0	2	0	0	0	0	0	0	0
e	6	3	2	2	3	1	0	2	0	0	1	1	1	0	1	1	0	0
f	2	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0
g	7	2	0	3	1	4	4	0	1	2	2	2	0	0	1	0	1	0
h	3	1	0	0	0	0	2	1	1	0	0	0	1	0	0	0	0	0
i	8	5	4	2	4	1	2	0	0	1	1	0	2	0	1	1	0	1
j	1	1	0	0	2	1	0	0	2	1	0	2	0	1	0	0	0	0
k	9	1	1	1	4	0	0	3	2	1	0	1	0	2	1	2	1	1
l	1	1	0	1	0	0	0	1	0	0	2	0	0	0	0	0	0	0
m	4	5	1	2	1	2	0	1	1	1	1	1	2	0	1	0	0	0
n	0	1	2	0	0	1	0	1	1	2	0	0	1	0	0	0	0	0
o	6	2	3	0	2	1	1	2	0	1	0	0	0	0	0	1	0	1
p	2	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0
q	3	2	4	3	2	1	0	1	0	2	1	0	0	1	0	0	0	0
r	3	2	2	1	0	0	0	0	0	0	2	1	0	0	0	0	0	0
s	5	2	1	1	1	1	2	1	0	2	2	2	0	0	0	1	0	1
t	2	1	0	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0
u	5	7	2	3	5	4	1	2	1	2	0	1	0	0	2	0	1	0
v	4	1	1	1	0	0	0	0	0	2	0	0	1	0	1	0	1	1
w	0	1	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0
x	0	2	1	1	3	0	2	2	1	1	0	0	0	1	0	0	0	1

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 2B: Views of School Attitude to Personal Qualities

Commitment to Some Personal Philosophy of Life

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	7	3	3	3	5	3	1	2	2	3	3	7	7	8	7	6	11	1
b	3	5	4	2	6	11	14	6	26	18	23	25	19	27	15	18	28	16
c	1	1	1	0	0	0	2	0	0	1	1	0	1	0	0	1	0	0
d	0	0	0	0	1	1	1	1	0	0	0	1	1	0	1	0	3	0
e	0	0	0	1	1	2	2	1	1	1	2	1	1	3	1	0	3	4
f	0	0	1	0	1	0	0	0	0	0	0	1	0	0	2	1	1	0
g	0	2	0	0	0	0	1	0	3	2	0	3	2	6	1	1	6	3
h	0	0	0	1	0	0	0	0	0	1	1	0	2	1	2	1	0	0
i	1	1	0	0	1	2	1	0	3	3	3	3	3	3	0	4	5	0
j	0	0	0	0	0	0	0	0	0	0	1	0	1	2	1	3	3	0
k	1	1	0	1	1	1	2	1	4	0	3	2	3	4	2	3	1	0
l	0	1	1	0	0	0	0	1	0	0	0	0	0	2	0	0	0	1
m	0	0	0	0	0	1	1	2	1	7	1	1	0	2	3	3	1	0
n	4	1	0	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0
o	0	0	1	0	1	1	1	1	3	1	1	3	2	2	1	2	0	0
p	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	0
q	0	0	0	0	0	0	2	0	0	1	3	1	2	3	2	2	3	1
r	3	0	0	0	1	1	0	0	0	0	0	4	0	0	1	1	1	0
s	1	0	0	0	0	1	1	0	1	2	3	5	2	2	2	0	1	1
t	0	0	1	0	0	1	0	0	1	2	0	0	1	0	0	0	1	0
u	0	1	1	0	1	1	0	1	6	1	2	4	3	2	1	3	5	4
v	0	0	0	0	1	1	1	0	0	0	3	2	1	0	2	0	0	2
w	0	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0	1	0
x	0	0	2	0	0	1	2	0	4	0	2	0	0	0	0	0	3	1

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2B: Views of School Attitude to Personal Qualities

Patriotism

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	0	1	0	0	2	0	0	2	1	2	0	0	1	3	3	12	26	27
b	4	4	9	6	2	10	6	15	12	16	15	15	13	25	18	24	28	43
c	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	3	2
d	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	3	6	0
e	0	0	2	1	0	1	0	1	1	2	0	2	0	2	1	3	3	5
f	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	3
g	0	0	1	0	0	0	0	1	1	3	0	1	1	3	3	3	4	9
h	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	3	4
i	1	1	0	0	0	0	0	4	3	2	2	3	2	2	3	1	3	6
j	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	3	5
k	0	0	1	1	2	3	2	2	0	0	2	3	2	5	2	0	3	2
l	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1
m	0	1	1	0	0	1	0	0	1	0	2	0	1	2	1	6	2	5
n	0	0	0	0	1	0	0	0	1	0	0	0	0	0	2	1	3	2
o	0	0	2	2	0	0	1	3	1	0	1	1	1	1	2	1	2	1
p	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	3
q	0	0	0	1	0	0	2	0	1	2	2	0	1	4	0	2	1	4
r	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	5
s	1	1	1	0	0	0	1	0	2	1	0	1	2	2	1	3	4	2
t	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	2	0	3
u	0	0	1	0	0	2	0	1	0	4	5	2	2	2	3	4	4	6
v	1	1	0	0	0	1	0	0	1	2	0	1	0	1	2	1	1	1
w	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	2	1
x	1	0	0	1	0	2	0	3	1	0	1	1	1	1	0	0	1	2

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 2B: Views of School Attitude to Personal Qualities

Concern for Truth (e.g. in Ideas, in Art, in Relationships)

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	4	1	3	3	4	4	4	5	1	4	6	5	8	8	8	6	5	1
b	5	4	7	7	9	9	18	22	16	18	24	17	18	17	23	15	20	16
c	0	1	1	0	2	1	0	1	1	1	0	1	0	0	0	0	0	0
d	0	0	0	0	0	2	1	2	0	0	0	1	1	1	1	0	0	1
e	0	1	1	0	1	0	4	1	3	0	2	0	3	1	2	3	0	2
f	1	0	0	1	1	0	0	0	0	1	0	0	0	0	2	1	0	0
g	1	1	1	1	0	1	0	6	1	0	5	2	1	2	2	1	3	2
h	0	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	2	0
i	1	1	1	3	1	2	3	4	5	3	1	0	2	0	2	1	2	0
j	1	0	0	0	0	0	0	0	0	0	0	0	3	3	3	1	0	0
k	0	1	1	0	2	0	1	2	1	2	3	5	4	1	3	3	1	0
l	0	0	0	0	0	0	1	0	0	0	0	2	0	1	1	0	1	0
m	0	0	1	1	1	0	2	4	2	2	1	1	1	2	1	0	2	2
n	1	1	1	0	0	0	2	0	0	1	0	0	1	0	0	1	1	0
o	3	0	1	2	1	0	0	3	2	2	1	1	2	0	0	1	1	0
p	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	1	0	0
q	0	0	1	0	0	1	3	1	1	0	1	3	0	0	4	0	3	2
r	0	0	1	1	1	1	0	0	0	0	3	1	1	1	0	1	0	0
s	0	0	0	0	0	1	0	0	1	1	2	1	2	2	4	2	2	4
t	0	0	0	0	1	0	0	0	0	0	3	0	0	1	1	0	1	0
u	0	0	0	0	1	3	4	0	0	5	6	1	1	4	3	2	4	2
v	0	0	0	0	1	0	0	1	0	1	1	1	0	2	1	2	2	1
w	1	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0
x	0	0	0	0	1	1	1	0	0	2	1	2	2	3	1	0	0	1

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students

l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2B: Views of School Attitude to Personal Qualities

Ambition

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	6	9	3	4	3	4	6	2	4	8	2	5	5	8	9	0	1	1
b	16	25	16	14	11	16	14	19	13	15	10	22	20	11	20	13	5	6
c	0	0	0	0	0	0	0	1	0	0	4	2	1	0	0	1	0	0
d	1	0	1	0	0	1	2	0	0	0	0	0	0	3	2	0	0	0
e	2	3	3	3	0	2	0	3	0	1	2	2	2	0	0	1	0	0
f	1	0	1	1	0	0	0	0	0	0	1	0	0	0	2	0	0	1
g	0	2	1	1	2	1	4	3	3	1	1	2	3	2	1	2	1	0
h	1	2	1	0	0	0	0	0	1	0	1	1	0	1	1	0	0	0
i	2	5	1	1	2	2	2	2	3	0	0	1	4	1	5	1	1	0
j	1	1	0	1	0	1	1	0	2	2	0	1	1	0	0	0	0	0
k	2	1	1	0	1	2	2	1	1	4	1	4	1	3	1	2	0	3
l	0	0	0	0	2	1	0	0	0	2	0	0	1	0	0	0	0	0
m	3	2	1	2	1	1	1	3	2	0	1	1	1	0	2	2	0	0
n	0	2	0	0	0	0	1	0	1	1	0	2	0	1	1	0	1	0
o	2	2	1	0	0	1	0	0	3	5	2	1	0	0	2	0	1	0
p	1	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0
q	2	2	0	1	1	2	1	1	0	0	0	4	4	1	1	0	0	0
r	1	2	0	1	0	0	1	0	0	2	0	0	2	1	0	0	0	0
s	0	2	3	0	0	2	1	1	0	2	1	1	1	1	3	2	0	2
t	0	0	0	1	1	1	1	1	0	0	0	0	1	0	1	0	0	0
u	2	2	2	3	2	2	2	2	1	1	2	2	4	2	4	1	1	1
v	0	3	1	1	1	0	0	2	0	0	0	3	0	1	0	0	1	0
w	0	1	0	0	0	0	0	0	0	0	0	1	0	2	1	0	0	0
x	1	1	2	2	1	1	1	1	0	1	0	1	0	0	1	2	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2B: Views of School Attitude to Personal Qualities

Concern for Other People

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	15	12	6	9	4	5	3	4	3	5	3	5	2	0	3	1	0	0
b	14	25	20	22	20	21	20	15	19	11	19	10	7	13	10	6	12	2
c	3	1	2	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0
d	4	4	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
e	2	6	1	1	1	3	2	1	4	0	1	0	0	0	1	1	0	0
f	2	3	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0
g	1	1	3	1	0	7	4	1	1	3	3	0	0	1	4	0	0	0
h	2	0	3	2	1	0	0	0	0	0	1	0	0	0	0	0	0	0
i	3	2	1	4	1	1	4	4	3	1	1	2	0	4	0	0	2	0
j	1	1	0	1	0	1	1	0	2	2	0	1	1	0	0	0	0	0
k	2	4	3	3	0	1	0	1	3	1	2	1	1	1	2	0	3	2
l	0	1	0	0	0	2	0	0	0	0	1	1	0	0	1	0	0	0
m	0	1	2	1	3	2	5	1	2	0	0	2	2	1	0	0	1	0
n	3	1	0	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0
o	1	0	3	1	3	0	0	3	0	1	3	1	1	2	1	0	0	0
p	0	1	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0
q	2	1	0	0	3	2	2	1	1	1	1	2	2	1	0	1	0	0
r	1	1	3	1	0	0	0	1	0	1	1	0	0	0	1	1	0	0
s	0	3	1	4	5	0	1	1	2	0	2	0	0	2	0	0	1	0
t	0	0	0	2	1	0	0	2	0	0	0	1	0	0	0	0	0	0
u	1	4	5	6	3	4	2	2	1	3	2	1	0	0	1	0	1	0
v	2	2	1	0	0	0	0	0	1	0	2	1	1	0	0	2	1	0
w	2	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0
x	0	1	0	1	1	1	0	0	1	1	2	0	0	1	1	2	3	0

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 2B: Views of School Attitude to Personal Qualities

Courage

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	1	0	1	1	1	0	6	3	5	5	8	7	6	10	10	9	4	2
b	8	8	12	13	12	14	16	14	17	29	16	12	25	23	19	14	9	5
c	1	0	1	0	0	0	0	0	0	1	0	0	0	2	0	2	2	0
d	0	0	0	0	0	0	2	0	0	1	1	1	1	1	2	1	0	0
e	2	1	2	1	2	0	2	3	1	5	0	0	1	1	2	0	1	0
f	1	0	0	0	0	0	0	0	2	1	1	1	0	1	0	0	0	0
g	3	1	1	1	0	2	2	1	1	1	3	1	5	3	3	2	0	0
h	0	0	0	0	1	0	0	0	0	1	1	2	1	2	0	1	0	0
i	0	0	2	4	1	4	2	1	3	2	5	1	4	2	0	0	1	1
j	0	0	0	0	0	0	0	2	0	0	1	0	1	1	3	2	0	1
k	1	3	0	1	2	1	2	2	1	1	6	2	3	0	1	2	0	2
l	0	0	0	0	0	0	0	0	0	0	1	0	2	0	0	1	2	0
m	0	1	3	0	3	1	0	1	1	4	0	1	0	6	2	0	0	0
n	0	0	0	0	0	0	1	1	0	2	1	3	0	1	0	0	0	0
o	0	1	0	0	1	0	1	2	3	2	0	2	0	3	4	0	0	1
p	0	0	1	0	0	0	0	0	1	0	0	0	0	1	2	0	0	0
q	0	0	0	0	1	0	1	1	0	4	0	0	3	3	2	3	2	0
r	0	0	0	0	0	0	2	0	1	0	1	0	0	3	2	1	0	0
s	0	1	1	3	0	3	2	1	0	1	0	1	2	1	2	2	1	1
t	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	2	2	0
u	2	0	1	2	2	2	3	2	3	6	0	2	3	3	2	2	1	0
v	0	0	1	0	0	0	0	0	3	0	1	1	2	1	1	2	1	0
w	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	1
x	0	0	1	1	0	1	1	0	1	3	1	1	2	0	0	1	2	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2B: Views of School Attitude to Personal Qualities

Leadership

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	2	2	3	3	2	2	3	6	9	3	6	6	11	7	5	4	4	1
b	4	12	13	6	7	20	15	9	14	17	15	24	19	20	17	30	16	7
c	0	0	0	0	0	0	0	1	0	1	2	1	1	0	2	1	0	0
d	0	0	0	1	0	0	0	0	1	0	1	3	1	2	1	0	0	0
e	0	1	1	0	1	1	1	0	1	2	2	4	4	2	1	3	0	0
f	0	0	0	1	0	0	1	1	1	1	0	0	1	0	0	0	0	1
g	0	1	2	2	0	2	1	1	1	0	2	3	1	2	2	9	1	0
h	0	1	0	0	0	1	0	1	0	0	0	0	4	0	1	1	0	0
i	0	3	3	0	0	3	2	0	3	4	1	6	1	2	0	2	2	0
j	0	1	0	1	0	0	1	0	1	1	1	0	1	1	0	2	1	0
k	1	1	1	1	0	1	2	0	1	4	1	3	1	5	0	3	2	3
l	1	0	1	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0
m	1	0	0	1	2	2	0	1	2	2	1	1	2	1	3	3	1	0
n	0	0	0	0	0	0	0	1	3	0	2	0	1	2	0	0	0	0
o	0	0	1	0	0	1	1	0	1	0	0	1	2	1	6	4	1	1
p	0	0	1	0	1	0	0	0	0	0	0	0	2	0	1	0	0	0
q	0	0	3	0	1	2	0	0	0	0	3	0	0	3	1	3	3	1
r	0	0	0	0	1	0	0	2	0	1	1	0	1	1	2	0	1	0
s	0	1	1	0	1	3	1	4	2	1	1	1	1	1	1	1	1	1
t	1	0	1	0	0	0	0	0	1	0	0	1	0	1	0	1	1	0
u	2	2	1	0	1	2	6	1	2	1	2	2	5	2	1	0	5	1
v	0	1	0	2	0	2	0	1	1	2	1	1	0	1	1	0	0	0
w	0	0	0	0	0	1	0	0	1	0	1	1	0	0	0	0	1	0
x	0	2	0	0	1	1	1	1	0	1	1	2	2	0	1	2	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students

l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2B: Views on School Attitude to Personal Qualities

Equality Between the Sexes

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	5	0	4	3	5	11	7	3	6	9	4	3	3	2	3	7	3	3
b	11	17	23	20	26	13	19	19	13	9	15	22	10	12	12	7	9	9
c	0	0	0	2	0	1	1	1	0	0	0	0	1	2	0	1	0	0
d	1	0	0	1	0	1	0	1	1	1	1	0	0	1	1	0	0	1
e	0	2	3	3	0	2	0	2	3	1	0	1	1	1	1	1	0	3
f	0	0	1	0	0	0	0	0	2	1	1	0	1	0	0	1	0	0
g	0	2	3	2	3	0	2	0	2	3	2	6	0	1	1	3	0	0
h	1	0	1	0	0	2	3	0	0	1	0	0	0	0	0	0	0	1
i	1	2	6	1	6	1	0	4	0	1	3	2	1	2	1	0	1	1
j	2	0	0	0	2	3	1	0	0	0	0	1	0	0	0	2	0	0
k	5	2	2	4	1	2	2	2	2	1	1	1	1	1	0	1	2	0
l	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	1	1	0
m	1	2	2	2	1	3	2	1	1	0	3	1	2	0	2	0	0	0
n	0	0	0	0	0	1	0	0	1	1	1	1	1	0	0	2	2	0
o	0	0	1	4	2	1	5	0	0	1	3	0	1	1	1	0	0	0
p	0	0	0	0	0	0	1	2	0	2	0	0	0	0	0	0	0	0
q	1	1	3	0	4	1	3	2	0	1	1	1	0	0	1	0	1	0
r	0	0	1	1	3	3	1	0	2	0	0	0	0	0	0	0	0	0
s	0	1	0	1	4	0	1	2	1	0	0	4	1	1	0	0	3	3
t	1	0	1	0	0	1	0	0	0	1	1	1	0	0	1	0	0	0
u	3	4	2	3	1	2	1	4	3	1	2	3	2	2	1	0	1	1
v	0	0	0	0	2	1	2	2	0	0	0	1	1	1	1	1	1	0
w	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1
x	0	1	1	0	2	0	1	0	1	0	0	2	0	2	3	1	0	1

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 2B: Views of School Attitude to Personal Qualities

Aggression

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	1	0	0	1	1	2	0	0	1	0	2	1	1	3	6	5	15	42
b	5	2	9	5	8	4	6	4	9	11	3	8	14	10	22	24	45	79
c	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	7
d	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	8
e	0	0	0	1	1	0	0	0	3	1	1	1	1	3	2	1	5	4
f	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	5
g	3	0	1	0	2	0	0	0	1	0	0	1	2	0	2	4	6	8
h	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	3	4
i	1	1	2	2	1	2	1	1	1	2	0	1	1	0	4	4	2	7
j	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	0	2	5
k	0	0	1	1	2	0	0	1	2	1	1	0	3	0	3	1	6	8
l	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	3
m	0	0	1	0	1	1	1	0	0	1	1	1	2	1	0	1	4	6
n	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	5
o	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	4	2	12
p	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	2
q	0	0	0	0	0	0	0	0	0	1	0	0	0	2	1	2	5	9
r	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	1	1	6
s	1	0	0	1	1	0	1	0	0	1	0	2	0	2	2	3	8	4
t	0	0	0	1	0	0	0	0	0	0	0	0	1	1	2	0	0	2
u	0	0	1	0	0	0	0	2	1	2	0	1	3	1	6	4	4	11
v	0	1	1	0	0	0	2	0	0	0	0	0	1	1	1	0	1	5
w	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2	2
x	0	0	2	0	0	1	0	0	1	1	0	1	1	0	1	0	2	5

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 2B: Views of School Attitude to Personal Qualities

Honesty

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	7	8	7	8	11	3	8	6	6	6	5	2	1	3	0	0	0	0
b	41	36	29	26	25	13	19	14	11	8	8	4	8	4	5	5	7	3
c	1	1	0	1	2	0	1	1	0	0	1	1	0	0	0	0	0	0
d	0	0	3	1	1	0	1	0	1	1	0	0	1	1	0	0	0	0
e	8	4	4	2	2	0	1	1	0	0	1	0	0	0	0	0	0	1
f	0	0	0	0	1	1	1	1	0	2	1	0	0	0	0	0	0	0
g	4	7	6	2	3	1	1	1	1	1	0	0	0	1	0	0	2	0
h	0	2	0	2	1	0	2	0	1	1	0	0	0	0	0	0	0	0
i	3	4	4	4	2	1	4	2	1	1	3	0	1	0	1	0	1	1
j	0	1	2	0	3	1	0	1	0	0	2	1	0	0	0	0	0	0
k	2	3	4	1	3	3	0	3	1	2	2	0	1	1	2	1	1	0
l	3	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0
m	1	5	2	3	3	0	3	1	2	0	0	1	0	0	0	1	0	1
n	1	2	1	1	2	1	0	1	0	0	0	1	0	0	0	0	0	0
o	4	4	0	2	6	0	0	2	0	0	0	0	0	0	1	1	0	0
p	0	0	0	1	2	0	1	0	0	0	1	0	0	0	0	0	0	0
q	4	0	1	4	1	2	1	1	2	0	0	0	2	0	1	1	0	0
r	1	0	0	2	0	0	2	3	1	1	0	0	0	1	0	0	0	0
s	3	3	3	3	1	1	2	1	0	1	0	0	1	0	0	1	2	0
t	2	2	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0
u	10	3	2	3	1	2	3	1	4	3	1	0	2	1	0	0	0	0
v	0	1	2	0	2	2	4	0	0	0	0	1	0	0	0	0	1	0
w	0	1	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0
x	2	2	1	2	1	1	0	1	0	0	1	2	1	1	0	0	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2B: Views of School Attitude to Personal Qualities

Reliability

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	2	6	10	12	6	15	3	17	7	2	0	7	3	0	0	0	0	0
b	19	28	21	25	14	23	17	22	18	11	9	10	15	10	6	6	8	4
c	0	2	0	0	1	1	1	2	1	0	0	0	1	0	0	0	0	0
d	0	0	1	2	0	1	0	1	2	0	0	2	1	0	0	0	0	0
e	1	1	2	2	3	1	2	0	0	1	0	0	1	2	3	3	2	0
f	0	0	1	1	2	3	0	0	0	0	0	0	0	0	0	0	0	0
g	1	4	3	5	1	2	0	4	1	1	3	1	1	0	1	0	0	2
h	0	0	1	1	1	1	0	2	1	0	0	1	0	0	0	0	0	0
i	5	4	1	4	4	3	1	2	1	2	1	1	1	1	0	0	3	0
j	1	1	0	5	1	1	1	0	0	0	0	1	0	0	0	0	0	0
k	1	1	3	3	0	2	5	1	3	2	2	2	2	0	1	0	1	1
l	0	1	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0
m	0	3	4	1	0	2	2	1	1	0	1	3	2	3	0	0	0	0
n	0	2	2	0	1	2	0	1	0	0	0	1	1	0	0	0	0	0
o	2	3	2	1	1	5	2	0	2	0	1	0	0	0	0	0	1	0
p	0	0	0	1	0	1	1	1	0	0	0	0	1	0	0	0	0	0
q	1	3	3	1	1	2	2	3	2	1	1	0	0	0	0	0	0	0
r	1	0	0	0	0	2	0	1	4	2	0	1	0	0	0	0	0	0
s	4	1	1	2	0	0	1	2	4	3	0	0	3	0	0	0	0	1
t	0	2	2	0	0	0	1	11	0	0	0	0	0	0	0	0	0	0
u	3	6	1	3	4	2	1	5	3	1	0	2	2	1	0	1	1	0
v	0	1	1	0	0	3	0	3	0	0	0	1	2	1	0	1	0	0
w	0	0	1	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0
x	1	1	0	3	1	1	1	1	1	0	0	0	1	2	1	1	0	0

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2B: Views of School Attitude to Personal Qualities

Persistence

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	0	5	7	4	6	8	7	3	6	7	8	6	4	3	3	2	0	1
b	7	10	11	10	11	16	10	11	18	17	13	20	18	21	23	23	15	12
c	0	0	1	0	1	1	1	1	1	1	0	2	0	0	0	0	0	0
d	0	0	1	0	2	0	2	1	1	0	2	0	1	0	0	0	0	0
e	0	0	0	1	1	0	0	2	0	0	1	3	4	0	3	4	4	1
f	0	1	0	0	0	2	1	0	0	0	0	1	0	1	0	0	0	1
g	3	3	1	0	2	3	1	1	2	3	0	1	0	4	1	4	1	0
h	0	0	0	0	0	2	1	0	2	1	1	0	0	0	1	1	0	0
i	0	0	0	0	0	3	1	1	3	4	2	2	1	4	4	2	1	5
j	0	0	2	0	1	1	0	0	2	1	1	3	0	0	0	0	0	0
k	1	2	2	1	1	0	2	1	1	2	1	2	1	2	5	4	1	1
l	0	1	0	1	0	0	0	0	1	2	0	0	0	1	0	0	0	0
m	0	0	1	3	0	3	0	0	0	1	4	3	1	2	2	2	0	1
n	0	0	0	1	0	2	1	0	0	0	2	0	1	1	1	0	0	0
o	0	0	3	1	0	1	0	1	2	2	0	3	6	0	0	1	0	0
p	0	1	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0
q	1	3	0	2	2	2	0	1	3	2	0	1	0	1	0	1	1	0
r	0	0	1	1	1	1	1	1	0	3	1	1	0	0	0	0	0	0
s	0	2	1	0	1	3	3	0	3	0	1	0	0	3	3	0	1	1
t	0	2	1	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0
u	2	0	2	0	2	0	2	2	2	2	2	3	2	5	2	4	3	1
v	0	0	1	2	1	1	1	0	1	0	1	0	1	0	1	0	2	1
w	0	0	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0
x	0	0	0	0	1	0	0	2	1	1	1	2	2	0	2	1	1	1

a = All Staff
b = All Students
c = All Heads
d = SO1 Staff
e = SO1 Students
f = SO2 Staff
g = SO2 Students
h = SO3 Staff
i = SO3 Students
j = AO1 Staff
k = AO1 Students
l = AO2 Staff
m = AO2 Students
n = AO3 Staff
o = AO3 Students
p = UO1 Staff
q = UO1 Students
r = UO2 Staff
s = UO2 Students
t = UO3 Staff
u = UO3 Students
v = PO1 Students
w = PO2 Staff
x = PO2 Students

Question 2B: Views of School Attitude to Personal Qualities

Assertiveness

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	1	3	0	3	2	2	4	10	0	7	5	6	8	8	11	7	2	2
b	4	8	11	20	15	8	21	22	14	14	18	13	19	16	21	17	14	12
c	1	0	0	1	0	0	1	0	1	0	0	0	0	2	1	0	2	0
d	0	1	0	0	0	0	0	4	0	1	0	0	1	1	1	0	1	0
e	0	2	0	0	1	3	2	0	2	2	2	1	1	3	1	1	2	1
f	0	0	0	0	0	0	1	3	0	0	1	0	1	0	0	0	0	1
g	1	1	1	2	1	0	2	6	3	0	0	1	5	0	3	0	2	2
h	0	0	0	0	1	0	1	1	0	1	1	1	0	0	3	0	0	0
i	0	0	1	2	1	1	5	2	1	1	2	3	4	1	5	2	1	1
j	0	0	0	1	0	1	2	0	0	2	0	1	3	0	0	0	1	0
k	2	1	1	1	2	1	1	3	3	0	0	3	1	2	2	3	3	1
l	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	2	0	0
m	0	1	0	2	2	0	0	3	1	1	3	3	2	0	2	2	1	0
n	0	0	0	1	0	0	0	0	0	1	0	1	1	1	4	0	0	1
o	0	0	0	3	0	0	4	2	0	2	1	0	1	2	1	1	3	1
p	0	0	0	0	0	0	0	0	0	1	0	0	0	3	0	1	0	0
q	1	1	1	2	1	1	0	2	2	1	1	1	2	0	1	1	0	2
r	1	1	0	0	0	0	0	1	0	1	2	1	1	1	1	1	0	0
s	0	1	4	2	0	0	2	1	0	3	3	0	1	2	2	1	0	0
t	0	0	0	1	1	0	0	0	0	0	1	1	1	2	0	0	0	0
u	0	1	2	3	5	1	2	2	1	1	4	0	1	4	2	3	0	4
v	0	0	1	2	1	0	1	0	0	2	0	1	0	2	1	1	1	0
w	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0
x	0	0	0	1	1	1	2	1	1	1	2	0	1	0	1	2	1	0

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 2B: Views of School Attitude to Personal Qualities

Racial Tolerance

--	1-	2-	3-	4-	5-	6-	7-	8-	9-	10	11	12	13	14	15	16	17	18
a	2	3	3	4	6	9	10	3	8	5	7	1	4	3	2	3	3	5
b	6	10	23	11	19	22	19	19	8	13	16	13	13	11	11	20	20	14
c	0	0	1	0	0	1	0	0	2	0	0	0	1	1	3	0	0	0
d	0	0	0	0	2	1	1	0	2	3	0	0	0	0	0	1	0	0
e	0	0	1	0	3	1	3	2	1	1	3	3	1	2	0	1	1	1
f	0	0	0	1	0	0	2	1	1	0	0	0	0	1	0	0	0	1
g	1	0	3	2	1	1	4	3	2	2	1	3	2	1	0	0	1	3
h	1	1	0	2	0	0	0	1	0	0	2	0	0	1	1	0	0	0
i	2	0	4	1	3	1	1	1	1	1	2	4	0	1	3	3	3	2
j	0	1	1	0	1	1	3	0	1	1	1	0	0	0	0	0	1	0
k	2	3	3	2	1	3	2	4	0	2	1	0	2	0	0	2	1	2
l	0	0	0	0	1	0	0	0	0	0	2	0	1	0	1	0	0	1
m	0	0	4	0	2	1	1	0	2	1	1	0	3	1	0	2	4	1
n	0	0	1	0	0	0	2	1	0	0	1	0	1	1	0	1	0	2
o	0	0	0	0	2	4	2	1	0	2	0	1	1	3	0	1	4	1
p	0	0	0	0	0	3	0	0	1	0	0	1	0	0	0	0	0	0
q	0	4	1	2	1	3	1	2	1	0	1	1	0	0	2	1	0	0
r	0	1	1	0	1	1	2	0	2	1	0	0	1	0	0	1	0	0
s	0	0	3	1	2	2	0	3	1	1	2	0	0	0	3	2	2	0
t	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	2	1
u	1	2	3	2	3	5	2	1	0	2	1	0	3	0	2	6	2	1
v	0	0	0	1	1	1	2	2	0	1	2	0	0	1	0	0	0	2
w	1	0	0	0	0	2	0	0	0	0	1	0	1	0	0	0	0	0
x	0	1	1	0	0	0	1	0	0	0	2	1	1	2	1	2	2	1

a = All Staff
b = All Students
c = All Heads
d = S01 Staff
e = S01 Students
f = S02 Staff
g = S02 Students
h = S03 Staff
i = S03 Students
j = A01 Staff
k = A01 Students
l = A02 Staff
m = A02 Students
n = A03 Staff
o = A03 Students
p = U01 Staff
q = U01 Students
r = U02 Staff
s = U02 Students
t = U03 Staff
u = U03 Students
v = P01 Students
w = P02 Staff
x = P02 Students

Question 1A: Priorities: Increasing Knowledge.

MEDIAN SCORE

	ABOVE	AT OR BELOW-
All Staff	39	52
All Students	124	143
All Heads	5	4
S01 Staff	6	5
S01 Students	6	18
S02 Staff	2	5
S02 Students	11	19
S03 Staff	7	2
S03 Students	21	12
A01 Staff	6	7
A01 Students	14	16
A02 Staff	1	7
A02 Students	13	10
A03 Staff	4	6
A03 Students	11	9
U01 Staff	2	5
U01 Students	8	12
U02 Staff	8	4
U02 Students	9	14
U03 Staff	2	7
U03 Students	22	14
P01 Students	4	9
P02 Staff	1	4
P02 Students	5	10

a) All Staff and All Students

Chi-square = 0.35 df= 1 p<0.9

b) Students of S01 and the rest of Students

Chi-square = 4.76 df= 1 p<0.05

c) Students of S03 and the rest of Students

Chi-square = 4.48 df= 1 p<0.05

d) Students of Independent Schools and of State Schools

Chi-square = 2.57 df= 1 p<0.2

Question 1A: Priorities: Awareness of Religion or Other Philosophy of Life

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	45	46
All Students	112	157
All Heads	7	2
S01 Staff	6	5
S01 Students	11	13
S02 Staff	4	3
S02 Students	12	18
S03 Staff	4	5
S03 Students	19	14
A01 Staff	7	5
A01 Students	14	18
A02 Staff	0	8
A02 Students	10	13
A03 Staff	8	2
A03 Students	14	6
U01 Staff	2	5
U01 Students	4	16
U02 Staff	6	8
U02 Students	11	12
U03 Staff	4	5
U03 Students	9	27
P01 Students	2	11
P02 Staff	4	1
P02 Students	6	9

a) All Staff and All Students

Chi-square = 1.75 df= 1 p<0.2

b) Staff of A02 and the rest of Staff

Chi-square = 8.6 df= 1 p<0.01

c) Staff and Students of A02

Chi-square = 5.15 df= 1 p<0.05

d) Staff of A03 and the rest of Staff

Chi-square = 4.05 df= 1 p<0.05

Question 1A: Priorities: Awareness of Religion etc.

e) Students of A03 and the rest of Students

Chi-square = 6.9 df= 1 p<0.02

f) Students of Independent schools and of State Schools

Chi-square = 2.24 df= 1 p<0.2

g) Students of U01 and the rest of Students

Chi-square = 4.28 df= 1 p<0.05

h) Students of P01 and the rest of Students

Chi-square = 3.95 df= 1 p<0.05

Question 1A: Priorities: Good Manners

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	31	60
All Students	146	121
All Heads	2	7
SO1 Staff	6	5
SO1 Students	14	10
SO2 Staff	1	5
SO2 Students	15	15
SO3 Staff	3	6
SO3 Students	23	10
AO1 Staff	3	10
AO1 Students	11	19
AO2 Staff	5	3
AO2 Students	14	9
AO3 Staff	2	8
AO3 Students	8	12
UO1 Staff	1	6
UO1 Students	9	11
UO2 Staff	5	7
UO2 Students	13	10
UO3 Staff	4	5
UO3 Students	19	17
PO1 Students	8	5
PO2 Staff	1	4
PO2 Students	7	8

a) All Staff and All Students

Chi-square = 11 df= 1 $p<0.001$

b) Students of Independent Schools and of State Schools

Chi-square = 0.015 df= 1 $p<0.9$

c) Staffs of Independent Schools and of State Schools

Chi-square = 0.47 df= 1 $p<0.5$

d) All Heads and All Students

Chi-square = 3.7 df= 1 $p<0.05$

Question 1A: Priorities: Enjoyment of Life.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	41	49
All Students	132	139
All Heads	6	3
SO1 Staff	5	6
SO1 Students	6	18
SO2 Staff	3	4
SO2 Students	19	11
SO3 Staff	2	7
SO3 Students	17	16
AO1 Staff	8	5
AO1 Students	11	22
AO2 Staff	3	5
AO2 Students	9	14
AO3 Staff	2	8
AO3 Students	11	9
UO1 Staff	5	2
UO1 Students	9	11
UO2 Staff	6	6
UO2 Students	11	12
UO3 Staff	4	4
UO3 Students	20	16
PO1 Students	7	6
PO2 Staff	3	2
PO2 Students	12	3

a) All Staff and All Students

Chi-square = 0.41 df= 1 p<0.5

b) Students of Independent Schools and of State Schools

Chi-square = 4.26 df= 1 p<0.05

c) Staffs of Independent Schools and of State Schools

Chi-square = 0.4 df= 1 p<0.5

d) Students of Ex-Grammar Schools and the rest of Students

Chi-square = 5.4 df= 1 p<0.02

Question 1A: Priorities: Examination Success.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	21	70
All Students	138	129
All Heads	1	8
S01 Staff	3	8
S01 Students	14	10
S02 Staff	1	6
S02 Students	13	17
S03 Staff	4	5
S03 Students	18	15
A01 Staff	4	9
A01 Students	19	11
A02 Staff	2	6
A02 Students	14	9
A03 Staff	2	8
A03 Students	15	5
U01 Staff	1	6
U01 Students	7	13
U02 Staff	4	8
U02 Students	11	12
U03 Staff	0	9
U03 Students	20	16
P01 Students	4	9
P02 Staff	0	5
P02 Students	3	12

a) All Staff and All Students

Chi-square = 27.37 df= 1 p<0.001

b)Students of Independent Schools and of State Schools

Chi-square = 9.02 df= 1 p<0.01

c) All Heads and All Staff

Chi-square = 0.55 df= 1 p<0.5

Question 1A: Priorities: Pride in Work.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	47	45
All Students	126	141
All Heads	4	5
S01 Staff	7	4
S01 Students	9	15
S02 Staff	2	5
S02 Students	16	14
S03 Staff	6	3
S03 Students	15	18
A01 Staff	6	7
A01 Students	13	17
A02 Staff	5	3
A02 Students	9	14
A03 Staff	5	6
A03 Students	5	15
U01 Staff	5	2
U01 Students	8	12
U02 Staff	5	7
U02 Students	15	8
U03 Staff	3	6
U03 Students	23	13
P01 Students	7	6
P02 Staff	3	2
P02 Students	6	9

a) All Staff and All Students

Chi-square = 0.68 df= 1 p<0.5

b) Students of Independent Schools and of State Schools

Chi-square = 0.007 df= 1 p<0.95

Question 1A: Priorities: Justice.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	49	42
All Students	110	157
All Heads	6	3
S01 Staff	5	6
S01 Students	5	19
S02 Staff	5	2
S02 Students	15	15
S03 Staff	3	6
S03 Students	14	19
A01 Staff	8	5
A01 Students	15	15
A02 Staff	5	3
A02 Students	11	12
A03 Staff	6	4
A03 Students	9	11
U01 Staff	3	4
U01 Students	4	16
U02 Staff	6	6
U02 Students	8	15
U03 Staff	5	4
U03 Students	17	19
P01 Students	6	7
P02 Staff	3	2
P02 Students	6	9

a) All Staff and All Students

Chi-square = 4.77 df= 1 $p<0.05$

Question 1A: Priorities: Teach How Society Works.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	46	46
All Students	135	132
All Heads	4	5
S01 Staff	8	3
S01 Students	12	12
S02 Staff	5	2
S02 Students	12	18
S03 Staff	4	5
S03 Students	15	18
A01 Staff	8	5
A01 Students	15	15
A02 Staff	3	5
A02 Students	13	10
A03 Staff	3	7
A03 Students	14	6
U01 Staff	2	5
U01 Students	8	12
U02 Staff	7	5
U02 Students	13	10
U03 Staff	5	4
U03 Students	23	13
P01 Students	2	11
P02 Staff	1	4
P02 Students	8	7

a) All Staff and All Students

Chi-square = 0 df= 1 p<1

Question 1A: Priorities: Skills needed by Industry or Commerce

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	40	52
All Students	127	140
All Heads	4	5
S01 Staff	8	3
S01 Students	13	11
S02 Staff	3	4
S02 Students	8	22
S03 Staff	3	6
S03 Students	17	16
A01 Staff	7	6
A01 Students	19	11
A02 Staff	2	6
A02 Students	12	11
A03 Staff	3	7
A03 Students	11	9
U01 Staff	4	3
U01 Students	11	9
U02 Staff	5	7
U02 Students	10	13
U03 Staff	4	5
U03 Students	14	22
P01 Students	5	8
P02 Staff	1	4
P02 Students	7	8

a) All Staff and All Students

Chi-square = 0.36 df= 1 p<0.9

b) Staff of S01 and the rest of Staffs

Chi-square = 4.3 df= 1 p<0.05

c) Students of S01 and the rest of Students

Chi-square = 0.44 df= 1 p<0.9

Question 1A: Priorities: Moral Values

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	65	27
All Students	114	153
All Heads	8	0
SO1 Staff	8	3
SO1 Students	8	16
SO2 Staff	4	3
SO2 Students	16	14
SO3 Staff	4	5
SO3 Students	10	23
AO1 Staff	9	4
AO1 Students	12	18
AO2 Staff	6	2
AO2 Students	14	9
AO3 Staff	9	1
AO3 Students	8	12
UO1 Staff	5	2
UO1 Students	9	11
UO2 Staff	9	3
UO2 Students	7	16
UO3 Staff	7	2
UO3 Students	14	22
PO1 Students	9	4
PO2 Staff	4	1
PO2 Students	7	8

a)All Staff and All Students

Chi-square = 22.42 df= 1 p<0.001

Question 1A: Priorities: Help find a Job or Career

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	18	72
All Students	138	130
All Heads	0	9
S01 Staff	1	10
S01 Students	18	6
S02 Staff	1	6
S02 Students	18	12
S03 Staff	2	7
S03 Students	6	27
A01 Staff	2	11
A01 Students	22	8
A02 Staff	2	6
A02 Students	12	11
A03 Staff	2	8
A03 Students	11	9
U01 Staff	1	6
U01 Students	9	11
U02 Staff	4	8
U02 Students	7	16
U03 Staff	1	8
U03 Students	24	12
P01 Students	7	6
P02 Staff	2	3
P02 Students	4	11

a) All Staff and All Students

Chi-square = 27.7 df= 1 p<0.001

b) Students of S03 and the rest of Students

Chi-square = 16.74 df= 1 p<0.001

c) Students of Independent Schools and of State Schools

Chi-square = 1.86 df= 1 p<0.2

d) All Heads and All Staff

Chi-square = 0.9 df= 1 p<0.1

Question 1A: Priorities: Skills for Leisure.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	44	47
All Students	109	158
All Heads	4	5
SO1 Staff	6	5
SO1 Students	8	16
SO2 Staff	4	3
SO2 Students	14	16
SO3 Staff	4	5
SO3 Students	15	18
AO1 Staff	5	8
AO1 Students	9	21
AO2 Staff	4	4
AO2 Students	5	16
AO3 Staff	4	6
AO3 Students	8	12
UO1 Staff	6	1
UO1 Students	9	11
UO2 Staff	5	7
UO2 Students	8	15
UO3 Staff	3	6
UO3 Students	12	24
PO1 Students	10	3
PO2 Staff	1	4
PO2 Students	9	6

a) All Staff and All Students

Chi-square = 0.9 df= 1 $p<0.5$

b) Students of Independent Schools and of State Schools

Chi-square = 9.85 df= 1 $p<0.01$

c) Staff of Independent Schools and of State Schools

Chi-square = 1.38 df= 1 $p<0.3$

Question 1A: Priorities: Develop Character and Personality

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	67	25
All Students	85	182
All Heads	6	3
SO1 Staff	8	3
SO1 Students	10	14
SO2 Staff	7	0
SO2 Students	13	17
SO3 Staff	5	4
SO3 Students	7	26
AO1 Staff	10	3
AO1 Students	5	25
AO2 Staff	6	2
AO2 Students	6	17
AO3 Staff	6	4
AO3 Students	8	12
UO1 Staff	6	1
UO1 Students	4	16
UO2 Staff	7	5
UO2 Students	7	16
UO3 Staff	7	2
UO3 Students	5	31
PO1 Students	10	3
PO2 Staff	5	0
PO2 Students	10	5

a) All Staff and All Students

Chi-square = 50 df= 1 $p<0.001$

b) Students of Independent Schools and of State Schools

Chi-square = 22.67 df= 1 $p<0.001$

Question 1A: Priorities: Skills for Family Life

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	49	42
All Students	122	145
All Heads	6	3
S01 Staff	8	3
S01 Students	15	9
S02 Staff	2	5
S02 Students	7	23
S03 Staff	1	8
S03 Students	12	21
A01 Staff	8	5
A01 Students	11	19
A02 Staff	5	3
A02 Students	12	11
A03 Staff	7	3
A03 Students	13	7
U01 Staff	3	4
U01 Students	9	11
U02 Staff	7	5
U02 Students	8	15
U03 Staff	5	4
U03 Students	17	19
P01 Students	10	3
P02 Staff	4	1
P02 Students	8	7

a) All Staff and All Students

Chi-square = 2.6 df= 1 p<0.2

b)Students of Independent Schools and of State Schools

Chi-square = 4.36 df= 1 p<0.05

c) Staff of Independent Schools and of State Schools

Chi-square = 1.26 df= 1 p<0.3

d) All Heads and All Staff

Chi-square = 1.4 df= 1 p<0.3

Question 1A: Priorities: Pride in School.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	28	63
All Students	151	116
All Heads	2	7
S01 Staff	3	8
S01 Students	15	9
S02 Staff	2	5
S02 Students	16	14
S03 Staff	4	5
S03 Students	22	11
A01 Staff	4	9
A01 Students	17	13
A02 Staff	1	7
A02 Students	12	11
A03 Staff	3	7
A03 Students	14	6
U01 Staff	3	4
U01 Students	12	8
U02 Staff	4	8
U02 Students	11	12
U03 Staff	4	5
U03 Students	24	12
P01 Students	3	10
P02 Staff	0	5
P02 Students	5	10

a) All Staff and All Students

Chi-square = 18.46 df= 1 p<0.001

b) Students of Independent Schools and of State Schools

Chi-square = 9.88 df= 1 p<0.01

Question 1A: Priorities: Appreciation of the Arts

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	57	35
All Students	105	162
All Heads	5	4
S01 Staff	6	7
S01 Students	8	18
S02 Staff	5	2
S02 Students	18	12
S03 Staff	7	2
S03 Students	11	22
A01 Staff	8	4
A01 Students	10	20
A02 Staff	4	4
A02 Students	10	13
A03 Staff	6	4
A03 Students	6	14
U01 Staff	6	1
U01 Students	8	12
U02 Staff	9	3
U02 Students	14	9
U03 Staff	2	7
U03 Students	14	22
P01 Students	3	10
P02 Staff	4	1
P02 Students	3	12

a) All Staff and All Students

Chi-square = 14.23 df= 1 $p<0.001$

b) Students of U02 and the rest of the Students

Chi-square = 9.73 df= 1 $p<0.01$

c)Students of S02 and the rest of the Students

Chi-square = 8.21 df= 1 $p<0.01$

Question 1A: Priorities: Fashion.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	18	74
All Students	139	127
All Heads	0	9
S01 Staff	0	11
S01 Students	13	11
S02 Staff	1	6
S02 Students	18	12
S03 Staff	1	8
S03 Students	20	13
A01 Staff	1	11
A01 Students	17	13
A02 Staff	1	7
A02 Students	10	13
A03 Staff	2	8
A03 Students	10	10
U01 Staff	3	4
U01 Students	12	8
U02 Staff	2	10
U02 Students	13	10
U03 Staff	3	6
U03 Students	14	22
P01 Students	5	8
P02 Staff	2	3
P02 Students	8	7

a) All Staff and All Students

Chi-square = 32.8 df= 1 $p<0.001$

b) Students of U03 and the rest of the Students

Chi-square = 3.1 df= 1 $p<0.1$

Question 1A: Priorities: Computer Literacy.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	45	45
All Students	110	159
All Heads	4	5
S01 Staff	3	8
S01 Students	10	14
S02 Staff	5	2
S02 Students	11	19
S03 Staff	6	3
S03 Students	18	15
A01 Staff	7	5
A01 Students	15	15
A02 Staff	4	4
A02 Students	8	15
A03 Staff	4	6
A03 Students	4	18
U01 Staff	4	3
U01 Students	7	13
U02 Staff	7	5
U02 Students	12	11
U03 Staff	3	6
U03 Students	18	18
P01 Students	3	10
P02 Staff	2	3
P02 Students	3	12

a) All Staff and All Students

Chi-square = 2.36 df= 1 p<0.2

b) Students of S03 and the rest of the Students

Chi-square = 3.28 df= 1 p<0.1

c) Students of Independent Schools and of State Schools

Chi-square = 4.8 df= 1 p<0.05

Question 1B: School Priorities: Increasing Knowledge.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	25	62
All Students	87	179
All Heads	2	7
S01 Staff	4	6
S01 Students	4	19
S02 Staff	1	6
S02 Students	10	20
S03 Staff	5	4
S03 Students	7	26
A01 Staff	4	8
A01 Students	12	18
A02 Staff	0	7
A02 Students	11	12
03 Staff	2	8
A03 Students	7	13
U01 Staff	2	4
U01 Students	7	13
U02 Staff	4	8
U02 Students	7	16
U03 Staff	2	7
U03 Students	16	20
P01 Students	5	8
P02 Staff	1	4
P02 Students	1	14

a) All Staff and All Students

Chi-square = 0.47 df= 1 p<o,9

b) All Students: Own Opinion and School Attitude

Median Score - 124 143
136 130

Chi-square = 1.17 df= 1 p<0.3

c) All Staff: Own Opinion and School Attitude

Median Score - 38 52
47 40

Chi-square = 2.46 df= 1 p<0.2

Question 1B: School Priorities: Awareness of Religion etc.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	40	47
All Students	129	136
All Heads	4	5
S01 Staff	5	5
S01 Students	10	13
S02 Staff	3	4
S02 Students	19	11
S03 Staff	4	5
S03 Students	16	16
A01 Staff	4	8
A01 Students	15	15
A02 Staff	2	5
A02 Students	6	17
A03 Staff	9	1
A03 Students	19	1
U01 Staff	1	5
U01 Students	8	12
U02 Staff	6	6
U02 Students	10	13
U03 Staff	2	7
U03 Students	14	22
P01 Students	5	8
P02 Staff	4	1
P02 Students	7	8

a) All Staff and All Students

Chi-square = 0.2 df= 1 p<0.7

b) All Students: Own Opinion and School Attitude

Median Score - 96 171
148 117

Chi-square = 21.2 df= 1 p<0.001

c) Students of A03: Own Opinion and School Attitude

Median Score - 5 15
15 5

Chi-square = 10 df= 1 p<0.01

Question 1B: School Priorities: Good Manners

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	24	63
All Students	139	127
All Heads	2	7
SO1 Staff	5	5
SO1 Students	14	9
SO2 Staff	2	5
SO2 Students	19	11
SO3 Staff	2	7
SO3 Students	15	18
AO1 Staff	3	9
AO1 Students	14	16
AO2 Staff	4	3
AO2 Students	12	11
AO3 Staff	4	6
AO3 Students	12	8
UO1 Staff	0	6
UO1 Students	9	11
UO2 Staff	2	10
UO2 Students	9	14
UO3 Staff	1	8
UO3 Students	20	16
PO1 Students	6	7
PO2 Staff	1	4
PO2 Students	9	6

a) All Staff and All Students

Chi-square = 16 df= 1 p<0.001

Question 1B: School Priorities: Enjoyment of Life

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	51	37
All Students	126	140
All Heads	7	2
S01 Staff	6	4
S01 Students	11	12
S02 Staff	6	1
S02 Students	14	16
S03 Staff	7	2
S03 Students	17	16
A01 Staff	5	7
A01 Students	11	19
A02 Staff	3	4
A02 Students	11	12
A03 Staff	2	8
A03 Students	11	9
U01 Staff	5	1
U01 Students	9	11
U02 Staff	6	6
U02 Students	9	14
U03 Staff	7	2
U03 Students	19	17
P01 Students	7	6
P02 Staff	3	2
P02 Students	7	8

a) All Staff and All Students

Chi-square = 2.66 df= 1 p<0.2

b) All Staff: Own Opinion and School Attitude

Median Score - 53 37
30 57

Chi-square = 10.58 df= 1 p<0.01

c) All Students: Own Opinion and School Attitude

Median Score - 174 93
83 183

Chi-square = 61.54 df= 1 p<0.001

Question 1B: School Priorities: Examination Success.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	29	58
All Students	83	183
All Heads	0	9
SO1 Staff	2	8
SO1 Students	8	15
SO2 Staff	1	6
SO2 Students	10	20
SO3 Staff	2	7
SO3 Students	10	23
AO1 Staff	7	5
AO1 Students	6	24
AO2 Staff	7	0
AO2 Students	5	18
AO3 Staff	1	9
AO3 Students	9	11
UO1 Staff	2	4
UO1 Students	4	16
UO2 Staff	3	9
UO2 Students	8	15
UO3 Staff	3	6
UO3 Students	10	26
PO1 Students	7	6
PO2 Staff	1	4
PO2 Students	6	9

a) All Staff and All Students

Chi-square = 0.13 df= 1 p<0.95

b) All Staff: Own Opinion and School Attitude

Median Score - 21 70
63 24

Chi-square = 43.43 df= 1 p<0.001

c) All Students: Own Opinion and School Attitude

Median Score - 109 158
140 127

Chi-square = 7.24 df= 1 p<0.01

Question 1B: School Priorities: Pride in Work.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	42	45
All Students	135	131
All Heads	5	4
SO1 Staff	6	4
SO1 Students	12	12
SO2 Staff	4	3
SO2 Students	18	11
SO3 Staff	4	5
SO3 Students	21	12
AO1 Staff	8	4
AO1 Students	13	17
AO2 Staff	5	2
AO2 Students	11	12
AO3 Staff	1	9
AO3 Students	7	13
UO1 Staff	5	1
UO1 Students	10	10
UO2 Staff	5	7
UO2 Students	9	14
UO3 Staff	3	6
UO3 Students	24	12
PO1 Students	4	9
PO2 Staff	1	4
PO2 Students	8	9

a) All Staff and All Students

Chi-square = 0.16 df= 1 p<0.7

b) Students of SO3 and the rest of Students

Chi-square = 2.52 df= 1 p<0.2

c) All Students: Own Opinion and School Attitude

Median Score - 128 141
135 131

Chi-square = 0.54 df= 1 p<0.5

Question 1B: School Priorities: Justice.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	35	52
All Students	136	129
All Heads	7	2
S01 Staff	4	6
S01 Students	11	12
S02 Staff	3	4
S02 Students	17	12
S03 Staff	5	4
S03 Students	11	22
A01 Staff	2	10
A01 Students	14	16
A02 Staff	5	2
A02 Students	16	7
A03 Staff	4	6
A03 Students	12	8
U01 Staff	2	4
U01 Students	9	11
U02 Staff	4	8
U02 Students	8	15
U03 Staff	4	5
U03 Students	21	15
P01 Students	8	5
P02 Staff	2	3
P02 Students	9	6

a) All Staff and All Students

Chi-square = 3.25 df= 1 p<0.1

b) Students of S03 and the rest of the Students

Chi-square = 4.81 df= 1 p<0.05

c) Students of S03: Own Opinion and School Attitude

Median Score - 15 18
18 15

Chi-square = 0.54 df= 1 p<0.5

Question 1B: School Priorities: Teach how Society Works.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	31	56
All Students	126	140
All Heads	2	7
S01 Staff	5	5
S01 Students	13	10
S02 Staff	2	5
S02 Students	12	18
S03 Staff	2	7
S03 Students	14	19
A01 Staff	2	10
A01 Students	13	17
A02 Staff	3	4
A02 Students	11	12
A03 Staff	5	5
A03 Students	11	9
U01 Staff	3	3
U01 Students	9	11
U02 Staff	5	7
U02 Students	12	11
U03 Staff	4	5
U03 Students	19	17
P01 Students	5	8
P02 Staff	0	5
P02 Students	7	8

a) All Staff and All Students

Chi-square = 3.66 df= 1 p<0.1

Question 1B: School Priorities: Skills needed in Industry etc.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	57	30
All Students	109	157
All Heads	3	6
S01 Staff	8	2
S01 Students	9	14
S02 Staff	3	4
S02 Students	5	25
S03 Staff	5	4
S03 Students	15	18
A01 Staff	8	4
A01 Students	16	14
A02 Staff	3	4
A02 Students	7	15
A03 Staff	9	1
A03 Students	6	14
U01 Staff	3	3
U01 Students	8	12
U02 Staff	8	4
U02 Students	14	9
U03 Staff	9	0
U03 Students	17	19
P01 Students	4	9
P02 Staff	1	4
P02 Students	8	7

a) All Staff and All Students

Chi-square = 13.07 df= 1 p<0.001

b)All Heads and All Staffs

Chi-square = 2.95 df= 1 p<0.1

Question 1B: School Priorities: Moral Values.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	50	37
All Students	128	139
All Heads	7	2
S01 Staff	8	2
S01 Students	9	15
S02 Staff	4	3
S02 Students	13	17
S03 Staff	6	3
S03 Students	16	17
A01 Staff	7	5
A01 Students	12	18
A02 Staff	3	4
A02 Students	13	10
A03 Staff	8	2
A03 Students	13	7
U01 Staff	2	4
U01 Students	8	12
U02 Staff	5	7
U02 Students	11	12
U03 Staff	3	6
U03 Students	14	22
P01 Students	11	2
P02 Staff	4	1
P02 Students	8	7

a) All Staff and All Students

Chi-square = 2.3 df= 1 p<0.2

b) All Staff: Own Opinion and School Attitude

Median Score = 46 40
29 59

Chi-square = 7.47 df= 1 p<0.01

Question 1B: School Priorities: Help to find a Job or Career.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	28	59
All Students	117	150
All Heads	3	6
SO1 Staff	1	9
SO1 Students	15	9
SO2 Staff	0	7
SO2 Students	12	18
SO3 Staff	0	9
SO3 Students	10	23
AO1 Staff	6	6
AO1 Students	14	16
AO2 Staff	3	4
AO2 Students	12	11
AO3 Staff	1	9
AO3 Students	5	15
UO1 Staff	2	4
UO1 Students	12	8
UO2 Staff	7	5
UO2 Students	12	11
UO3 Staff	6	3
UO3 Students	18	18
PO1 Students	3	10
PO2 Staff	2	3
PO2 Students	4	11

a) All Staff and All Students

Chi-square = 3.5 df= 1 $p<0.1$

b) All Students: Own Opinion and School Attitude

Median Score - 138 128
99 168

Chi-square = 11.82 df= 1 $p<0.001$

Question 1B: School Priorities: Skills for Leisure.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	36	51
All Students	116	149
All Heads	5	4
SO1 Staff	6	4
SO1 Students	8	15
SO2 Staff	3	4
SO2 Students	15	14
SO3 Staff	6	3
SO3 Students	18	15
AO1 Staff	2	10
AO1 Students	16	14
AO2 Staff	1	6
AO2 Students	8	15
AO3 Staff	4	6
AO3 Students	5	15
UO1 Staff	4	2
UO1 Students	4	16
UO2 Staff	4	8
UO2 Students	12	11
UO3 Staff	4	5
UO3 Students	12	24
PO1 Students	9	4
PO2 Staff	2	3
PO2 Students	9	6

a) All Staff and All Students

Chi-square = 0.16 df= 1 $p<0.9$

b) Students of Independent Schools and of State Schools

Chi-square = 5.35 df= 1 $p<0.05$

Question 1B: School Priorities: Develop Character and Personality

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	63	24
All Students	109	158
All Heads	9	0
SO1 Staff	10	0
SO1 Students	15	9
SO2 Staff	6	1
SO2 Students	10	20
SO3 Staff	7	2
SO3 Students	14	19
AO1 Staff	8	4
AO1 Students	11	19
AO2 Staff	4	3
AO2 Students	10	13
AO3 Staff	5	5
AO3 Students	8	12
UO1 Staff	5	1
UO1 Students	7	13
UO2 Staff	10	2
UO2 Students	9	14
UO3 Staff	4	5
UO3 Students	15	21
PO1 Students	7	6
PO2 Staff	4	1
PO2 Students	3	12

a)All Staff and All Students

Chi-square = 26.17 df= 1 p<0.001

b) Students of Independent Schools: Own Opinion and School Attitude

Median Score - 20 8
7 21

Chi-square = 12.07 df= 1 p<0.001

c) Students of State Schools: Own Opinion and School Attitude

Median Score - 136 103
80 159

Chi-square = 26.49 df= 1 p<0.001

Question 1B: School Priorities: Skills for Family Life.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	30	57
All Students	110	156
All Heads	6	3
S01 Staff	7	3
S01 Students	10	13
S02 Staff	1	6
S02 Students	8	22
S03 Staff	2	7
S03 Students	17	16
A01 Staff	0	12
A01 Students	11	19
A02 Staff	1	6
A02 Students	5	18
A03 Staff	6	4
A03 Students	8	12
U01 Staff	1	5
U01 Students	7	13
U02 Staff	5	7
U02 Students	10	13
U03 Staff	6	3
U03 Students	16	20
P01 Students	3	10
P02 Staff	1	4
P02 Students	4	11

a) All Staff and All Students

Chi-square = 1.3 df= 1 p<0.3

b) Staff of S01 and rest of Staffs

Chi-square = 6.51 df= 1 p<0.02

c) Staff of A03 and the rest of Staffs

Chi-square = 3.39 df= 1 p<0.1

d) Students of A03 and the rest of the Students

Chi-square = 0.02 df= 1 p<0.9

Question 1B: School Priorities: Pride in School.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	25	62
All Students	127	139
All Heads	0	9
SO1 Staff	0	10
SO1 Students	10	13
SO2 Staff	1	6
SO2 Students	18	12
SO3 Staff	4	5
SO3 Students	14	19
AO1 Staff	7	5
AO1 Students	16	14
AO2 Staff	4	3
AO2 Students	13	10
AO3 Staff	2	8
AO3 Students	8	12
UO1 Staff	2	4
UO1 Students	13	7
UO2 Staff	3	9
UO2 Students	5	18
UO3 Staff	2	6
UO3 Students	13	23
PO1 Students	7	6
PO2 Staff	0	5
PO2 Students	10	5

a) All Staff and All Students

Chi-square = 9.72 df= 1 p<0.01

b) Students of Independent Schools and of State Schools

Chi-square = 2.07 df= 1 p<0.2

c) Staffs of Ex-Grammar Comprehensive Schools and rest of staffs

Chi-square = 9.9 df= 1 p<0.01

Question 1B: School Priorities: Appreciation of the Arts

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	38	49
All Students	119	146
All Heads	3	6
S01 Staff	2	8
S01 Students	10	13
S02 Staff	4	3
S02 Students	16	13
S03 Staff	5	4
S03 Students	14	19
A01 Staff	7	5
A01 Students	12	18
A02 Staff	2	5
A02 Students	12	11
A03 Staff	2	8
A03 Students	6	14
U01 Staff	4	2
U01 Students	10	10
U02 Staff	4	8
U02 Students	14	9
U03 Staff	3	6
U03 Students	14	22
P01 Students	4	9
P02 Staff	5	0
P02 Students	7	8

a) All Staff and All Students

Chi-square = 0.029 df= 1 p<0.98

Question 1B: School Priorities: Fashion.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	15	73
All Students	114	152
All Heads	0	9
SO1 Staff	1	9
SO1 Students	14	9
SO2 Staff	1	6
SO2 Students	9	21
SO3 Staff	2	7
SO3 Students	18	15
AO1 Staff	2	10
AO1 Students	18	12
AO2 Staff	0	7
AO2 Students	11	12
AO3 Staff	0	10
AO3 Students	11	9
UO1 Staff	2	4
UO1 Students	7	13
UO2 Staff	2	10
UO2 Students	12	11
UO3 Staff	3	7
UO3 Students	10	26
PO1 Students	3	10
PO2 Staff	2	3
PO2 Students	1	14

a) All Staff and All Students

Chi-square = 18.6 df= 1 p<0.001

Question 1B: School Priorities: Computer Literacy.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	46	41
All Students	116	150
All Heads	1	8
S01 Staff	3	7
S01 Students	9	14
S02 Staff	4	3
S02 Students	11	19
S03 Staff	3	6
S03 Students	15	18
A01 Staff	8	4
A01 Students	19	11
A02 Staff	4	3
A02 Students	6	17
A03 Staff	6	4
A03 Students	8	12
U01 Staff	2	4
U01 Students	14	6
U02 Staff	7	5
U02 Students	13	10
U03 Staff	7	2
U03 Students	16	20
P01 Students	2	11
P02 Staff	2	3
P02 Students	3	12

a) All Staff and All Students

Chi-square = 2.24 df= 1 p<0.2

b) All Heads and All Staffs

Chi-square = 5.63 df= 1 p<0.05

c) Students of Independent Schools and of State Schools

Chi-square = 8.4 df= 1 p<0.01

Question 1: Comparison of Categories. (Students)

a) Help for Career and Skills for Industry

Median Score - 189 77
74 193

Chi-square = 100.15 df= 1 p<0.001

b) Increasing Knowledge and Skills for Leisure

Median Score - 226 41
33 234

Chi-square = 279.25 df= 1 p<0.001

c) Increasing Knowledge and Skills for Family Life

Median Score - 226 41
23 244

Chi-square = 310.1 df= 1 p<0.001

d) Increasing Knowledge and Teach how Society Works

Median Score - 206 61
64 203

Chi-square = 151.06 df= 1 p<0.001

e) Increasing Knowledge and Appreciation of the Arts

Median Score - 226 41
29 238

Chi-square = 291.3 df= 1 p<0.001

Question 2A: Personal Qualities: Courtesy.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	31	58
All Students	110	156
All Heads	2	7
S01 Staff	4	6
S01 Students	11	13
S02 Staff	1	6
S02 Students	15	15
S03 Staff	7	3
S03 Students	7	26
A01 Staff	4	9
A01 Students	12	18
A02 Staff	4	3
A02 Students	13	10
A03 Staff	4	6
A03 Students	9	11
U01 Staff	3	4
U01 Students	8	12
U02 Staff	2	10
U02 Students	10	12
U03 Staff	1	7
U03 Students	10	26
P01 Students	9	4
P02 Staff	1	4
P02 Students	6	9

a) All Staff and All Students

Chi-square = 1.06 df= 1 p<0.3

b) Students of Independent Schools and of State Schools

Chi-square = 1.9 df= 1 p<0.3

c) Students of S03 and the rest of the Students

Chi-square = 6.17 df= 1 p<0.02

d) Students of A02 and the rest of the Students

Chi-square = 2.41 df= 1 p<0.2

Question 2A: Personal Qualities: Tolerance.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	68	22
All Students	88	177
All Heads	7	2
S01 Staff	8	2
S01 Students	8	16
S02 Staff	5	2
S02 Students	10	20
S03 Staff	7	2
S03 Students	10	23
A01 Staff	10	3
A01 Students	9	21
A02 Staff	7	0
A02 Students	7	15
A03 Staff	6	4
A03 Students	9	11
U01 Staff	6	1
U01 Students	7	13
U02 Staff	10	2
U02 Students	5	17
U03 Staff	3	5
U03 Students	11	25
P01 Students	4	9
P02 Staff	4	1
P02 Students	8	7

a) All Staff and All Students

Chi-square = 48.8 df= 1 p<0.001

b) Staff of A03 and the rest of Staffs

Chi-square = 7.08 df= 1 p<0.02

Question 2A: Personal Qualities: Competitiveness.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	24	63
All Students	145	120
All Heads	1	8
SO1 Staff	2	8
SO1 Students	10	14
SO2 Staff	1	6
SO2 Students	10	20
SO3 Staff	3	6
SO3 Students	25	7
AO1 Staff	3	10
AO1 Students	18	12
AO2 Staff	3	4
AO2 Students	13	10
AO3 Staff	1	9
AO3 Students	10	10
UO1 Staff	3	4
UO1 Students	8	12
UO2 Staff	2	9
UO2 Students	16	6
UO3 Staff	4	4
UO3 Students	19	17
PO1 Students	6	7
PO2 Staff	2	3
PO2 Students	10	5

a) All Staff and All Students

Chi-square = 19.4 df= 1 p<0.001

b) Students of SO1 and the rest of the Students

Chi-square = 1.76 df= 1 p<0.2

c)Students of SO2 and the rest of the Students

Chi-square = 62 df= 1 p<0.02

Question 2A: Personal Qualities: Self Confidence.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	41	47
All Students	129	137
All Heads	3	6
SO1 Staff	8	2
SO1 Students	12	12
SO2 Staff	3	4
SO2 Students	12	18
SO3 Staff	4	5
SO3 Students	12	21
AO1 Staff	7	6
AO1 Students	20	10
AO2 Staff	1	6
AO2 Students	8	15
AO3 Staff	4	6
AO3 Students	12	8
UO1 Staff	4	3
UO1 Students	8	12
UO2 Staff	6	6
UO2 Students	13	9
UO3 Staff	4	4
UO3 Students	17	19
PO1 Students	5	8
PO2 Staff	0	5
PO2 Students	10	5

a) All Staff and All Students

Chi-square = 0.09 df= 1 p<0.95

b)Students of AO1 and the rest of the Students

Chi-square = 4.56 df= 1 p<0.05

c) Staff of AO2 and the rest of the Staffs

Chi-square = 3.19 df= 1 p<0.1

d)Staff of the Independent School and the rest of the Staffs

Chi-square = 4.53 df= 1 p<0.05

Question 2A: Personal Qualities: Commitment to some Philosophy

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	49	39
All Students	111	155
All Heads	8	1
SO1 Staff	6	4
SO1 Students	10	14
SO2 Staff	2	5
SO2 Students	13	17
SO3 Staff	4	5
SO3 Students	12	21
AO1 Staff	6	7
AO1 Students	11	19
AO2 Staff	4	3
AO2 Students	9	14
AO3 Staff	8	2
AO3 Students	12	8
UO1 Staff	2	5
UO1 Students	7	13
UO2 Staff	7	5
UO2 Students	11	11
UO3 Staff	5	3
UO3 Students	13	23
PO1 Students	5	8
PO2 Staff	5	0
PO2 Students	8	7

a) All Staff and All Students

Chi-square = 4.4 df= 1 $p<0.05$

b) All Heads and All Staff

Chi-square = 2.91 df= 1 $p<0.1$

c) Staff of Independent School and the rest of the Staffs

Chi-square = 4.14 df= 1 $p<0.05$

Question 2A: Personal Qualities: Patriotism.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	14	73
All Students	148	118
All Heads	3	6
S01 Staff	1	9
S01 Students	13	11
S02 Staff	0	7
S02 Students	15	15
S03 Staff	2	7
S03 Students	17	16
A01 Staff	1	12
A01 Students	19	11
A02 Staff	1	6
A02 Students	11	12
A03 Staff	2	8
A03 Students	12	8
U01 Staff	1	6
U01 Students	11	9
U02 Staff	2	9
U02 Students	12	10
U03 Staff	2	6
U03 Students	19	17
P01 Students	10	3
P02 Staff	2	3
P02 Students	9	6

a) All Staff and All Students

Chi-square = 46.6 df= 1 p<0.001

b) Staff of Independent School and the rest of the Staff

Chi-square = 3.43 df= 1 p<0.1

c) Students of Independent Schools and of State Schools

Chi-square = 1.87 df= 1 p<0.2

Question 2A: Personal Qualities: Concern for Truth.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	57	31
All Students	112	154
All Heads	7	2
S01 Staff	6	4
S01 Students	10	14
S02 Staff	5	2
S02 Students	4	26
S03 Staff	6	3
S03 Students	18	15
A01 Staff	8	5
A01 Students	11	19
A02 Staff	4	3
A02 Students	11	12
A03 Staff	8	2
A03 Students	11	9
U01 Staff	4	3
U01 Students	10	10
U02 Staff	6	6
U02 Students	11	11
U03 Staff	5	3
U03 Students	15	21
P01 Students	4	9
P02 Staff	5	0
P02 Students	5	10

a) All Staff and All Students

Chi-square = 13.6 df= 1 $p<0.001$

b) Students of S03 and the rest of the Students

Chi-square = 2.4 df= 1 $p<0.2$

Question 2A: Personal Qualities: Ambition.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	24	64
All Students	154	112
All Heads	1	8
SO1 Staff	4	6
SO1 Students	14	10
SO2 Staff	1	6
SO2 Students	18	12
SO3 Staff	2	7
SO3 Students	22	11
AO1 Staff	5	8
AO1 Students	14	16
AO2 Staff	2	5
AO2 Students	16	7
AO3 Staff	2	8
AO3 Students	11	9
UO1 Staff	3	4
UO1 Students	8	12
UO2 Staff	3	9
UO2 Students	8	14
UO3 Staff	3	5
UO3 Students	24	12
PO1 Students	10	3
PO2 Staff	0	5
PO2 Students	9	6

a) All Staff and All Students

Chi-square = 25.1 df= 1 p<0.001

b) All Heads and All Staff

Chi-square = 1.075 df= 1 p<0.3

Question 2A: Personal Qualities: Concern for Others.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	68	20
All Students	103	163
All Heads	8	1
S01 Staff	9	1
S01 Students	9	15
S02 Staff	6	1
S02 Students	10	20
S03 Staff	7	2
S03 Students	12	21
A01 Staff	7	6
A01 Students	8	22
A02 Staff	5	2
A02 Students	7	16
A03 Staff	10	0
A03 Students	11	9
U01 Staff	5	2
U01 Students	11	9
U02 Staff	9	3
U02 Students	14	8
U03 Staff	6	2
U03 Students	11	25
P01 Students	4	9
P02 Staff	4	1
P02 Students	6	9

a) All Staff and All Students

Chi-square = 39.39 df= 1 p<0.001

b) Students of A03 and the rest of the Students

Chi-square = 2.43 df= 1 p<0.2

Question 2A: Personal Qualities: Courage.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	17	70
All Students	148	118
All Heads	4	5
S01 Staff	1	9
S01 Students	14	10
S02 Staff	2	5
S02 Students	12	18
S03 Staff	2	7
S03 Students	21	12
A01 Staff	3	10
A01 Students	18	12
A02 Staff	0	7
A02 Students	11	12
A03 Staff	2	8
A03 Students	11	9
U01 Staff	1	6
U01 Students	12	8
U02 Staff	6	5
U02 Students	12	10
U03 Staff	0	8
U03 Students	22	14
P01 Students	6	7
P02 Staff	2	3
P02 Students	9	6

a) All Staff and All Students

Chi-square = 34.36 df= 1 p<0.001

b) Students of S02 and the rest of the Students

Chi-square = 2.64 df= 1 p<0.2

Question 2A: Personal Qualities: Leadership.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	24	63
All Students	133	133
All Heads	5	4
S01 Staff	2	8
S01 Students	10	14
S02 Staff	3	4
S02 Students	15	15
S03 Staff	2	7
S03 Students	21	10
A01 Staff	4	9
A01 Students	12	18
A02 Staff	0	7
A02 Students	11	12
A03 Staff	6	4
A03 Students	3	17
U01 Staff	1	6
U01 Students	11	9
U02 Staff	3	8
U02 Students	10	12
U03 Staff	2	6
U03 Students	15	21
P01 Students	13	0
P02 Staff	1	4
P02 Students	10	5

a) All Staff and All Students

Chi-square = 13.31 df= 1 p<0.001

b) Students of S03 and the rest of the Students

Chi-square = 4.4 df= 1 p<0.05

c) Students of A03 and the rest of the Students

Chi-square = 10.6 df= 1 p<0.01

d) Students of Independent Schools and of State Schools

Chi-square = 13 df= 1 p<0.001

Question 2A: Personal Qualities: Equality between the Sexes.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	33	57
All Students	126	140
All Heads	3	6
SO1 Staff	5	5
SO1 Students	12	12
SO2 Staff	2	5
SO2 Students	14	16
SO3 Staff	4	6
SO3 Students	16	17
AO1 Staff	5	8
AO1 Students	14	16
AO2 Staff	5	2
AO2 Students	14	9
AO3 Staff	2	8
AO3 Students	11	9
UO1 Staff	2	5
UO1 Students	9	11
UO2 Staff	7	5
UO2 Students	8	14
UO3 Staff	1	7
UO3 Students	24	12
PO1 Students	1	12
PO2 Staff	1	4
PO2 Students	3	12

a)All Staff and All Students

Chi-square = 4.04 df= 1 $p<0.05$

b) Students of Independent Schools and of State Schools

Chi-square = 13.71 df= 1 $p<0.001$

Question 2A: Personal Qualities: Aggression.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	11	76
All Students	152	114
All Heads	0	9
SO1 Staff	1	9
SO1 Students	15	9
SO2 Staff	0	7
SO2 Students	15	15
SO3 Staff	2	7
SO3 Students	24	9
AO1 Staff	2	11
AO1 Students	19	11
AO2 Staff	1	6
AO2 Students	12	11
AO3 Staff	2	8
AO3 Students	10	10
UO1 Staff	1	6
UO1 Students	10	10
UO2 Staff	1	10
UO2 Students	12	10
UO3 Staff	1	7
UO3 Students	19	17
PO1 Students	8	5
PO2 Staff	0	5
PO2 Students	8	7

a) All Staff and All Students

Chi-square = 45.3 df= 1 $p<0.001$

Question 2A: Personal Qualities: Honesty.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	31	57
All Students	139	127
All Heads	3	6
S01 Staff	1	9
S01 Students	17	7
S02 Staff	2	5
S02 Students	20	10
S03 Staff	4	5
S03 Students	19	14
A01 Staff	3	10
A01 Students	10	20
A02 Staff	4	3
A02 Students	11	12
A03 Staff	3	7
A03 Students	14	6
U01 Staff	2	5
U01 Students	7	13
U02 Staff	3	9
U02 Students	11	11
U03 Staff	7	1
U03 Students	18	18
P01 Students	6	7
P02 Staff	2	3
P02 Students	6	9

a) All Staff and All Students

Chi-square = 7.61 df= 1 p<0.01

b) Students of A01 and the rest of the Students

Chi-square = 4.86 df= 1 p<0.05

c) Students of A03 and the rest of the Students

Chi-square = 2.71 df= 1 p<0.2

Question 2A: Personal Qualities: Reliability.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	33	55
All Students	122	144
All Heads	3	6
S01 Staff	3	7
S01 Students	9	15
S02 Staff	2	5
S02 Students	13	17
S03 Staff	2	7
S03 Students	19	14
A01 Staff	4	9
A01 Students	13	17
A02 Staff	3	4
A02 Students	7	16
A03 Staff	5	5
A03 Students	11	9
U01 Staff	3	4
U01 Students	10	10
U02 Staff	4	8
U02 Students	9	13
U03 Staff	3	5
U03 Students	23	13
P01 Students	3	10
P02 Staff	4	1
P02 Students	5	10

a) All Staff and All Students

Chi-square = 1.86 df= 1 p<0.2

b) Staff of Independent School and of State Schools

Chi-square = 3.92 df= 1 p<0.05

c)Students of U03 and the rest of the Students

Chi-square = 5.47 df= 1 p<0.02

Question 2A: Personal Qualities: Persistence.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	47	41
All Students	108	158
All Heads	5	4
S01 Staff	5	5
S01 Students	5	19
S02 Staff	4	3
S02 Students	10	20
S03 Staff	3	6
S03 Students	13	20
A01 Staff	5	8
A01 Students	14	16
A02 Staff	4	3
A02 Students	9	14
A03 Staff	6	4
A03 Students	11	9
U01 Staff	5	2
U01 Students	14	6
U02 Staff	5	7
U02 Students	4	18
U03 Staff	6	2
U03 Students	19	17
P01 Students	5	8
P02 Staff	4	1
P02 Students	4	11

a)All Staff and All Students

Chi-square = 4.44 df= 1 p<0.05

b) Students of U01 and the rest of the Students

Chi-square = 8.79 df= 1 p<0.01

c) Students of A03 and the rest of the Students

Chi-square = 1.88 df= 1 p<0.5

Question 2A: Personal Qualities: Assertiveness.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	25	63
All Students	132	134
All Heads	2	7
S01 Staff	3	7
S01 Students	11	13
S02 Staff	4	3
S02 Students	20	10
S03 Staff	2	7
S03 Students	16	17
A01 Staff	8	5
A01 Students	15	15
A02 Staff	2	5
A02 Students	12	11
A03 Staff	1	9
A03 Students	9	11
U01 Staff	1	6
U01 Students	10	10
U02 Staff	2	10
U02 Students	8	14
U03 Staff	1	7
U03 Students	19	17
P01 Students	6	7
P02 Staff	1	4
P02 Students	6	9

a) All Staff and All Students

Chi-square = 12.01 df= 1 p<0.001

b) Staff of S02 and the rest of the Staffs

Chi-square = 2.56 df= 1 p<0.2

c) Students of S02 and the rest of the Students

Chi-square = 3.91 df= 1 p<0.05

Question 2A: Personal Qualities: Racial Tolerance.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	58	30
All Students	119	147
All Heads	5	4
S01 Staff	8	2
S01 Students	10	14
S02 Staff	5	2
S02 Students	17	13
S03 Staff	7	2
S03 Students	14	19
A01 Staff	9	4
A01 Students	13	17
A02 Staff	5	2
A02 Students	11	12
A03 Staff	4	6
A03 Students	12	8
U01 Staff	5	2
U01 Students	10	10
U02 Staff	8	4
U02 Students	10	12
U03 Staff	4	4
U03 Students	15	21
P01 Students	1	12
P02 Staff	3	2
P02 Students	6	9

a) All Staff and All Students

Chi-square = 11.85 df= 1 $p<0.001$

b) Students of A03 and the rest of the Students

Chi-square = 2.03 df= 1 $p<0.2$

Question 2B: School Qualities: Courtesy.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	32	48
All Students	130	136
All Heads	3	6
S01 Staff	6	4
S01 Students	9	15
S02 Staff	3	4
S02 Students	16	14
S03 Staff	2	7
S03 Students	12	21
A01 Staff	7	4
A01 Students	13	17
A02 Staff	3	3
A02 Students	13	10
A03 Staff	5	4
A03 Students	13	7
U01 Staff	1	4
U01 Students	8	12
U02 Staff	1	10
U02 Students	8	14
U03 Staff	2	5
U03 Students	17	19
P01 Students	11	2
P02 Staff	2	3
P02 Students	10	5

a) All Staff and All Students

Chi-square = 1.97 df= 1 p<0.2

b) Students of Independent Schools and of State Schools

Chi-square = 8.5 df= 1 p<0.01

c) Staff of U02 and the rest of the Staffs

Chi-square = 5.08 df= 1 p<0.05

Question 2B: School Qualities: Tolerance.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	40	41
All Students	109	159
All Heads	7	2
S01 Staff	6	4
S01 Students	9	15
S02 Staff	3	4
S02 Students	13	17
S03 Staff	5	4
S03 Students	12	21
A01 Staff	2	9
A01 Students	17	13
A02 Staff	2	4
A02 Students	8	15
A03 Staff	4	6
A03 Students	10	10
U01 Staff	3	2
U01 Students	7	13
U02 Staff	8	3
U02 Students	12	10
U03 Staff	4	3
U03 Students	12	24
P01 Students	5	8
P02 Staff	3	2
P02 Students	4	11

a) All Staff and All Students

Chi-square = 1.91 df= 1 p<0.2

Question 2B: School Qualities: Competitiveness.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	40	40
All Students	130	136
All Heads	2	7
SO1 Staff	2	8
SO1 Students	9	15
SO2 Staff	1	6
SO2 Students	17	13
SO3 Staff	5	4
SO3 Students	12	21
AO1 Staff	10	1
AO1 Students	14	16
AO2 Staff	5	1
AO2 Students	10	13
AO3 Staff	4	6
AO3 Students	10	10
UO1 Staff	3	2
UO1 Students	9	11
UO2 Staff	4	6
UO2 Students	12	10
UO3 Staff	3	4
UO3 Students	16	20
PO1 Students	8	5
PO2 Staff	3	2
PO2 Students	13	2

a) All Staff and All Students

Chi-square = 0.032 df= 1 p<0.9

b) Staff of AO1 and the rest of Staffs

Chi-square = 8.54 df= 1 p<0.01

c) Staff of AO2 and the rest of the Staffs

Chi-square = 2.88 df= 1 p<0.1

d) Students of PO2 and the rest of the Students

Chi-square = 9.09 df= 1 p<0.01

Question 2B: School Qualities: Competitiveness (Contd.)

e) Students of S02: Own Opinion and School Attitude

Median Score -	9	21
	20	10

Chi-square = 8.08 df= 1 p<0.01

f) Students of Independent Schools: Own Opinion and School Attitude

Median Score -	7	21
	18	9

Chi-square = 9.64 df= 1 p<0.01

g) All Staff: Own Opinion and School Attitude

Median Score -	24	63
	49	31

Chi-square = 19.2 df= 1 p<0.001

Question 2B: School Qualities: Self Confidence.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	40	40
All Students	128	138
All Heads	5	4
S01 Staff	8	2
S01 Students	13	11
S02 Staff	4	3
S02 Students	12	18
S03 Staff	4	5
S03 Students	19	14
A01 Staff	2	9
A01 Students	12	18
A02 Staff	3	3
A02 Students	12	11
A03 Staff	3	6
A03 Students	11	9
U01 Staff	3	2
U01 Students	12	8
U02 Staff	8	3
U02 Students	9	13
U03 Staff	3	4
U03 Students	17	18
P01 Students	7	6
P02 Staff	2	3
P02 Students	4	11

a) All staff and All Students

Chi-square = 0.16 df= 1 p<0.7

Question 2B: School Qualities: Commitment to some Philosophy.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	35	47
All Students	118	148
All Heads	7	2
SO1 Staff	4	6
SO1 Students	11	13
SO2 Staff	2	5
SO2 Students	8	22
SO3 Staff	3	6
SO3 Students	15	18
AO1 Staff	1	10
AO1 Students	15	15
AO2 Staff	3	3
AO2 Students	13	10
AO3 Staff	8	2
AO3 Students	10	10
UO1 Staff	1	4
UO1 Students	6	14
UO2 Staff	5	7
UO2 Students	9	13
UO3 Staff	5	2
UO3 Students	14	22
PO1 Students	6	7
PO2 Staff	3	2
PO2 Students	11	4

a) All Staff and All Students
Chi-square = 0.15 df= 1 p<0.7

b) All Heads and All Staff
Chi-square = 4.19 df= 1 p<0.05

c) Students of SO2 and the rest of the Students
Chi-square = 4.26 df= 1 p<0.05

d) Staff of AO3 and the rest of the Staffs
Chi-square = 6.76 df= 1 p<0.01

e) Students of PO2 and the rest of the Students
Chi-square = 5.29 df= 1 p<0.05

Question 2B: School Qualities: Patriotism.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	12	68
All Students	152	113
All Heads	1	8
S01 Staff	1	9
S01 Students	12	12
S02 Staff	0	7
S02 Students	11	19
S03 Staff	1	8
S03 Students	20	13
A01 Staff	2	9
A01 Students	23	7
A02 Staff	3	3
A02 Students	9	14
A03 Staff	2	8
A03 Students	13	6
U01 Staff	0	5
U01 Students	13	7
U02 Staff	0	10
U02 Students	12	10
U03 Staff	2	5
U03 Students	19	17
P01 Students	8	5
P02 Staff	1	4
P02 Students	12	3

a) All Staff and All Students

Chi-square = 44.73 df= 1 p<0.001

b) Students of A01 and the rest of the Students

Chi-square = 6.07 df= 1 p<0.02

c) Students of P02 and the rest of the Students

Chi-square = 3.33 df= 1 p<0.1

Question 2B: School Qualities: Concern for Truth.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	33	47
All Students	115	150
All Heads	8	1
S01 Staff	5	5
S01 Students	11	13
S02 Staff	4	3
S02 Students	12	18
S03 Staff	4	5
S03 Students	24	8
A01 Staff	1	10
A01 Students	10	20
A02 Staff	1	5
A02 Students	13	10
A03 Staff	6	3
A03 Students	14	6
U01 Staff	3	2
U01 Students	7	13
U02 Staff	4	7
U02 Students	3	19
U03 Staff	1	6
U03 Students	13	23
P01 Students	3	10
P02 Staff	4	1
P02 Students	5	10

a) All Staff and All Students

Chi-square = 0.11 df= 1 p<0.93

b) All Heads and All staff

Chi-square = 7.6 df= 1 p<0.01

c) Students of S03 and the rest of the Students

Chi-square = 16.7 df= 1 p<0.001

d) Staff of A01 and the rest of the Staffs

Chi-square = 5.33 df= 1 p<0.05

Question 2B: School Qualities: Concern for Truth (cont.d)

e) Students of A03 and the rest of the Students

Chi-square = 6.17 df= 1 p<0.02

f) Staff of A03 and the rest of the Staffs

Chi-square = 2.74 df= 1 p<0.1

g) Students of U02 and the rest of the Students

Chi-square = 8,54 df= 1 p<0.01

h) Students of Independent Schools and of State Schools

Chi-square = 2.87 df= 1 p<0.1

Question 2B: School Qualities: Ambition.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	37	43
All Students	131	135
All Heads	1	8
S01 Staff	5	5
S01 Students	16	8
S02 Staff	3	4
S02 Students	14	16
S03 Staff	4	5
S03 Students	17	16
A01 Staff	5	6
A01 Students	10	20
A02 Staff	3	3
A02 Students	14	9
A03 Staff	3	7
A03 Students	6	14
U01 Staff	3	2
U01 Students	10	10
U02 Staff	5	5
U02 Students	9	13
U03 Staff	5	2
U03 Students	17	19
P01 Students	8	5
P02 Staff	1	4
P02 Students	10	5

a) All Staff and All Students

Chi-square = 0.1 df= 1 p<0.5

b) All Heads and All Staffs

Chi-square = 4.25 df= 1 p<0.05

Question 2B: School Qualities: Concern for Others.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	51	29
All Students	122	144
All Heads	8	1
SO1 Staff	9	1
SO1 Students	14	10
SO2 Staff	6	1
SO2 Students	13	17
SO3 Staff	8	1
SO3 Students	12	21
AO1 Staff	4	7
AO1 Students	13	17
AO2 Staff	3	3
AO2 Students	9	14
AO3 Staff	7	3
AO3 Students	8	12
UO1 Staff	3	2
UO1 Students	8	12
UO2 Staff	6	5
UO2 Students	13	9
UO3 Staff	3	3
UO3 Students	23	13
PO1 Students	5	8
PO2 Staff	2	3
PO2 Students	4	11

a) All Staff and All Students

Chi-square = 7.87 df= 1 $p<0.01$

Question 2B: School Qualities: Courage.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	23	56
All Students	143	123
All Heads	3	6
SO1 Staff	3	7
SO1 Students	19	5
SO2 Staff	4	3
SO2 Students	13	17
SO3 Staff	2	7
SO3 Students	19	14
AO1 Staff	2	9
AO1 Students	14	16
AO2 Staff	0	6
AO2 Students	14	9
AO3 Staff	4	5
AO3 Students	10	10
UO1 Staff	2	3
UO1 Students	7	13
UO2 Staff	3	7
UO2 Students	12	10
UO3 Staff	2	5
UO3 Students	23	13
PO1 Students	4	9
PO2 Staff	1	4
PO2 Students	8	7

a)All Staff and All Students

Chi-square = 14.66 df= 1 $p<0.001$

Question 2B: School Qualities: Leadership.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	41	38
All Students	132	133
All Heads	4	5
S01 Staff	3	7
S01 Students	10	14
S02 Staff	5	2
S02 Students	12	18
S03 Staff	3	6
S03 Students	19	13
A01 Staff	6	5
A01 Students	13	17
A02 Staff	5	1
A02 Students	12	11
A03 Staff	6	3
A03 Students	4	16
U01 Staff	2	3
U01 Students	9	11
U02 Staff	5	5
U02 Students	15	7
U03 Staff	3	4
U03 Students	20	16
P01 Students	10	3
P02 Staff	3	2
P02 Students	8	7

a) All Staff and All Students

Chi-square = 0.13 df= 1 p<0.8

b) Staff of A02 and the rest of the Staffs

Chi-square = 2.6 df= 1 p<0.2

c) Students of A03 and the rest of the Students

Chi-square = 7.54 df= 1 p<0.01

d) Students of P01 and the rest of the Students

Chi-square = 4.07 df= 1 p<0.05

Question 2B: School Qualities: Equality between the Sexes.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	35	46
All Students	129	137
All Heads	4	5
SO1 Staff	3	7
SO1 Students	10	14
SO2 Staff	1	6
SO2 Students	12	18
SO3 Staff	7	2
SO3 Students	17	16
AO1 Staff	8	3
AO1 Students	18	12
AO2 Staff	1	5
AO2 Students	13	10
AO3 Staff	1	9
AO3 Students	13	7
UO1 Staff	1	4
UO1 Students	13	7
UO2 Staff	9	2
UO2 Students	7	15
UO3 Staff	3	4
UO3 Students	16	20
PO1 Students	5	8
PO2 Staff	1	4
PO2 Students	5	10

a) All Staff and All Students

Chi-square = 0.71 df= 1 p<0.8

b) Staff of SO2 and the rest of the Students

Chi-square = 2.31 df= 1 p<0.1

c) Staff of AO3 and the rest of the Staffs

Chi-square = 4.1 df= 1 p<0.05

Question 2B: School Qualities: Aggression.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	24	57
All Students	144	124
All Heads	1	8
S01 Staff	2	8
S01 Students	15	9
S02 Staff	0	7
S02 Students	16	14
S03 Staff	2	7
S03 Students	24	9
A01 Staff	4	7
A01 Students	16	14
A02 Staff	2	4
A02 Students	11	12
A03 Staff	3	7
A03 Students	6	14
U01 Staff	1	4
U01 Students	6	14
U02 Staff	4	7
U02 Students	14	12
U03 Staff	5	2
U03 Students	21	15
P01 Students	7	6
P02 Staff	1	4
P02 Students	8	7

a)All Staff and All Students

Chi-square = 14.4 df= 1 p<0.001

b) Students of A03 and the rest of the Students

Chi-square = 5 df= 1 p<0.05

c) Students of U01 and the rest of the Students

Chi-square = 5 df= 1 p<0.05

d) Staff of U03 and the rest of the Staffs

Chi-square = 6.21 df= 1 p<0.02

Question 2B: School Qualities: Honesty.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	30	51
All Students	132	134
All Heads	3	6
S01 Staff	4	6
S01 Students	18	6
S02 Staff	0	7
S02 Students	19	11
S03 Staff	4	5
S03 Students	15	18
A01 Staff	3	8
A01 Students	10	20
A02 Staff	3	3
A02 Students	11	12
A03 Staff	5	5
A03 Students	10	10
U01 Staff	1	4
U01 Students	9	11
U02 Staff	3	8
U02 Students	12	10
U03 Staff	4	3
U03 Students	18	18
P01 Students	3	10
P02 Staff	3	2
P02 Students	7	8

a) All Staff and All Students

Chi-square = 4.99 df= 1 p<0.05

b) Students of S01 and the rest of the Students

Chi-square = 6.81 df= 1 p<0.02

c) Students of P01 and the rest of the Students

Chi-square = 3.84 df= 1 p<0.05

Question 2B: School Qualities: Reliability.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	36	54
All Students	107	159
All Heads	3	6
S01 Staff	3	7
S01 Students	9	15
S02 Staff	4	3
S02 Students	14	16
S03 Staff	3	5
S03 Students	18	16
A01 Staff	8	3
A01 Students	8	22
A02 Staff	4	2
A02 Students	8	15
A03 Staff	5	5
A03 Students	9	11
U01 Staff	1	4
U01 Students	9	11
U02 Staff	1	10
U02 Students	8	14
U03 Staff	4	3
U03 Students	17	19
P01 Students	2	11
P02 Staff	2	3
P02 Students	6	9

a)All Staff and All Students

Chi-square = 0.58 df= 1 p<0.9

b) Staff of A01 and the rest of the Staffs

Chi-square = 3.97 df= 1 p<0.05

c) Students of A01 and the rest of the Students

Chi-square = 2.58 df= 1 p<0.2

Question 2B: School Qualities: Persistence.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	46	34
All Students	104	162
All Heads	6	3
S01 Staff	7	3
S01 Students	4	20
S02 Staff	4	3
S02 Students	16	14
S03 Staff	5	4
S03 Students	8	25
A01 Staff	6	5
A01 Students	11	19
A02 Staff	3	3
A02 Students	7	16
A03 Staff	4	5
A03 Students	8	12
U01 Staff	3	2
U01 Students	14	6
U02 Staff	6	5
U02 Students	13	9
U03 Staff	4	3
U03 Students	12	24
P01 Students	7	6
P02 Staff	4	1
P02 Students	4	11

a) All Staff and All Students

Chi-square = 8.33 df= 1 p<0.01

b) Students of S03 and the rest of the Students

Chi-square = 3.56 df= 1 p<0.1

Question 2B: School Qualities: Assertiveness.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	32	49
All Students	137	130
All Heads	4	5
S01 Staff	6	4
S01 Students	12	12
S02 Staff	4	3
S02 Students	17	13
S03 Staff	4	5
S03 Students	14	19
A01 Staff	6	5
A01 Students	15	15
A02 Staff	2	4
A02 Students	10	13
A03 Staff	2	8
A03 Students	11	9
U01 Staff	1	4
U01 Students	12	8
U02 Staff	4	7
U02 Students	13	9
U03 Staff	2	5
U03 Students	18	18
P01 Students	7	6
P02 Staff	1	4
P02 Students	8	7

a) All Staff and All Students

Chi-square = 3.59 df= 1 $p<0.1$

Question 2B: School Qualities: Racial Tolerance.

MEDIAN SCORE

	ABOVE	AT OR BELOW
All Staff	40	41
All Students	129	139
All Heads	2	7
S01 Staff	4	6
S01 Students	10	14
S02 Staff	4	3
S02 Students	15	15
S03 Staff	5	4
S03 Students	13	20
A01 Staff	7	4
A01 Students	20	10
A02 Staff	1	5
A02 Students	8	15
A03 Staff	4	6
A03 Students	9	13
U01 Staff	3	2
U01 Students	14	6
U02 Staff	6	5
U02 Students	11	11
U03 Staff	3	4
U03 Students	19	17
P01 Students	7	6
P02 Staff	3	2
P02 Students	3	12

a) All Staff and All Students

Chi-square = 0.024 df= 1 p<0.9

b) Students of P02 and the rest of the Students

Chi-square = 5.22 df= 1 p<0.05

Question 2: Comparison of Categories.

a) Self Confidence and Leadership

Median Score -	202	64
	53	213

Chi-square = 167.2 df= 1 p<0.001

b) Self Confidence and Ambition

Median Score -	171	95
	76	191

Chi-square = 68.74 df= 1 p<0.001

c) Self Confidence and Courage

Median Score -	188	78
	73	193

Chi-square = 99.48 df= 1 p<0.001

d) Self Confidence and Commitment to Philosophy of Life

Median Score -	214	52
	46	220

Chi-square = 212.32 df= 1 p<0.001

e) Self Confidence and Assertiveness

Median Score -	188	78
	56	210

Chi-square = 131.9 df= 1 p<0.001

Question 3A: Good Teacher Qualities: Academic Competence.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	48	46	9	0	0	103
All Students	176	72	12	1	1	262
All Heads	5	3	1	0	0	9
SO1 Staff	4	4	3	0	0	11
SO1 Students	16	5	2	1	0	24
SO2 Staff	3	4	0	0	0	7
SO2 Students	23	5	0	0	0	28
SO3 Staff	4	8	0	0	0	12
SO3 Students	18	11	3	0	0	32
AO1 Staff	5	8	2	0	0	15
AO1 Students	20	7	1	0	0	28
AO2 Staff	5	4	1	0	0	10
AO2 Students	17	5	0	0	0	22
AO3 Staff	9	2	0	0	0	11
AO3 Students	13	6	1	0	0	20
UO1 Staff	4	6	1	0	0	11
UO1 Students	17	4	0	0	0	21
UO2 Staff	7	5	0	0	0	12
UO2 Students	8	12	2	0	1	23
UO3 Staff	4	3	2	0	0	9
UO3 Students	29	7	0	0	0	36
PO1 Students	8	4	1	0	0	13
PO2 Staff	3	2	0	0	0	5
PO2 Students	9	6	0	0	0	15

a) All Staff and All Students

Chi-square = 14.93 df= 4 p<0.01

b) Students of Independent Schools and of State Schools

Chi-square = 1.225 df= 4 p<0.9

c) Students of 11-16 Schools and of Schools with Sixth Forms

Chi-square = 4.04 df= 4 p<0.5

Question 3A: Good Teacher Qualities: Sound Moral Character

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	37	36	28	1	0	102
All Students	56	126	57	18	2	259
All Heads	7	1	1	0	0	9
S01 Staff	3	5	3	0	0	11
S01 Students	1	15	7	1	0	24
S02 Staff	0	4	3	0	0	7
S02 Students	2	17	5	4	0	28
S03 Staff	8	1	3	0	0	12
S03 Students	5	16	3	4	2	30
A01 Staff	7	3	5	0	0	15
A01 Students	1	22	5	0	0	28
A02 Staff	4	3	2	1	0	10
A02 Students	4	11	5	1	0	21
A03 Staff	8	3	0	0	0	11
A03 Students	7	5	6	2	0	20
U01 Staff	1	4	6	0	0	11
U01 Students	4	9	6	2	0	21
U02 Staff	0	8	3	0	0	11
U02 Students	5	5	11	2	0	23
U03 Staff	2	4	3	0	0	9
U03 Students	16	15	5	0	0	36
P01 Students	4	6	2	1	0	13
P02 Staff	4	1	0	0	0	5
P02 Students	7	5	2	1	0	15

a) All Staff and All Students

Chi-square = 15.76 df= 4 p<0.01

b) Staff of A03 and of the rest of the Staffs

Chi-square = 4.85 df= 1 p<0.05

c) Students of A03 and the rest of the Students

Chi-square = 5.2 df= 3 p<0.2

d) Students of Independent Schools and of State Schools

Chi-square = 6.09 df= 4 p<0.2

Question 3A: Good Teacher Qualities: Warm Relationships.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	43	31	26	2	0	102
All Students	98	103	48	12	1	262
All Heads	4	5	0	0	0	9
S01 Staff	8	2	1	0	0	11
S01 Students	6	17	1	0	0	24
S02 Staff	3	3	1	0	0	7
S02 Students	13	10	6	0	0	29
S03 Staff	5	2	5	0	0	12
S03 Students	14	11	4	3	0	32
A01 Staff	7	5	3	0	0	15
A01 Students	5	18	3	2	0	28
A02 Staff	4	3	3	0	0	10
A02 Students	9	9	4	0	0	22
A03 Staff	5	2	3	0	0	10
A03 Students	7	5	3	3	1	19
U01 Staff	3	6	2	0	0	11
U01 Students	7	8	4	2	0	21
U02 Staff	4	4	4	0	0	12
U02 Students	11	7	4	1	0	23
U03 Staff	3	2	2	2	0	9
U03 Students	17	11	8	0	0	36
P01 Students	5	3	5	0	0	13
P02 Staff	1	2	2	0	0	5
P02 Students	4	4	6	1	0	15

a) All Staff and All Students

Chi-square = 5.5 df= 4 $p<0.3$

b) Students of S01 and the rest of the Students

Chi-square = 9.67 df= 4 $p<0.05$

c) Staff of S01 and the rest of the Staffs

Chi-square = 3.82 df= 4 $p<0.5$

Question 3A: Good Teacher Qualities: Enthusiasm.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	65	32	5	0	0	102
All Students	101	111	38	11	2	263
All Heads	4	3	2	0	0	9
S01 Staff	9	2	0	0	0	11
S01 Students	6	12	5	1	0	24
S02 Staff	5	1	1	0	0	7
S02 Students	9	13	4	3	0	29
S03 Staff	9	2	1	0	0	12
S03 Students	14	11	3	3	1	32
A01 Staff	8	7	0	0	0	15
A01 Students	8	14	6	0	0	28
A02 Staff	6	3	1	0	0	10
A02 Students	10	8	3	1	0	22
A03 Staff	7	2	1	0	0	10
A03 Students	8	9	2	1	0	20
U01 Staff	6	5	0	0	0	11
U01 Students	6	12	2	1	0	21
U02 Staff	8	4	0	0	0	12
U02 Students	5	13	4	0	1	23
U03 Staff	5	3	1	0	0	9
U03 Students	17	13	5	1	0	36
P01 Students	8	4	1	0	0	13
P02 Staff	2	3	0	0	0	5
P02 Students	10	2	3	0	0	15

a) All Staff and All Students

Chi-square = 23.5 df= 4 $p<0.001$

b)All Heads and All Staffs

Chi-square = 3.82 df= 1 $p<0.05$

Question 3A: Good Teacher Qualities: Reliable.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	69	30	4	0	0	103
All Students	131	85	37	9	0	262
All Heads	2	7	0	0	0	9
S01 Staff	7	3	1	0	0	11
S01 Students	17	3	4	0	0	24
S02 Staff	4	3	0	0	0	7
S02 Students	15	12	2	0	0	29
S03 Staff	10	1	1	0	0	12
S03 Students	16	9	4	2	0	31
A01 Staff	12	3	0	0	0	15
A01 Students	12	10	4	2	0	28
A02 Staff	7	3	0	0	0	10
A02 Students	16	2	4	0	0	22
A03 Staff	9	2	0	0	0	11
A03 Students	8	9	2	1	0	20
U01 Staff	7	3	1	0	0	11
U01 Students	7	11	3	0	0	21
U02 Staff	6	6	0	0	0	12
U02 Students	9	8	5	1	0	23
U03 Staff	5	3	1	0	0	9
U03 Students	19	12	5	0	0	36
P01 Students	9	3	0	1	0	13
P02 Staff	2	3	0	0	0	5
P02 Students	3	6	4	2	0	15

a) All Staff and All Students

Chi-square = 14.58 df= 4 $p<0.01$

b) Students of S01 and the rest of the Students

Chi-square = 6.59 df= 3 $p<0.1$

Question 3A: Good Teacher Qualities: Strict.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	5	16	40	36	4	101
All Students	37	63	80	52	30	262
All Heads	0	3	2	3	1	9
S01 Staff	0	4	5	2	0	11
S01 Students	3	7	8	4	2	24
S02 Staff	0	1	4	1	1	7
S02 Students	2	4	13	6	4	29
S03 Staff	0	2	7	3	0	12
S03 Students	6	9	9	4	3	31
A01 Staff	2	0	5	8	0	15
A01 Students	6	4	10	5	3	28
A02 Staff	0	1	6	3	0	10
A02 Students	4	5	7	4	2	22
A03 Staff	1	1	3	4	1	10
A03 Students	0	7	6	2	5	20
U01 Staff	0	4	1	6	0	11
U01 Students	5	6	1	7	0	19
U02 Staff	0	2	4	4	2	12
U02 Students	5	4	5	4	5	23
U03 Staff	2	0	3	3	0	8
U03 Students	3	10	10	10	3	36
P01 Students	1	3	5	3	1	13
P02 Staff	0	1	2	2	0	5
P02 Students	2	4	6	3	0	15

a) All Staff and All Students

Chi-square = 21.23 df= 4 $p<0.001$

b) Students of Independent Schools and of State Schools

Chi-square = 4.84 df= 4 $p<0.3$

Question 3A: Good Teacher Qualities: Firm Leadership.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	32	30	30	10	0	102
All Students	59	99	63	34	5	260
All Heads	2	5	2	0	0	9
S01 Staff	1	3	5	2	0	11
S01 Students	8	8	4	3	1	24
S02 Staff	2	2	3	0	0	7
S02 Students	5	8	9	7	0	29
S03 Staff	4	4	3	1	0	12
S03 Students	9	9	6	5	0	29
A01 Staff	7	3	4	1	0	15
A01 Students	7	8	8	3	2	28
A02 Staff	3	2	4	1	0	10
A02 Students	7	8	5	2	0	22
A03 Staff	5	3	2	0	0	10
A03 Students	2	13	1	3	1	20
U01 Staff	3	5	1	2	0	11
U01 Students	3	8	7	3	0	21
U02 Staff	2	6	3	1	0	12
U02 Students	3	7	10	2	1	23
U03 Staff	4	1	2	2	0	9
U03 Students	5	19	9	3	0	36
P01 Students	7	5	0	1	0	13
P02 Staff	1	1	3	0	0	5
P02 Students	3	6	4	2	0	15

a) All Staff and All Students

Chi-square = 7.3 df= 4 $p<0.2$

Question 3A: Good Teacher Qualities: Fairness.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	76	23	3	1	0	103
All Students	147	81	27	7	1	263
All Heads	9	0	0	0	0	9
S01 Staff	8	2	0	1	0	11
S01 Students	14	8	2	0	0	24
S02 Staff	6	1	0	0	0	7
S02 Students	20	7	1	1	0	29
S03 Staff	11	1	0	0	0	12
S03 Students	20	5	5	2	0	32
A01 Staff	12	3	0	0	0	15
A01 Students	14	14	0	0	0	28
A02 Staff	8	2	0	0	0	10
A02 Students	12	6	3	0	1	22
A03 Staff	9	2	0	0	0	11
A03 Students	13	7	0	0	0	20
U01 Staff	7	3	1	0	0	11
U01 Students	4	12	2	3	0	21
U02 Staff	7	5	0	0	0	12
U02 Students	12	5	5	1	0	23
U03 Staff	5	3	1	0	0	9
U03 Students	21	11	4	0	0	36
P01 Students	7	5	1	0	0	13
P02 Staff	3	1	1	0	0	5
P02 Students	10	1	4	0	0	15

a) All Staff and All Students

Chi-square = 12.05 df= 4 $p<0.02$

Question 3A: Good Teacher Qualities: Frightening.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	0	0	2	10	90	102
All Students	7	17	38	75	124	261
All Heads	0	0	0	1	8	9
S01 Staff	0	0	1	1	9	11
S01 Students	1	4	1	8	10	24
S02 Staff	0	0	0	0	7	7
S02 Students	2	0	2	8	17	29
S03 Staff	0	0	0	2	10	12
S03 Students	0	2	8	13	7	30
A01 Staff	0	0	1	2	12	15
A01 Students	1	3	5	11	8	28
A02 Staff	0	0	0	1	9	10
A02 Students	1	4	4	2	11	22
A03 Staff	0	0	0	1	9	10
A03 Students	0	1	4	5	10	20
U01 Staff	0	0	0	0	11	11
U01 Students	0	1	1	8	11	21
U02 Staff	0	0	0	0	12	12
U02 Students	1	0	7	8	7	23
U03 Staff	0	0	0	2	7	9
U03 Students	0	2	4	5	25	36
P01 Students	1	0	1	4	7	13
P02 Staff	0	0	0	1	4	5
P02 Students	0	0	1	3	11	15

a) All Staff and All Students

Chi-square = 30.13 df= 4 $p<0.001$

Question 3A: Good Teacher Qualities: Encouraging.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	74	25	3	0	0	102
All Students	147	90	21	3	1	262
All Heads	5	4	0	0	0	9
S01 Staff	7	3	1	0	0	11
S01 Students	12	10	2	0	0	24
S02 Staff	7	0	0	0	0	7
S02 Students	23	5	1	0	0	29
S03 Staff	10	2	0	0	0	12
S03 Students	16	9	5	0	1	31
A01 Staff	10	5	0	0	0	15
A01 Students	11	13	2	2	0	28
A02 Staff	6	3	1	0	0	10
A02 Students	14	8	0	0	0	22
A03 Staff	9	1	0	0	0	10
A03 Students	15	4	1	0	0	20
U01 Staff	8	3	0	0	0	11
U01 Students	8	8	4	1	0	21
U02 Staff	8	4	0	0	0	12
U02 Students	6	15	2	0	0	23
U03 Staff	6	3	0	0	0	9
U03 Students	25	9	2	0	0	36
P01 Students	7	5	1	0	0	13
P02 Staff	3	1	1	0	0	5
P02 Students	10	4	1	0	0	15

a) All Staff and All Students

Chi-square = 9.7 df= 4 $p<0.05$

Question 3A: Good Teacher Qualities: Imaginative.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	28	43	28	3	0	102
All Students	67	101	63	22	8	261
All Heads	2	5	1	0	0	8
S01 Staff	1	7	2	1	0	11
S01 Students	3	14	6	0	1	24
S02 Staff	3	3	1	0	0	7
S02 Students	5	11	7	6	0	29
S03 Staff	0	7	5	0	0	12
S03 Students	9	11	6	2	2	30
A01 Staff	9	4	2	0	0	15
A01 Students	6	14	5	2	1	28
A02 Staff	1	1	7	1	0	10
A02 Students	7	4	9	2	0	22
A03 Staff	5	4	2	0	0	11
A03 Students	5	6	8	0	1	20
U01 Staff	3	6	2	0	0	11
U01 Students	7	8	4	2	0	21
U02 Staff	2	6	3	0	0	11
U02 Students	8	7	3	3	2	23
U03 Staff	3	4	2	0	0	9
U03 Students	7	19	7	3	0	36
P01 Students	4	3	3	2	1	13
P02 Staff	1	1	2	1	0	5
P02 Students	6	4	5	0	0	15

a) All Staff and All Students

Chi-square = 7.56 df= 4 $p<0.2$

Question 3A: Good Teacher Qualities: Sense of Humour.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	42	29	29	2	0	102
All Students	111	81	56	13	2	263
All Heads	5	2	2	0	0	9
S01 Staff	1	6	3	1	0	11
S01 Students	7	8	8	1	0	24
S02 Staff	4	3	0	0	0	7
S02 Students	17	4	6	2	0	29
S03 Staff	4	4	4	0	0	12
S03 Students	17	5	8	2	0	32
A01 Staff	7	4	4	0	0	15
A01 Students	9	13	5	1	0	28
A02 Staff	5	1	4	0	0	10
A02 Students	7	7	7	0	1	22
A03 Staff	6	1	3	0	0	10
A03 Students	8	7	4	9	1	29
U01 Staff	6	3	2	0	0	11
U01 Students	7	10	2	2	0	21
U02 Staff	3	4	5	0	0	12
U02 Students	7	9	5	2	0	23
U03 Staff	5	2	2	0	0	9
U03 Students	16	14	5	1	0	36
P01 Students	7	2	3	1	0	13
P02 Staff	1	1	2	1	0	5
P02 Students	9	2	3	1	0	15

a) All Staff and All Students

Chi-square = 4.19 df= 4 $p<0.5$

Question 3A: Good Teacher Qualities: Well Organized.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	41	43	16	2	0	102
All Students	118	96	40	6	1	261
All Heads	2	6	1	0	0	9
S01 Staff	2	5	3	1	0	11
S01 Students	11	11	2	0	0	24
S02 Staff	4	3	0	0	0	7
S02 Students	14	12	2	1	0	29
S03 Staff	5	4	3	0	0	12
S03 Students	18	9	1	2	1	31
A01 Staff	5	7	3	0	0	15
A01 Students	16	10	2	0	0	28
A02 Staff	8	2	0	0	0	10
A02 Students	11	6	5	0	0	22
A03 Staff	3	6	1	0	0	10
A03 Students	11	6	2	0	0	19
U01 Staff	6	5	0	0	0	11
U01 Students	4	13	4	0	0	21
U02 Staff	5	4	3	0	0	12
U02 Students	5	8	9	1	0	23
U03 Staff	3	4	1	1	0	9
U03 Students	18	11	6	1	0	36
P01 Students	7	5	1	0	0	13
P02 Staff	0	3	2	0	0	5
P02 Students	3	5	6	1	0	15

a) All Staff and All Students

Chi-square = 1.29 df= 4 p<0.9

Question 3A: Good Teacher Qualities: Keep Marking up to Date

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	15	40	43	3	1	102
All Students	114	88	46	10	3	261
All Heads	2	6	1	0	0	9
S01 Staff	1	2	6	1	1	11
S01 Students	8	7	6	1	2	24
S02 Staff	1	2	4	0	0	7
S02 Students	10	17	2	0	0	29
S03 Staff	3	4	3	0	0	10
S03 Students	16	9	5	1	0	31
A01 Staff	1	8	6	0	0	15
A01 Students	17	9	2	0	0	28
A02 Staff	4	2	4	0	0	10
A02 Students	11	6	4	1	0	22
A03 Staff	0	7	3	0	0	10
A03 Students	12	5	1	0	1	19
U01 Staff	6	5	0	0	0	11
U01 Students	8	4	6	3	0	21
U02 Staff	0	7	5	0	0	12
U02 Students	5	10	6	2	0	23
U03 Staff	1	1	6	1	0	9
U03 Students	15	13	7	1	0	36
P01 Students	8	4	1	0	0	13
P02 Staff	2	2	1	0	0	5
P02 Students	4	4	6	1	0	15

a) All Staff and All Students

Chi-square = 35.98 df= 4 $p<0.001$

b) Students of Independent Schools and of State Schools

Chi-square = 1.46 df= 4 $p<0.9$

Question 3A: Good Teacher Qualities: Tests Regularly.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	3	11	42	39	7	102
All Students	33	78	88	48	14	261
All Heads	1	4	0	3	1	9
S01 Staff	0	0	6	4	1	11
S01 Students	4	7	6	4	3	24
S02 Staff	0	0	5	2	0	7
S02 Students	3	13	9	4	0	29
S03 Staff	0	2	5	3	2	12
S03 Students	9	9	8	3	1	30
A01 Staff	1	2	5	7	0	15
A01 Students	2	13	9	1	3	28
A02 Staff	0	3	4	2	1	10
A02 Students	4	9	6	2	1	22
A03 Staff	0	2	6	1	1	10
A03 Students	4	5	11	0	0	20
U01 Staff	0	1	4	5	1	11
U01 Students	2	5	5	6	3	21
U02 Staff	0	0	4	7	1	12
U02 Students	1	4	8	9	1	23
U03 Staff	1	1	2	5	0	9
U03 Students	1	10	16	8	1	36
P01 Students	1	2	3	6	1	13
P02 Staff	1	0	1	3	0	5
P02 Students	2	1	7	5	0	15

a) All Staff and All Students

Chi-square = 31.27 df= 4 $p<0.001$

Question 3A: Good Teacher Qualities: Sets Regular Homework.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	5	18	53	23	2	101
All Students	41	85	69	40	25	260
All Heads	1	3	5	0	0	9
S01 Staff	1	1	7	1	1	11
S01 Students	6	9	7	1	1	24
S02 Staff	0	1	4	2	0	7
S02 Students	6	12	5	5	1	29
S03 Staff	0	1	8	3	0	12
S03 Students	9	7	6	4	3	29
A01 Staff	1	2	8	4	0	15
A01 Students	5	12	6	1	4	28
A02 Staff	1	5	4	0	0	10
A02 Students	4	10	4	3	1	22
A03 Staff	0	4	5	1	0	10
A03 Students	5	8	5	2	0	20
U01 Staff	0	1	5	3	1	10
U01 Students	1	4	4	7	5	21
U02 Staff	0	0	7	5	0	12
U02 Students	1	3	7	5	7	23
U03 Staff	0	2	3	4	0	9
U03 Students	2	12	17	5	0	36
P01 Students	1	5	2	2	3	13
P02 Staff	2	1	2	0	0	5
P02 Students	1	3	6	5	0	15

a) All Staff and All Students

Chi-square = 35.04 df= 4 $p<0.001$

Question 3A: Good Teacher Qualities: Sympathetic.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	41	38	19	4	0	102
All Students	61	97	76	21	4	259
All Heads	4	4	1	0	0	9
S01 Staff	4	4	2	1	0	11
S01 Students	5	10	8	0	1	24
S02 Staff	2	4	1	0	0	7
S02 Students	7	8	10	2	1	28
S03 Staff	4	5	2	1	0	12
S03 Students	8	8	11	2	0	29
A01 Staff	6	6	3	0	0	15
A01 Students	4	12	7	5	0	28
A02 Staff	7	2	1	0	0	10
A02 Students	4	9	8	1	0	22
A03 Staff	6	1	2	1	0	10
A03 Students	7	5	6	1	1	20
U01 Staff	3	7	1	0	0	11
U01 Students	5	9	5	2	0	21
U02 Staff	4	5	3	0	0	12
U02 Students	4	10	6	3	0	23
U03 Staff	2	3	3	1	0	9
U03 Students	8	20	6	2	0	36
P01 Students	6	2	3	2	0	13
P02 Staff	3	1	1	0	0	5
P02 Students	3	4	6	1	1	15

a) All Staff and All Students

Chi-square = 13.6 df= 4 $p<0.01$

Question 3A: Good Teacher Qualities: A Good Listener.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	48	36	14	3	0	101
All Students	127	88	34	11	1	261
All Heads	7	1	1	0	0	9
SO1 Staff	4	4	2	1	0	11
SO1 Students	16	8	0	0	0	24
SO2 Staff	3	4	0	0	0	7
SO2 Students	15	7	4	2	0	28
SO3 Staff	7	2	2	1	0	12
SO3 Students	18	7	4	2	0	31
AO1 Staff	7	6	2	0	0	15
AO1 Students	10	13	3	2	0	28
AO2 Staff	4	4	2	0	0	10
AO2 Students	9	9	3	1	0	22
AO3 Staff	7	3	1	0	0	11
AO3 Students	13	5	2	0	0	20
UO1 Staff	5	4	2	0	0	11
UO1 Students	9	7	4	1	0	21
UO2 Staff	5	5	2	0	0	12
UO2 Students	6	10	5	1	1	23
UO3 Staff	4	3	1	1	0	9
UO3 Students	20	14	2	0	0	36
PO1 Students	5	4	2	2	0	13
PO2 Staff	2	3	0	0	0	5
PO2 Students	6	4	5	0	0	15

a) All Staff and All Students

Chi-square = 0.8 df= 4 $p<0.95$

b) Staff of SO1 and the rest of the Staffs

Chi-square = 2.3 df= 4 $p<0.7$

c) Students of SO1 and the rest of the Students

Chi-square = 5.61 df= 1 $p<0.02$

Question 3B: Teacher Qualities, School View: Academic Competence

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	44	30	13	2	0	89
All Students	177	66	13	2	4	262
All Heads	4	3	1	0	0	8
S01 Staff	3	5	3	0	0	11
S01 Students	16	5	3	0	0	24
S02 Staff	1	4	2	0	0	7
S02 Students	21	6	1	0	0	28
S03 Staff	4	2	1	1	0	8
S03 Students	19	9	2	0	2	32
A01 Staff	8	6	0	0	0	14
A01 Students	21	5	0	2	0	28
A02 Staff	6	1	0	0	0	7
A02 Students	16	6	0	0	0	22
A03 Staff	6	1	3	0	0	10
A03 Students	12	8	0	0	0	20
U01 Staff	2	4	2	0	0	8
U01 Students	13	6	1	0	1	21
U02 Staff	6	5	0	0	0	11
U02 Students	11	8	3	0	1	23
U03 Staff	4	1	2	1	0	8
U03 Students	27	7	2	0	0	36
P01 Students	9	4	0	0	0	13
P02 Staff	4	1	0	0	0	5
P02 Students	12	2	1	0	0	15

a) All Staff and All Students

Chi-square = 15.97 df= 4 $p<0.01$

b) All Students: Own Opinion and School Attitude

Chi-square = 2.4 df= 4 $p<0.7$

c) All Staff: Own Opinion and School Attitude

Chi-square = 5.49 df= 4 $p<0.3$

Question 3B: Teacher Qualities, Schools View: Sound Moral Character.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	23	35	25	5	0	88
All Students	49	114	70	19	7	259
All Heads	6	1	1	0	0	8
SO1 Staff	2	6	3	0	0	11
SO1 Students	2	14	8	0	0	24
SO2 Staff	0	5	1	1	0	7
SO2 Students	3	15	7	1	2	28
SO3 Staff	2	2	3	1	0	8
SO3 Students	3	12	10	2	3	30
AO1 Staff	7	4	2	1	0	14
AO1 Students	6	14	4	4	0	28
AO2 Staff	3	3	1	0	0	7
AO2 Students	4	8	7	2	0	21
AO3 Staff	5	2	3	0	0	10
AO3 Students	8	7	3	2	0	20
UO1 Staff	1	3	3	1	0	8
UO1 Students	6	8	6	1	0	21
UO2 Staff	2	3	4	1	0	10
UO2 Students	0	11	7	4	1	23
UO3 Staff	0	4	4	0	0	8
UO3 Students	7	15	12	2	0	36
PO1 Students	6	4	1	1	1	13
PO2 Staff	1	3	1	0	0	5
PO2 Students	4	6	5	0	0	15

a) All Staff and All Students

Chi-square = 4.63 df= 4 p<0.5

b) Staff of AO3 and the rest of the Staffs

Chi-square = 4.23 df= 4 p<0.5

c) Students of AO3 and the rest of the Students

Chi-square = 7.23 df= 4 p<0.2

d) All Staff: Own Opinion and School Attitude

Chi-square = 4 df= 4 p<0.05

Question 3B: Teacher Qualities, School View: Warm Relationships.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	22	16	38	13	0	89
All Students	44	82	85	42	9	262
All Heads	4	3	1	0	0	8
S01 Staff	5	3	2	1	0	11
S01 Students	6	15	3	0	0	24
S02 Staff	1	3	2	1	0	7
S02 Students	7	5	10	5	2	29
S03 Staff	4	0	3	1	0	8
S03 Students	7	10	9	5	1	32
A01 Staff	4	1	6	3	0	14
A01 Students	6	8	9	4	1	28
A02 Staff	1	3	3	0	0	7
A02 Students	2	9	9	1	1	22
A03 Staff	3	0	4	3	0	10
A03 Students	6	2	3	5	3	19
U01 Staff	1	2	4	1	0	8
U01 Students	3	7	8	3	0	21
U02 Staff	3	2	5	1	0	11
U02 Students	1	6	10	6	0	23
U03 Staff	0	1	5	2	0	8
U03 Students	4	14	14	4	0	36
P01 Students	0	4	6	2	1	13
P02 Staff	0	1	4	0	0	5
P02 Students	2	2	4	7	0	15

a) All Staff and All Students

Chi-square = 11.56 df= 4 $p<0.05$

b) Students of S01 and the rest of the Students

Chi-square = 20.78 df= 4 $p<0.001$

c) Students of S01: Own Opinion and School Attitude

Chi-square = 1.12 df= 4 $p<0.7$

Question 3B: Teacher Qualities, School View: Enthusiam.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	35	25	21	5	0	86
All Students	79	105	53	21	5	263
All Heads	3	3	2	0	0	8
SO1 Staff	8	2	1	0	0	11
SO1 Students	5	13	4	2	0	24
SO2 Staff	2	2	3	0	0	7
SO2 Students	6	12	8	1	2	29
SO3 Staff	3	4	1	0	0	8
SO3 Students	12	9	7	3	1	32
AO1 Staff	6	6	1	1	0	14
AO1 Students	7	13	4	2	2	28
AO2 Staff	4	1	2	0	0	7
AO2 Students	8	12	2	0	0	22
AO3 Staff	3	0	5	1	0	9
AO3 Students	6	8	2	4	0	20
UO1 Staff	3	3	0	1	0	7
UO1 Students	7	8	5	1	0	21
UO2 Staff	3	2	5	1	0	11
UO2 Students	5	4	9	5	0	23
UO3 Staff	2	4	1	1	0	8
UO3 Students	13	14	8	1	0	36
PO1 Students	4	7	2	0	0	13
PO2 Staff	1	2	2	0	0	5
PO2 Students	6	5	2	2	0	15

a) All Staff and All Students

Chi-square = 6.84 df= 4 p<0.2

b) All Staff: Own Opinion and School Attitude

Chi-square = 23.39 df= 3 p<0.001

Question 3B: Teacher Qualities, School View: Reliable

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	45	24	16	2	1	88
All Students	134	66	47	10	5	262
All Heads	3	5	0	0	0	8
SO1 Staff	7	3	1	0	0	11
SO1 Students	16	4	3	0	1	24
SO2 Staff	4	1	2	0	0	7
SO2 Students	16	6	5	2	0	29
SO3 Staff	5	2	1	0	0	8
SO3 Students	15	9	6	1	0	31
AO1 Staff	10	2	2	0	0	14
AO1 Students	16	6	3	0	3	28
AO2 Staff	6	1	0	0	0	7
AO2 Students	16	5	1	0	0	22
AO3 Staff	5	1	2	2	0	10
AO3 Students	10	5	4	1	0	20
UO1 Staff	2	4	2	0	0	8
UO1 Students	10	8	3	0	0	21
UO2 Staff	2	6	2	0	0	10
UO2 Students	5	4	11	2	1	23
UO3 Staff	2	2	3	0	1	8
UO3 Students	18	13	3	2	0	36
PO1 Students	7	2	3	1	0	13
PO2 Staff	2	2	1	0	0	5
PO2 Students	5	4	5	1	0	15

a) All Staff and All Students

Chi-square = 0.8 df= 4 $p<0.98$

Question 3B: Teacher Qualities, School View: Strict

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	9	22	32	21	4	88
All Students	61	96	59	32	14	262
All Heads	0	3	2	3	0	8
S01 Staff	0	3	7	1	0	11
S01 Students	4	7	7	3	3	24
S02 Staff	0	1	6	0	0	7
S02 Students	10	13	2	3	1	29
S03 Staff	0	1	2	4	1	8
S03 Students	7	11	8	4	1	31
A01 Staff	5	3	4	1	1	14
A01 Students	6	10	5	4	3	28
A02 Staff	0	3	3	1	0	7
A02 Students	3	11	4	4	0	22
A03 Staff	3	2	2	2	1	10
A03 Students	8	4	4	1	3	20
U01 Staff	1	3	1	3	0	8
U01 Students	6	8	5	2	0	21
U02 Staff	0	3	3	4	1	11
U02 Students	6	4	6	5	2	23
U03 Staff	0	2	2	3	0	7
U03 Students	5	16	12	3	0	36
P01 Students	4	5	2	1	1	13
P02 Staff	0	1	2	2	0	5
P02 Students	2	7	4	2	0	15

a) All Staff and All Students

Chi-square = 19.15 df= 4 p<0.001

Question 3B: Teacher Qualities, School View: Firm Leadership.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	13	37	23	15	0	88
All Students	71	95	63	21	11	261
All Heads	2	3	3	0	0	8
SO1 Staff	0	3	5	3	0	11
SO1 Students	7	9	4	3	1	24
SO2 Staff	0	4	2	1	0	7
SO2 Students	8	15	4	1	1	29
SO3 Staff	1	4	1	2	0	8
SO3 Students	8	7	11	3	1	30
AO1 Staff	4	8	1	1	0	14
AO1 Students	8	11	2	3	4	28
AO2 Staff	2	2	2	1	0	7
AO2 Students	10	6	6	0	0	22
AO3 Staff	3	4	1	1	0	9
AO3 Students	6	5	5	3	1	20
UO1 Staff	1	4	2	1	0	8
UO1 Students	5	7	9	0	0	21
UO2 Staff	1	4	5	1	0	11
UO2 Students	3	7	7	4	2	23
UO3 Staff	0	3	2	3	0	8
UO3 Students	7	20	6	2	1	36
PO1 Students	4	5	4	0	0	13
PO2 Staff	1	1	2	1	0	5
PO2 Students	5	3	5	2	0	15

a) All Staff and All Students

Chi-square = 13.78 df= 4 p<0.01

b) All Students: Own Opinion and School Attitude

Chi-square = 6.5 df= 4 p<0.2

c) All Staff: Own Opinion and School Attitude

Chi-square = 8.63 df= 3 p<0.05

Question 3B: Teacher Qualities, School View: Fairness.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	30	27	23	8	0	88
All Students	86	99	54	16	8	263
All Heads	8	0	0	0	0	8
S01 Staff	4	3	3	1	0	11
S01 Students	14	6	3	1	0	24
S02 Staff	4	1	2	0	0	7
S02 Students	8	14	4	2	1	29
S03 Staff	2	2	4	0	0	8
S03 Students	10	13	8	0	1	32
A01 Staff	6	5	1	2	0	14
A01 Students	12	11	3	1	1	28
A02 Staff	3	2	2	0	0	7
A02 Students	8	7	5	1	1	22
A03 Staff	3	2	2	2	0	9
A03 Students	9	3	4	2	2	20
U01 Staff	3	3	2	0	0	8
U01 Students	5	11	4	0	1	21
U02 Staff	4	5	0	2	0	11
U02 Students	2	7	10	4	0	23
U03 Staff	0	3	4	1	0	8
U03 Students	11	16	7	2	0	36
P01 Students	3	7	2	0	1	13
P02 Staff	1	1	3	0	0	5
P02 Students	4	4	4	3	0	15

a) All Staff and All Students

Chi-square = 5.44 df= 4 p<0.3

b) All Students: Own Opinion and School Attitude

Chi-square = 32.98 df= 4 p<0.001

c) All Staff: Own Opinion and School Attitude

Chi-square = 40.18 df= 3 p<0.001

Question 3B: Teacher Qualities, School View: Frightening.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	1	1	3	25	59	89
All Students	15	30	55	85	76	261
All Heads	0	0	0	0	8	8
S01 Staff	0	0	0	2	9	11
S01 Students	1	4	3	8	8	24
S02 Staff	0	0	0	3	4	7
S02 Students	2	3	4	8	12	29
S03 Staff	0	0	0	0	8	8
S03 Students	3	3	7	10	7	30
A01 Staff	0	0	1	6	7	14
A01 Students	1	7	7	6	7	28
A02 Staff	0	0	1	2	4	7
A02 Students	2	1	6	6	7	22
A03 Staff	1	0	0	4	5	10
A03 Students	1	3	4	4	8	20
U01 Staff	0	1	0	1	6	8
U01 Students	3	0	6	6	6	21
U02 Staff	0	0	1	2	8	11
U02 Students	0	3	8	9	3	23
U03 Staff	0	0	0	3	5	8
U03 Students	1	4	6	17	8	36
P01 Students	1	1	3	4	4	13
P02 Staff	0	0	0	2	3	5
P02 Students	0	1	1	7	6	15

a) All Staff and All Students

Chi-square = 48.1 df= 4 p<0.001

b) All Students: Own Opinion and School Attitude

Chi-square = 21.9 df= 4 p<0.001

c) All Staff: Own Opinion and School Attitude

Chi-square = 17.2 df= 4 p<0.001

Question 3B: Teacher Qualities, School View: Encouraging.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	37	30	16	5	0	88
All Students	111	95	43	12	1	262
All Heads	5	3	0	0	0	8
S01 Staff	5	3	3	0	0	11
S01 Students	12	9	2	1	0	24
S02 Staff	3	2	1	1	0	7
S02 Students	13	10	5	1	0	29
S03 Staff	5	3	0	0	0	8
S03 Students	15	9	5	2	0	31
A01 Staff	7	5	2	0	0	14
A01 Students	15	7	4	1	1	28
A02 Staff	1	2	4	0	0	7
A02 Students	12	7	3	0	0	22
A03 Staff	3	2	3	1	0	9
A03 Students	11	3	5	1	0	20
U01 Staff	3	5	0	0	0	8
U01 Students	6	12	3	0	0	21
U02 Staff	7	2	1	1	0	11
U02 Students	5	8	7	3	0	23
U03 Staff	2	4	1	1	0	8
U03 Students	13	16	7	0	0	36
P01 Students	5	5	2	1	0	13
P02 Staff	1	2	1	1	0	5
P02 Students	4	9	0	2	0	15

a) All Staff and All Students

Chi-square = 0.88 df= 4 p<0.95

b)Students of U02 and the rest of the Students

Chi-square = 9.67 df= 4 p<0.05

Question 3B: Teacher Qualities, School View: Imaginative.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	11	31	32	14	1	89
All Students	45	88	78	43	8	262
All Heads	2	5	1	0	0	8
S01 Staff	0	5	5	1	0	11
S01 Students	3	14	6	0	1	24
S02 Staff	2	2	1	2	0	7
S02 Students	2	10	7	10	0	29
S03 Staff	0	2	4	2	0	8
S03 Students	6	9	6	6	3	30
A01 Staff	5	3	4	2	0	14
A01 Students	7	10	8	2	1	28
A02 Staff	0	3	3	1	0	7
A02 Students	3	6	10	3	0	22
A03 Staff	3	0	4	3	0	10
A03 Students	4	7	7	2	0	20
U01 Staff	0	4	4	0	0	8
U01 Students	4	8	7	2	0	21
U02 Staff	1	6	4	0	0	11
U02 Students	1	8	7	4	3	23
U03 Staff	0	3	3	1	1	8
U03 Students	10	11	10	4	0	35
P01 Students	2	2	5	4	0	13
P02 Staff	0	3	0	2	0	5
P02 Students	3	5	3	6	0	15

a) All Staff and All Students

Chi-square = 2.74 df= 4 p<0.8

b) All Students: Own Opinion and School Attitude

Chi-square = 13.8 df= 4 p<0.01

c) All Staff: Own Opinion and School Attitude

Chi-square = 16.9 df= 4 p<0.01

Question 3B: Teacher Qualities, School View: Sense of Humour.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	9	23	30	24	1	87
All Students	40	67	91	50	15	263
All Heads	4	2	2	0	0	8
S01 Staff	0	7	3	1	0	11
S01 Students	6	9	7	2	0	24
S02 Staff	2	2	1	2	0	7
S02 Students	4	8	6	11	0	29
S03 Staff	1	1	5	1	0	8
S03 Students	7	10	12	3	0	32
A01 Staff	2	1	6	3	1	13
A01 Students	4	8	10	2	4	28
A02 Staff	2	0	3	2	0	7
A02 Students	4	2	10	5	1	22
A03 Staff	1	2	2	4	0	9
A03 Students	5	6	6	2	1	20
U01 Staff	1	3	2	2	0	8
U01 Students	1	6	9	4	1	21
U02 Staff	0	3	5	3	0	11
U02 Students	2	6	7	5	3	23
U03 Staff	0	2	3	3	0	8
U03 Students	4	9	15	7	1	36
P01 Students	1	2	5	4	1	13
P02 Staff	0	2	0	3	0	5
P02 Students	2	1	4	5	3	15

a) All Staff and All Students

Chi-square = 6.4 df= 4 p<0.2

b) All Students: Own Opinion ans School Attitude

Chi-square = 75 df= 4 p<0.001

c) All Staff: Own Opinion and School Attitude

Chi-square = 40.37 df= 4 p<0.001

Question 3B: Teacher Qualities, School View: Well Organized.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	34	36	13	5	0	88
All Students	131	75	37	13	5	261
All Heads	2	5	1	0	0	8
S01 Staff	2	5	4	0	0	11
S01 Students	11	11	2	0	0	24
S02 Staff	3	3	1	0	0	7
S02 Students	17	5	7	0	0	29
S03 Staff	3	3	1	1	0	8
S03 Students	15	9	4	2	1	31
A01 Staff	7	7	0	0	0	14
A01 Students	15	6	2	3	2	28
A02 Staff	5	1	1	0	0	7
A02 Students	12	8	2	0	0	22
A03 Staff	5	2	1	1	0	9
A03 Students	11	6	1	0	1	19
U01 Staff	4	3	1	0	0	8
U01 Students	13	5	2	1	0	21
U02 Staff	3	6	2	0	0	11
U02 Students	7	8	4	4	0	23
U03 Staff	1	4	1	2	0	8
U03 Students	18	11	6	0	1	36
P01 Students	7	4	2	0	0	13
P02 Staff	1	2	1	1	0	5
P02 Students	5	2	5	3	0	15

a) All Staff and All Students

Chi-square = 6.89 df= 4 $p<0.2$

Question 3B: Teacher Qualities, School View: Keep Marking up to Date.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	31	30	19	7	1	88
All Students	114	80	41	15	9	259
All Heads	3	4	1	0	0	8
S01 Staff	2	3	6	0	0	11
S01 Students	9	7	6	2	0	24
S02 Staff	1	2	4	0	0	7
S02 Students	15	8	6	0	0	29
S03 Staff	1	4	1	2	0	8
S03 Students	8	14	3	3	1	29
A01 Staff	12	2	0	0	0	14
A01 Students	15	5	2	1	5	28
A02 Staff	6	0	1	0	0	7
A02 Students	16	3	3	0	0	22
A03 Staff	2	4	1	2	0	9
A03 Students	12	5	1	0	1	19
U01 Staff	1	4	2	1	0	8
U01 Students	8	6	7	0	0	21
U02 Staff	2	4	4	1	0	11
U02 Students	6	8	6	2	1	23
U03 Staff	2	5	1	0	0	8
U03 Students	18	13	5	0	0	36
P01 Students	3	6	1	3	0	13
P02 Staff	1	2	1	1	0	5
P02 Students	4	5	2	4	0	15

a) All Staff and All Students

Chi-square = 4.35 df= 4 $p<0.5$

b) All Staff: Own Opinion and School Attitude

Chi-square = 17.12 df= 4 $p<0.01$

Question 3B: Teacher Qualities, School View: Tests Regularly.

Results

	V.I	I.-	D.-	U.I	U.D	Tot-
All Staff	16	26	26	19	2	89
All Students	83	85	55	31	7	261
All Heads	1	3	2	1	1	8
S01 Staff	1	2	4	3	1	11
S01 Students	5	8	4	6	1	24
S02 Staff	0	3	3	1	0	7
S02 Students	15	6	6	2	0	29
S03 Staff	0	3	3	1	1	8
S03 Students	13	8	6	2	1	30
A01 Staff	8	4	1	1	0	14
A01 Students	13	7	3	2	3	28
A02 Staff	3	3	1	1	0	8
A02 Students	11	8	1	2	0	22
A03 Staff	1	4	2	2	0	9
A03 Students	8	8	4	0	0	20
U01 Staff	1	1	3	3	0	8
U01 Students	2	8	8	3	0	21
U02 Staff	1	1	4	5	0	11
U02 Students	5	8	3	7	0	23
U03 Staff	1	3	2	2	0	8
U03 Students	7	11	13	4	1	36
P01 Students	2	7	3	0	1	13
P02 Staff	0	2	3	0	0	5
P02 Students	2	6	4	3	0	15

a) All Staff and All Students

Chi-square = 10.11 df= 4 $p<0.05$

b) All Students: Own Opinion and School Attitude

Chi-square = 35.5 df= 4 $p<0.001$

c) All Staff: Own Opinion and School Attitude

Chi-square = 27.6 df= 4 $p<0.001$

Question 3B: Teacher Qualities, School View: Regular Homework.

Results

	V.I	I.-	D.-	U.I	U.D.	Tot-
All Staff	23	24	32	8	1	88
All Students	98	82	57	14	9	260
All Heads	1	3	4	0	0	8
S01 Staff	0	2	7	1	1	11
S01 Students	7	8	6	2	1	24
S02 Staff	0	4	3	0	0	7
S02 Students	15	11	2	1	0	5
S03 Staff	0	2	3	3	0	8
S03 Students	9	10	8	0	2	29
A01 Staff	13	1	0	0	0	14
A01 Students	12	5	5	2	4	28
A02 Staff	5	2	0	0	0	7
A02 Students	14	6	1	1	0	22
A03 Staff	4	3	3	0	0	10
A03 Students	9	6	3	1	1	20
U01 Staff	0	2	5	1	0	8
U01 Students	8	8	5	0	0	21
U02 Staff	0	2	7	2	0	11
U02 Students	8	4	8	2	1	23
U03 Staff	1	4	2	1	0	8
U03 Students	8	13	13	2	0	36
P01 Students	4	6	3	0	0	13
P02 Staff	1	2	2	0	0	5
P02 Students	4	5	3	3	0	15

a) All Staff and All Students

Chi-square = 9.899 df= 4 $p<0.05$

Question 3B: Teacher Qualities, School View: Sympathetic.

Results

	V.I	I.-	D.-	U.I	U.D.	Tot-
All Staff	21	30	27	10	0	88
All Students	32	80	97	40	10	259
All Heads	4	3	1	0	0	8
S01 Staff	4	4	2	1	0	11
S01 Students	4	10	9	0	1	24
S02 Staff	1	3	2	1	0	7
S02 Students	1	6	13	7	1	28
S03 Staff	3	2	2	1	0	8
S03 Students	7	8	11	3	0	29
A01 Staff	3	3	6	2	0	14
A01 Students	5	10	8	4	1	28
A02 Staff	0	3	4	0	0	7
A02 Students	2	8	7	4	1	22
A03 Staff	2	1	4	2	0	9
A03 Students	4	3	11	1	1	20
U01 Staff	0	8	0	0	0	8
U01 Students	1	8	7	5	0	21
U02 Staff	5	3	2	1	0	11
U02 Students	2	6	6	6	3	23
U03 Staff	2	2	3	1	0	8
U03 Students	3	13	14	5	1	36
P01 Students	1	5	6	1	0	13
P02 Staff	1	1	2	1	0	5
P02 Students	2	3	5	4	1	15

a) All Staff and All Students

Chi-square = 10.95 df= 4 $p<0.05$

Question 3B: Teacher Qualities, School View: A Good Listener.

Results

	V.I	I.-	D.-	U.I	U.D.	Tot-
All Staff	21	25	33	10	0	89
All Students	90	82	58	21	10	261
All Heads	7	0	1	0	0	8
S01 Staff	3	4	4	0	0	11
S01 Students	14	10	0	0	0	24
S02 Staff	1	3	3	0	0	7
S02 Students	5	15	5	3	0	28
S03 Staff	3	2	2	1	0	8
S03 Students	18	8	3	1	1	31
A01 Staff	4	2	6	2	0	14
A01 Students	14	8	2	1	3	28
A02 Staff	0	4	2	1	0	7
A02 Students	9	3	4	4	2	22
A03 Staff	2	2	2	4	0	10
A03 Students	6	8	6	0	0	20
U01 Staff	2	3	3	0	0	8
U01 Students	4	10	4	3	0	21
U02 Staff	4	2	4	1	0	11
U02 Students	4	5	7	5	2	23
U03 Staff	2	2	3	1	0	8
U03 Students	13	8	13	1	1	36
P01 Students	1	4	6	2	0	13
P02 Staff	0	1	4	0	0	5
P02 Students	2	3	8	1	1	15

a) All Staff and All Students

Chi-square = 12.35 df= 4 $p<0.02$

b) Students of S01 and the rest of the Students

Chi-square = 14.18 df= 4 $p<0.01$

Question 3: Comparison of Categories: Good Teacher Qualities.

Student Opinion

a) Academic Competence and Frightening

Chi-square = 401.75 df= 4 p<0.001

b) Academic Competence and Strictness

Chi-square = 223.67 df= 4 p<0.001

c) Academic Competence and Tests Regularly

Chi-square = 218.32 df= 4 p<0.001

d) Academic Competence and Sets regular Homework

Chi-square = 190.22 df= 4 p<0.001

e) Academic Competence and Firm Leadership

Chi-square = 136.56 df= 4 p<0.001

Question 4A: Student Qualities: Academic Ability.

Results

	V.I	I.-	D.-	U.I	U.D.	Tot-
All Staff	5	17	41	39	0	102
All Students	85	107	47	22	1	262
All Heads	1	2	3	3	0	9
S01 Staff	1	0	5	5	0	11
S01 Students	11	9	2	2	0	24
S02 Staff	0	3	2	2	0	7
S02 Students	7	12	5	6	0	30
S03 Staff	1	2	7	2	0	12
S03 Students	18	10	2	2	0	32
A01 Staff	1	5	3	6	0	15
A01 Students	7	11	7	3	0	28
A02 Staff	0	0	4	6	0	10
A02 Students	12	8	1	1	0	22
A03 Staff	1	1	6	3	0	11
A03 Students	3	9	6	0	1	19
U01 Staff	0	3	3	5	0	11
U01 Students	4	10	4	3	0	21
U02 Staff	0	1	5	5	0	11
U02 Students	3	12	7	0	0	22
U03 Staff	1	1	5	2	0	9
U03 Students	11	17	5	3	0	36
P01 Students	4	4	5	0	0	13
P02 Staff	0	1	1	3	0	5
P02 Students	5	5	3	2	0	15

a) All Staff and All Students

Chi-square = 89.34 df= 4 p<0.001

b) All Heads and All Staffs

Chi-square = 1.57 df= 3 p<0.8

c) Staff of S01 and the rest of the Staffs

Chi-square = 2.8 df= 3 p<0.5

d) Students of S01 and the rest of the Students

Chi-square = 2.9 df= 4 p<0.3

Question 4A: Student Qualities: Obedience.

Results

	V.I	I.-	D.-	U.I	U.D.	Tot-
All Staff	11	19	58	14	0	102
All Students	77	121	48	13	1	260
All Heads	0	1	5	3	0	9
S01 Staff	1	3	4	3	0	11
S01 Students	10	12	2	0	0	24
S02 Staff	0	0	5	2	0	7
S02 Students	12	12	6	0	0	30
S03 Staff	4	3	5	0	0	12
S03 Students	8	13	4	5	1	31
A01 Staff	2	3	8	2	0	15
A01 Students	7	15	4	2	0	28
A02 Staff	1	2	7	0	0	10
A02 Students	7	11	4	0	0	22
A03 Staff	1	3	6	1	0	11
A03 Students	7	12	1	0	0	20
U01 Staff	1	1	5	4	0	11
U01 Students	5	10	4	2	0	21
U02 Staff	0	1	10	0	0	11
U02 Students	3	11	8	0	0	22
U03 Staff	1	2	4	2	0	9
U03 Students	15	13	8	0	0	36
P01 Students	2	7	2	1	0	12
P02 Staff	0	1	4	0	0	5
P02 Students	1	5	5	3	0	14

a) All Staff and All Students

Chi-square = 71.57 df= 4 $p<0.001$

b) Students of Independent Schools and of State Schools

Chi-square = 10.6 df= 4 $p<0.05$

Question 4A: Students Qualities: Imagination.

Results

	V.I	I.-	D.-	U.I	U.D.	Tot-
All Staff	28	34	37	2	0	101
All Students	65	123	60	12	0	260
All Heads	1	6	2	0	0	9
S01 Staff	2	3	6	0	0	11
S01 Students	5	14	5	0	0	24
S02 Staff	2	3	2	0	0	7
S02 Students	7	13	7	3	0	30
S03 Staff	5	2	5	0	0	12
S03 Students	9	14	6	2	0	31
A01 Staff	7	4	4	0	0	15
A01 Students	7	14	4	3	0	28
A02 Staff	1	4	5	0	0	10
A02 Students	4	10	8	0	0	22
A03 Staff	2	5	3	1	0	11
A03 Students	0	12	7	1	0	20
U01 Staff	4	2	5	0	0	11
U01 Students	9	10	2	0	0	21
U02 Staff	2	6	3	0	0	11
U02 Students	7	7	8	0	0	22
U03 Staff	4	2	0	0	0	6
U03 Students	6	21	9	0	0	36
P01 Students	7	3	1	2	0	13
P02 Staff	1	1	2	1	0	5
P02 Students	4	5	4	1	0	14

a) All Staff and All Students

Chi-square = 9.62 df= 3 $p<0.05$

b) Students of A03 and the rest of the Students

Chi-square = 7.52 df= 3 $p<0.1$

c) Students of Independent Schools and of State Schools

Chi-square = 7.97 df= 3 $p<0.05$

d) Staff of Independent Schools and of State Schools

Chi-square = 8.97 df= 3 $p<0.05$

Question 4A: Student Qualities: Application to Work.

Results

	V.I	I.-	D.-	U.I	U.D.	Tot-
All Staff	58	31	12	0	0	101
All Students	139	99	23	2	0	263
All Heads	5	4	0	0	0	9
S01 Staff	5	5	1	0	0	11
S01 Students	9	14	1	0	0	24
S02 Staff	4	2	1	0	0	7
S02 Students	23	3	4	0	0	30
S03 Staff	8	3	1	0	0	12
S03 Students	15	15	1	2	0	33
A01 Staff	11	4	0	0	0	15
A01 Students	12	12	4	0	0	28
A02 Staff	8	1	1	0	0	10
A02 Students	13	8	1	0	0	22
A03 Staff	8	0	3	0	0	11
A03 Students	12	8	0	0	0	20
U01 Staff	3	7	0	0	0	10
U01 Students	10	8	3	0	0	21
U02 Staff	4	5	2	0	0	11
U02 Students	10	11	1	0	0	22
U03 Staff	5	2	2	0	0	9
U03 Students	19	13	4	0	0	36
P01 Students	7	5	1	0	0	13
P02 Staff	2	2	1	0	0	5
P02 Students	10	2	3	0	0	15

a) All Staff and All Students

Chi-square = 2.9 df= 3 $p<0.5$

b) Students of S02 and the rest of the Students

Chi-square = 11.54 df= 3 $p<0.01$

Question 4A: Students Qualities: Cheerfulness.

Results

	V.I	I.-	D.-	U.I	U.D.	Tot-
All Staff	18	32	48	3	0	101
All Students	89	94	62	14	3	262
All Heads	0	3	4	2	0	9
S01 Staff	3	2	5	1	0	11
S01 Students	8	12	4	0	0	24
S02 Staff	1	1	4	1	0	7
S02 Students	13	12	5	0	0	30
S03 Staff	1	5	6	0	0	12
S03 Students	13	7	9	2	1	32
A01 Staff	3	3	9	0	0	15
A01 Students	7	12	7	2	0	28
A02 Staff	4	3	3	0	0	10
A02 Students	6	5	9	2	0	22
A03 Staff	2	3	5	0	0	10
A03 Students	9	5	5	0	1	20
U01 Staff	1	4	5	0	0	10
U01 Students	6	9	4	2	0	21
U02 Staff	0	5	5	0	0	10
U02 Students	7	7	5	2	1	22
U03 Staff	3	4	2	0	0	9
U03 Students	9	19	8	0	0	36
P01 Students	6	4	2	1	0	13
P02 Staff	0	2	2	1	0	5
P02 Students	5	2	4	3	0	14

a) All Staff and All Students

Chi-square = 22.44 dfg= 4 $p<0.001$

Question 4A: Student Qualities: Enquiring Mind.

Results

	V.I	I.-	D.-	U.I	U.D.	Tot-
All Staff	59	32	10	0	0	101
All Students	91	94	61	14	2	262
All Heads	7	1	1	0	0	9
S01 Staff	3	6	2	0	0	11
S01 Students	6	9	8	0	1	24
S02 Staff	6	1	0	0	0	7
S02 Students	10	11	9	0	0	30
S03 Staff	8	4	0	0	0	12
S03 Students	6	14	4	6	0	30
A01 Staff	10	4	1	0	0	15
A01 Students	15	6	6	1	0	28
A02 Staff	4	3	3	0	0	10
A02 Students	8	11	3	0	0	22
A03 Staff	6	3	2	0	0	11
A03 Students	9	5	5	1	0	20
U01 Staff	7	3	0	0	0	10
U01 Students	9	7	3	2	0	21
U02 Staff	8	3	0	0	0	11
U02 Students	4	11	7	0	0	22
U03 Staff	5	3	1	0	0	9
U03 Students	13	13	9	1	0	36
P01 Students	3	4	3	2	1	13
P02 Staff	2	2	1	0	0	5
P02 Students	8	3	4	1	0	14

a) All Staff and All Students

Chi-square = 23.22 df= 4 $p<0.001$

Question 4A: Student Qualities: Nonconformity.

Results

	V.I	I.-	D.-	U.I	U.D.	Tot-
All Staff	2	10	15	67	7	101
All Students	35	80	65	48	31	259
All Heads	0	0	2	6	1	9
S01 Staff	1	1	1	7	0	10
S01 Students	5	5	7	5	2	24
S02 Staff	0	0	1	5	1	7
S02 Students	4	9	6	4	7	30
S03 Staff	0	1	1	9	1	12
S03 Students	3	10	8	9	2	32
A01 Staff	1	1	3	9	1	15
A01 Students	7	7	8	3	3	28
A02 Staff	0	0	1	8	1	10
A02 Students	3	9	5	0	4	21
A03 Staff	0	1	3	5	1	10
A03 Students	3	7	3	5	2	20
U01 Staff	0	2	2	7	0	11
U01 Students	3	10	5	3	0	21
U02 Staff	0	0	2	8	1	11
U02 Students	0	4	8	6	4	22
U03 Staff	0	1	1	7	0	9
U03 Students	5	12	7	6	4	34
P01 Students	1	4	2	4	2	13
P02 Staff	0	3	0	2	0	5
P02 Students	1	3	7	2	1	14

a) All Staff and All Students

Chi-square = 79.66 df= 4 $p<0.001$

Question 4A: Student Qualities: Assertiveness.

Results

	V.I	I.-	D.-	U.I	U.D.	Tot-
All Staff	4	23	42	29	1	99
All Students	71	121	50	16	1	259
All Heads	1	0	3	3	2	9
S01 Staff	1	2	6	2	0	11
S01 Students	5	11	7	1	0	24
S02 Staff	1	1	4	1	0	7
S02 Students	6	19	3	2	0	30
S03 Staff	0	2	4	5	0	11
S03 Students	9	11	8	3	1	32
A01 Staff	0	4	5	6	0	15
A01 Students	5	16	4	2	0	27
A02 Staff	0	5	4	0	0	9
A02 Students	7	12	3	0	0	22
A03 Staff	0	3	3	4	0	10
A03 Students	5	9	3	1	0	18
U01 Staff	1	0	7	3	0	11
U01 Students	6	12	0	3	0	21
U02 Staff	1	2	4	4	0	11
U02 Students	4	8	8	1	0	21
U03 Staff	0	3	3	2	1	9
U03 Students	14	15	6	1	0	36
P01 Students	4	5	4	0	0	13
P02 Staff	0	1	2	2	0	5
P02 Students	6	3	4	2	0	15

a) All Staff and All Students

Chi-square = 74.36 df= 1 $p<0.001$

b)Students of Independent Schools and of State Schools

Chi-sqared = 4.54 df= 4 $p<0.5$

Question 4A: Student Qualities: Individuality.

Results

	V.I	I.-	D.-	U.I	U.D.	Tot-
All Staff	26	38	31	7	0	102
All Students	110	97	37	16	1	261
All Heads	4	3	1	1	0	9
S01 Staff	3	3	4	1	0	11
S01 Students	7	11	3	3	0	24
S02 Staff	3	3	1	0	0	7
S02 Students	13	13	3	1	0	30
S03 Staff	4	4	3	1	0	12
S03 Students	13	11	4	4	0	32
A01 Staff	5	6	3	1	0	15
A01 Students	11	10	4	3	0	28
A02 Staff	2	5	3	0	0	10
A02 Students	9	8	3	2	0	22
A03 Staff	5	2	4	0	0	11
A03 Students	9	7	3	0	1	20
U01 Staff	2	5	2	2	0	11
U01 Students	8	9	3	1	0	21
U02 Staff	0	6	5	0	0	11
U02 Students	9	8	4	0	0	21
U03 Staff	1	2	4	2	0	9
U03 Students	12	18	4	2	0	36
P01 Students	10	0	3	0	0	13
P02 Staff	1	2	2	0	0	5
P02 Students	9	2	3	0	0	14

a) All Staff and All Students

Chi-square = 16.17 df= 4 $p<0.01$

b)Students of Independent Schools and of State Schools

Chi-square = 15.25 df= 4 $p<0.01$

c) Staff of U02 and the rest of the Staffs

Chi-square = 4.28 df= 1 $p<0.05$

Question 4A: Student Qualities: Ability to Argue.

Results

	V.I	I.-	D.-	U.I	U.D.	Tot-
All Staff	23	28	41	8	2	102
All Students	77	80	63	33	8	261
All Heads	1	4	4	0	0	9
S01 Staff	1	2	8	0	0	11
S01 Students	4	5	10	4	1	24
S02 Staff	2	2	3	0	0	7
S02 Students	11	9	7	2	1	30
S03 Staff	2	3	5	2	0	12
S03 Students	16	8	4	3	1	32
A01 Staff	5	3	5	1	1	15
A01 Students	6	14	6	2	0	28
A02 Staff	1	4	4	1	0	10
A02 Students	8	7	4	2	1	22
A03 Staff	5	0	3	3	0	11
A03 Students	4	5	5	5	1	20
U01 Staff	1	6	3	1	0	11
U01 Students	6	7	4	4	0	21
U02 Staff	1	4	5	0	1	11
U02 Students	4	8	6	2	1	21
U03 Staff	4	3	2	0	0	9
U03 Students	8	10	11	6	1	36
P01 Students	4	4	1	3	1	13
P02 Staff	1	1	3	0	0	5
P02 Students	6	3	5	0	0	14

a) All Staff and All Students

Chi-square = 9.96 df= 4 $p<0.05$

Question 4A: Student Qualities: Honesty.

Results

	V.I	I.-	D.-	U.I	U.D.	Tot-
All Staff	61	26	13	2	0	102
All Students	187	58	11	2	2	260
All Heads	4	1	3	1	0	9
S01 Staff	5	4	1	1	0	11
S01 Students	19	4	0	1	0	24
S02 Staff	2	4	1	0	0	7
S02 Students	26	4	0	0	0	30
S03 Staff	11	0	1	0	0	12
S03 Students	23	7	2	0	0	32
A01 Staff	7	6	2	0	0	15
A01 Students	14	12	2	0	0	28
A02 Staff	8	2	0	0	0	10
A02 Students	16	4	2	0	0	22
A03 Staff	8	2	1	0	0	11
A03 Students	16	4	0	0	0	20
U01 Staff	7	2	1	1	0	11
U01 Students	13	5	1	1	1	21
U02 Staff	6	3	2	0	0	11
U02 Students	12	7	1	0	1	21
U03 Staff	5	2	2	0	0	9
U03 Students	27	9	0	0	0	36
P01 Students	13	0	0	0	0	13
P02 Staff	2	1	2	0	0	5
P02 Students	9	2	3	0	0	14

a) All Staff and All Students

Chi-square = 11.47 df= 4 p<0.05

b) Students of Independent Schools and of State schools

Chi-square = 4.94 df= 2 p<0.1

c) Staff of Independent Schools and of State Schools

Chi-square = 2.66 df= 2 p<0.3

Question 4B: Student Qualities, School View: Academic Ability.

Results

	V.I	I.-	D.-	U.I	U.D	Tot.
All Staff	20	27	22	17	0	86
All Students	110	94	41	10	7	262
All Heads	1	2	2	3	0	8
S01 Staff	1	2	4	4	0	11
S01 Students	10	10	2	2	0	24
S02 Staff	0	4	2	1	0	7
S02 Students	12	8	8	1	1	30
S03 Staff	2	4	2	0	0	8
S03 Students	14	10	4	3	1	32
A01 Staff	8	2	2	1	0	13
A01 Students	12	9	3	1	3	28
A02 Staff	3	1	2	1	0	7
A02 Students	14	7	1	0	0	22
A03 Staff	3	3	2	0	0	8
A03 Students	7	9	2	0	1	19
U01 Staff	0	3	4	2	0	9
U01 Students	6	9	6	0	0	21
U02 Staff	0	3	3	4	0	10
U02 Students	8	7	6	0	1	22
U03 Staff	2	2	2	2	0	8
U03 Students	14	15	5	2	0	36
P01 Students	6	5	2	0	0	13
P02 Staff	1	3	1	0	0	5
P02 Students	7	5	2	1	0	15

a) All Staff and All Students

Chi-square = 33.34 df= 4 $p<0.001$

Question 4B: Student Qualities, School View: Obedience.

Results

	V.I	I.-	D.-	U.I	U.D	Tot.
All Staff	24	28	28	6	0	86
All Students	148	67	32	11	2	260
All Heads	0	1	5	2	0	8
SO1 Staff	4	1	4	2	0	11
SO1 Students	11	12	1	0	0	24
SO2 Staff	1	3	3	0	0	7
SO2 Students	20	6	2	2	0	30
SO3 Staff	3	2	3	0	0	8
SO3 Students	14	8	6	2	1	31
AO1 Staff	7	4	2	0	0	13
AO1 Students	20	3	3	1	1	28
AO2 Staff	3	3	0	0	0	6
AO2 Students	14	6	1	1	0	22
AO3 Staff	2	3	2	0	0	7
AO3 Students	11	6	1	3	0	21
UO1 Staff	3	0	3	3	0	9
UO1 Students	9	8	4	0	0	21
UO2 Staff	0	7	3	0	0	10
UO2 Students	8	6	7	1	0	22
UO3 Staff	1	2	4	1	0	8
UO3 Students	21	9	6	0	0	36
PO1 Students	11	0	0	1	0	12
PO2 Staff	0	3	2	0	0	5
PO2 Students	9	3	1	1	0	14

a) All Staff and All Students

Chi-square = 29.04 df= 4 p<0.001

b) All Staff: Own Opinion and School Attitude

Chi-square = 18.91 df= 3 p<0.001

c) All Students: Own Opinion and School Attitude

Chi-square = 43.11 df= 4 p<0.001

d) Students of Independent Schools: Own Opinion and School Attitude

Chi-square = 23.12 df= 3 p<0.001

Question 4B: Student Qualities, School View: Imagination.

Results

	V.I	I.-	D.-	U.I	U.D	Tot.
All Staff	8	30	34	9	1	82
All Students	53	107	77	19	4	260
All Heads	1	5	2	0	0	8
S01 Staff	0	3	8	0	0	11
S01 Students	5	13	6	0	0	24
S02 Staff	2	2	1	2	0	7
S02 Students	8	11	11	0	0	30
S03 Staff	1	4	2	1	0	8
S03 Students	3	17	9	2	0	31
A01 Staff	3	2	6	1	1	13
A01 Students	7	12	4	3	2	28
A02 Staff	0	2	3	1	0	6
A02 Students	2	10	6	4	0	22
A03 Staff	1	1	3	2	0	7
A03 Students	7	2	9	2	0	20
U01 Staff	1	3	5	0	0	9
U01 Students	4	10	6	1	0	21
U02 Staff	0	7	3	0	0	10
U02 Students	3	9	6	3	1	22
U03 Staff	0	4	3	1	0	8
U03 Students	9	13	13	1	0	36
P01 Students	3	6	1	2	1	13
P02 Staff	0	2	1	1	0	4
P02 Students	2	4	7	1	0	14

a) All Staff and All Students

Chi-square = 8.025 df= 4 p<0.1

b) All Staff: Own Opinion and School Attitude

Chi-square = 15.12 df= 4 p<0.01

c) All Students: Own Opinion and School Attitude

Chi-square = 10.02 df= 4 p<0.05

Question 4B: Student Qualities, School View: Application to Work.

Results

	V.I	I.-	D.-	U.I	U.D	Tot.
All Staff	46	28	9	0	0	83
All Students	161	82	17	3	0	263
All Heads	4	4	0	0	0	8
S01 Staff	5	6	0	0	0	11
S01 Students	10	13	1	0	0	24
S02 Staff	4	3	0	0	0	7
S02 Students	26	2	2	0	0	30
S03 Staff	5	1	2	0	0	8
S03 Students	16	11	3	2	0	32
A01 Staff	9	3	1	0	0	13
A01 Students	14	10	4	0	0	28
A02 Staff	5	1	0	0	0	6
A02 Students	17	5	0	0	0	22
A03 Staff	6	1	1	0	0	8
A03 Students	11	7	2	0	0	20
U01 Staff	2	6	0	0	0	8
U01 Students	15	6	0	0	0	21
U02 Staff	3	4	3	0	0	10
U02 Students	12	6	3	1	0	22
U03 Staff	4	2	2	0	0	8
U03 Students	21	13	2	0	0	36
P01 Students	10	3	0	0	0	13
P02 Staff	3	1	1	0	0	5
P02 Students	9	6	0	0	0	15

a) All Staff and All Students

Chi-square = 1.275 df= 2 $p<0.7$

b) Students of S02 and the rest of the Students

Chi-square = 9.7 df= 2 $p<0.01$

c) Students of S03 and the rest of the Students

Chi-square = 9.54 df= 3 $p<0.05$

Question 4B: Student Qualities, School View: Cheerfulness.

Results

	V.I	I.-	D.-	U.I	U.D	Tot.
All Staff	8	20	41	15	1	85
All Students	46	100	78	34	4	262
All Heads	0	3	2	3	0	8
S01 Staff	1	2	7	1	0	11
S01 Students	7	14	2	1	0	24
S02 Staff	0	3	4	0	0	7
S02 Students	5	12	9	4	0	30
S03 Staff	2	1	3	1	0	7
S03 Students	7	10	13	2	0	32
A01 Staff	3	1	6	2	1	13
A01 Students	5	10	9	2	2	28
A02 Staff	1	1	3	2	0	7
A02 Students	2	7	7	5	1	22
A03 Staff	1	1	3	3	0	8
A03 Students	3	7	8	2	0	20
U01 Staff	0	3	5	1	0	9
U01 Students	3	9	6	3	0	21
U02 Staff	0	3	5	2	0	10
U02 Students	5	5	7	4	1	22
U03 Staff	0	3	4	1	0	8
U03 Students	7	19	5	5	0	36
P01 Students	1	4	6	2	0	13
P02 Staff	0	2	1	2	0	5
P02 Students	1	3	6	4	0	14

a) All Staff and All Students

Chi-square = 14.09 df= 4 $p<0.01$

Question 4B: Student Qualities, School View: Enquiring Mind.

Results

	V.I	I.-	D.-	U.I	U.D	Tot.
All Staff	34	32	13	4	0	83
All Students	94	95	55	13	5	262
All Heads	5	2	1	0	0	8
S01 Staff	3	5	2	1	0	11
S01 Students	5	9	7	2	1	24
S02 Staff	3	2	2	0	0	7
S02 Students	12	14	2	1	1	30
S03 Staff	4	1	2	1	0	8
S03 Students	10	13	5	4	0	32
A01 Staff	5	7	0	1	0	13
A01 Students	15	8	4	1	0	28
A02 Staff	3	3	0	0	0	6
A02 Students	8	7	6	1	0	22
A03 Staff	5	1	2	0	0	8
A03 Students	4	7	7	1	1	20
U01 Staff	3	4	1	0	0	8
U01 Students	8	7	6	0	0	21
U02 Staff	4	5	0	0	0	9
U02 Students	12	3	7	1	0	23
U03 Staff	3	2	2	1	0	8
U03 Students	15	17	3	0	1	36
P01 Students	3	7	3	0	0	13
P02 Staff	1	2	2	0	0	5
P02 Students	3	3	6	2	0	14

a) All Staff and All students

Chi-square = 3.04 df= 4 $p<0.7$

b) All Staff: Own Opinion and School Attitude

Chi-square = 9.46 df= 3 $p<0.05$

Question 4B: Student Qualities, School View: Nonconformity.

Results

	V.I	I.-	D.-	U.I	U.D	Tot.
All Staff	1	4	11	31	37	84
All Students	45	64	60	45	44	258
All Heads	0	0	2	4	2	8
S01 Staff	0	1	1	6	3	11
S01 Students	5	5	6	7	1	24
S02 Staff	0	0	1	2	4	7
S02 Students	5	5	7	5	8	30
S03 Staff	0	1	1	3	2	7
S03 Students	6	10	7	6	3	32
A01 Staff	1	1	1	1	9	13
A01 Students	4	9	8	3	4	28
A02 Staff	0	0	0	2	5	7
A02 Students	6	2	5	4	4	21
A03 Staff	0	0	2	1	4	7
A03 Students	5	4	4	1	6	20
U01 Staff	0	1	3	3	2	9
U01 Students	2	13	2	2	2	21
U02 Staff	0	0	1	5	4	10
U02 Students	2	5	4	5	6	22
U03 Staff	0	0	0	7	1	8
U03 Students	5	8	8	6	6	33
P01 Students	1	2	5	4	1	13
P02 Staff	0	0	1	1	3	5
P02 Students	4	1	4	2	3	14

a) All Staff and All Students

Chi-square = 58.55 df= 4 $p<0.001$

Question 4B: Student Qualities, School View: Assertiveness.

Results

	V.I	I.-	D.-	U.I	U.D	Tot.
All Staff	4	15	31	25	8	83
All Students	88	96	51	19	4	258
All Heads	1	0	2	3	2	8
S01 Staff	1	1	5	4	0	11
S01 Students	5	11	7	1	0	24
S02 Staff	0	2	3	1	1	7
S02 Students	11	13	3	2	1	30
S03 Staff	0	4	1	1	1	7
S03 Students	8	7	12	3	1	31
A01 Staff	1	1	3	7	1	13
A01 Students	12	8	4	1	2	27
A02 Staff	0	1	4	1	0	6
A02 Students	8	11	2	1	0	22
A03 Staff	0	1	2	3	1	7
A03 Students	7	7	3	1	0	18
U01 Staff	1	0	5	2	1	9
U01 Students	7	9	3	2	0	21
U02 Staff	0	2	4	3	1	10
U02 Students	6	7	7	1	0	21
U03 Staff	1	1	3	2	1	8
U03 Students	15	13	5	3	0	36
P01 Students	6	5	2	0	0	13
P02 Staff	0	2	1	1	1	5
P02 Students	3	5	3	4	0	15

a) All Staff and All Students

Chi-square = 72.05 df= 4 $p<0.001$

Question 4B: Student Qualities, School View: Individuality.

Results

	V.I	I.-	D.-	U.I	U.D	Tot.
All Staff	8	19	33	20	3	83
All Students	71	87	65	30	8	261
All Heads	1	4	2	1	0	8
S01 Staff	1	3	5	2	0	11
S01 Students	7	11	3	2	1	24
S02 Staff	1	3	0	3	0	7
S02 Students	8	15	5	2	0	30
S03 Staff	2	3	0	1	1	7
S03 Students	9	11	9	3	0	32
A01 Staff	1	1	5	4	1	12
A01 Students	7	8	8	1	4	28
A02 Staff	0	2	3	1	0	6
A02 Students	10	6	4	2	0	22
A03 Staff	1	3	1	3	0	8
A03 Students	5	5	6	3	1	20
U01 Staff	1	1	4	2	1	9
U01 Students	4	6	9	2	0	21
U02 Staff	1	1	6	2	0	10
U02 Students	7	1	7	6	0	21
U03 Staff	0	0	7	1	0	8
U03 Students	9	16	7	2	2	36
P01 Students	3	6	2	2	0	13
P02 Staff	0	2	2	1	0	5
P02 Students	2	2	5	5	0	14

a) All Staff and All Students

Chi-square = 22.57 df= 4 p<0.001

b) Students of Independent Schools and of State Schools

Chi-square = 7.29 df= 4 p<0.2

c) All Students: Own Opinion and School Attitude

Chi-square = 26.32 df= 4 p<0.001

d) All Staff: Own Opinion and School Attitude

Chi-square = 23.45 df= 4 p<0.001

Question 4B: Student Qualities, School View: Ability to Argue.

Results

	V.I	I.-	D.-	U.I	U.D	Tot.
All Staff	7	21	35	14	7	84
All Students	43	72	73	37	36	261
All Heads	1	2	4	1	0	8
S01 Staff	2	1	8	0	0	11
S01 Students	4	4	10	4	2	24
S02 Staff	0	2	2	3	0	7
S02 Students	5	14	5	3	3	30
S03 Staff	0	2	3	1	1	7
S03 Students	8	8	7	7	2	32
A01 Staff	2	1	6	2	2	13
A01 Students	6	9	4	2	7	28
A02 Staff	0	3	3	0	0	6
A02 Students	5	7	6	2	2	22
A03 Staff	1	3	0	2	2	8
A03 Students	2	4	3	5	6	20
U01 Staff	0	4	3	1	1	9
U01 Students	2	6	9	4	0	21
U02 Staff	0	3	4	2	1	10
U02 Students	5	3	3	6	4	21
U03 Staff	1	1	4	2	0	8
U03 Students	2	11	15	1	7	36
P01 Students	1	3	5	2	2	13
P02 Staff	2	1	2	0	0	5
P02 Students	3	3	6	1	1	14

a) All Staff and All Students

Chi-square = 8.62 df= 4 $p<0.1$

b) All Staff: Own Opinion and School Attitude

Chi-square = 12.75 df= 4 $p<0.02$

c) All Students: Own Opinion and School Attitude

Chi-square = 28.76 df= 4 $p<0.001$

Question 4B: Student Qualities, School View: Honesty.

Results

	V.I	I.-	D.-	U.I	U.D	Tot.
All Staff	41	24	18	1	0	84
All Students	188	52	18	0	2	260
All Heads	4	1	2	1	0	8
S01 Staff	6	4	1	0	0	11
S01 Students	20	4	0	0	0	24
S02 Staff	3	3	1	0	0	7
S02 Students	25	5	0	0	0	30
S03 Staff	4	2	1	0	0	7
S03 Students	19	11	2	0	0	32
A01 Staff	7	3	3	0	0	13
A01 Students	17	8	2	0	1	28
A02 Staff	5	1	0	0	0	6
A02 Students	18	4	0	0	0	22
A03 Staff	4	2	2	0	0	8
A03 Students	14	6	0	0	0	20
U01 Staff	4	3	1	1	0	9
U01 Students	16	3	2	0	0	21
U02 Staff	4	2	4	0	0	10
U02 Students	15	2	3	0	1	21
U03 Staff	2	3	3	0	0	8
U03 Students	27	5	4	0	0	36
P01 Students	7	4	2	0	0	13
P02 Staff	2	1	2	0	0	5
P02 Students	11	0	3	0	0	14

a) All Staff and All Students

Chi-square = 23.84 df= 4 $p<0.001$

Question 4A: Comparison of Categories: Good Student Qualities.

a) Honesty and Nonconformity (Students)

Chi-square = 213.71 df= 4 p<0.001

b) Enquiring Mind and Nonconformity (Staff)

Chi-square = 69.39 df= 4 p<0.001

c) Enquiring Mind and Ability to Argue (Staff)

Chi-square = 44.9 df= 4 p<0.001

d) Enquiring Mind and Assertiveness (Staff)

Chi-square = 99.47 df= 4 p<0.001

Question 4B: Comparison of Categories: Good Student Qualities.

a) Honesty and Nonconformity (Students)

Chi-square = 204.96 df= 4 p<0.001

b) Enquiring Mind and Nonconformity (Staff)

Chi-square = 110.91 df= 4 p<0.001

c) Enquiring Mind and Ability to Argue (Staff)

Chi-square = 42.74 df= 4 p<0.001

d) Enquiring Mind and Assertiveness (Staff)

Chi-square = 60.38 df= 4 p<0.001

e) Enquiring Mind and Individuality (Staff)

Chi-square = 20.89 df= 4 p<0.001

Question 5: Offences in School: Smoking.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	6	36	50	11	103
All Students	70	96	70	26	262
All Heads	2	1	6	0	9
S01 Staff	1	4	5	1	11
S01 Students	9	9	3	3	24
S02 Staff	0	4	3	0	7
S02 Students	5	14	10	0	29
S03 Staff	1	3	8	0	12
S03 Students	20	9	1	2	32
A01 Staff	0	6	6	3	15
A01 Students	9	3	10	6	28
A02 Staff	1	4	4	1	10
A02 Students	5	12	5	0	22
A03 Staff	0	4	7	0	11
A03 Students	5	8	5	2	20
U01 Staff	1	5	3	2	11
U01 Students	7	9	4	1	21
U02 Staff	0	3	8	1	12
U02 Students	3	6	9	4	22
U03 Staff	2	2	3	2	9
U03 Students	5	17	12	2	36
P01 Students	0	4	5	0	9
P02 Staff	0	1	3	1	5
P02 Students	2	5	6	2	15

a) All Staff and All Students

Chi-square = 26.23 df= 3 $p<0.001$

b) Students of Independent Schools and of State Schools

Chi-square = 7.03 df= 3 $p<0.1$

Question 5: Offences in School: Lateness.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	4	43	54	2	103
All Students	13	81	141	27	262
All Heads	1	2	5	1	9
S01 Staff	0	1	9	1	11
S01 Students	1	10	11	2	24
S02 Staff	0	3	4	0	7
S02 Students	4	8	16	1	29
S03 Staff	1	8	3	0	12
S03 Students	4	6	16	6	32
A01 Staff	0	7	8	0	15
A01 Students	1	10	16	1	28
A02 Staff	2	3	5	0	10
A02 Students	0	9	10	3	22
A03 Staff	1	5	5	0	11
A03 Students	0	4	14	2	20
U01 Staff	0	8	3	0	11
U01 Students	0	6	12	3	21
U02 Staff	0	3	8	1	12
U02 Students	1	6	13	2	22
U03 Staff	0	3	6	0	9
U03 Students	1	20	15	0	36
P01 Students	1	2	8	2	13
P02 Staff	0	2	3	0	5
P02 Students	0	0	10	5	15

a) All Staff and All Students

Chi-square = 9.3 df= 3 $p<0.05$

Question 5: Offences in School: Vandalism.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	73	30	0	0	103
All Students	162	87	9	5	263
All Heads	6	3	0	0	9
S01 Staff	9	2	0	0	11
S01 Students	15	7	0	2	24
S02 Staff	3	4	0	0	7
S02 Students	19	10	0	0	29
S03 Staff	9	3	0	0	12
S03 Students	24	8	0	0	32
A01 Staff	9	6	0	0	15
A01 Students	9	15	3	1	28
A02 Staff	10	0	0	0	10
A02 Students	17	5	0	0	22
A03 Staff	8	3	0	0	11
A03 Students	12	6	2	0	20
U01 Staff	9	2	0	0	11
U01 Students	17	4	0	0	21
U02 Staff	9	3	0	0	12
U02 Students	10	9	1	2	22
U03 Staff	6	3	0	0	9
U03 Students	27	9	0	0	36
P01 Students	8	4	1	0	13
P02 Staff	1	4	0	0	5
P02 Students	4	10	1	0	15

a) All Staff and All Students

Chi-square = 6.75 df= 3 $p<0.1$

Question 5: Offences in School: Rudeness to Staff.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	52	48	2	0	102
All Students	68	135	45	14	262
All Heads	4	5	0	0	9
S01 Staff	3	7	1	0	11
S01 Students	6	13	3	2	24
S02 Staff	2	5	0	0	7
S02 Students	9	15	3	2	29
S03 Staff	7	5	0	0	12
S03 Students	18	8	5	1	32
A01 Staff	10	5	0	0	15
A01 Students	5	16	4	3	28
A02 Staff	7	2	0	0	9
A02 Students	8	11	1	2	22
A03 Staff	4	7	0	0	11
A03 Students	4	12	4	0	20
U01 Staff	8	3	0	0	11
U01 Students	4	12	4	1	21
U02 Staff	4	7	1	0	12
U02 Students	1	13	7	1	22
U03 Staff	5	4	0	0	9
U03 Students	7	22	6	1	36
P01 Students	5	7	1	0	13
P02 Staff	2	3	0	0	5
P02 Students	1	6	7	1	15

a) All Staff and All Students

Chi-square = 32.87 df= 3 $p<0.001$

Question 5: Offences in School: Rudeness to Students.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	37	57	8	0	102
All Students	44	103	82	32	261
All Heads	3	5	1	0	9
S01 Staff	1	9	1	0	11
S01 Students	4	9	11	0	24
S02 Staff	2	5	0	0	7
S02 Students	8	11	7	3	29
S03 Staff	4	7	1	0	12
S03 Students	7	17	7	1	32
A01 Staff	10	5	0	0	15
A01 Students	6	13	7	2	28
A02 Staff	5	1	3	0	9
A02 Students	3	8	9	2	22
A03 Staff	3	8	0	0	11
A03 Students	1	8	8	2	19
U01 Staff	7	4	0	0	11
U01 Students	4	9	4	4	21
U02 Staff	1	10	1	0	12
U02 Students	1	7	10	4	22
U03 Staff	2	5	2	0	9
U03 Students	5	16	11	4	36
P01 Students	2	3	2	6	13
P02 Staff	2	3	0	0	5
P02 Students	3	2	6	4	15

a) All Staff and All Students

Chi-square = 45.7 df= 3 $p<0.001$

Question 5: Offences in School: Damage to Other People's Property.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	74	28	0	0	102
All Students	152	89	16	5	262
All Heads	6	3	0	0	9
S01 Staff	7	4	0	0	11
S01 Students	9	12	3	0	24
S02 Staff	3	4	0	0	7
S02 Students	20	7	1	1	29
S03 Staff	9	3	0	0	12
S03 Students	19	10	3	0	32
A01 Staff	11	4	0	0	15
A01 Students	12	10	4	2	28
A02 Staff	9	1	0	0	10
A02 Students	13	6	2	1	22
A03 Staff	7	4	0	0	11
A03 Students	15	5	0	0	20
U01 Staff	10	1	0	0	11
U01 Students	10	11	0	0	21
U02 Staff	8	4	0	0	12
U02 Students	16	4	1	1	22
U03 Staff	6	3	0	0	9
U03 Students	25	11	0	0	36
P01 Students	7	5	1	0	13
P02 Staff	5	0	0	0	5
P02 Students	6	8	1	0	15

a) All Staff and All Students

Chi-square = 11.78 df= 3 $p<0.01$

Question 5: Offences in School: Racist Behaviour.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	86	17	0	0	103
All Students	128	90	30	15	263
All Heads	6	3	0	0	9
S01 Staff	9	2	0	0	11
S01 Students	11	10	2	1	24
S02 Staff	7	0	0	0	7
S02 Students	16	8	3	2	29
S03 Staff	10	2	0	0	12
S03 Students	22	6	2	2	32
A01 Staff	13	2	0	0	15
A01 Students	11	10	5	2	28
A02 Staff	8	2	0	0	10
A02 Students	11	8	4	0	23
A03 Staff	9	2	0	0	11
A03 Students	11	7	1	1	20
U01 Staff	9	2	0	0	11
U01 Students	11	8	2	0	21
U02 Staff	10	2	0	0	12
U02 Students	10	6	5	1	22
U03 Staff	6	3	0	0	9
U03 Students	17	14	3	2	36
P01 Students	4	6	1	2	13
P02 Staff	5	0	0	0	5
P02 Students	4	7	2	2	15

a) All Staff and All Students

Chi-square = 40.73 df= 3 $p<0.001$

b) Students of S03 and the rest of the Students

Chi-square = 6.398 df= 3 $p<0.1$

c) Students of Independent Schools and of State Schools

Chi-square = 7.95 df= 3 $p<0.05$

Question 5: Offences in School: Lying.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	50	45	5	0	100
All Students	52	128	70	12	262
All Heads	2	7	0	0	9
S01 Staff	2	8	1	0	11
S01 Students	7	9	6	2	24
S02 Staff	1	6	0	0	7
S02 Students	5	19	4	1	29
S03 Staff	6	5	1	0	12
S03 Students	7	14	10	1	32
A01 Staff	9	5	1	0	15
A01 Students	4	11	12	1	28
A02 Staff	5	4	0	0	9
A02 Students	3	13	4	2	22
A03 Staff	10	1	0	0	11
A03 Students	8	8	3	1	20
U01 Staff	7	4	0	0	11
U01 Students	7	8	5	1	21
U02 Staff	2	6	2	0	10
U02 Students	2	12	7	1	22
U03 Staff	5	4	0	0	9
U03 Students	5	21	9	1	36
P01 Students	3	6	3	1	13
P02 Staff	3	2	0	0	5
P02 Students	1	7	7	0	15

a) All Staff and All Students

Chi-square = 44.5 df= 3 $p<0.001$

b) Staff of A03 and the rest of the Staffs

Chi-square = 8.3 df= 3 $p<0.02$

c) Students of A03 and the rest of the Students

Chi-square = 5.9 df= 3 $p<0.2$

Question 5: Offences in School: Truanting.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	26	62	14	0	102
All Students	101	101	53	7	262
All Heads	4	2	2	1	9
S01 Staff	2	6	3	0	11
S01 Students	8	15	1	0	24
S02 Staff	1	6	0	0	7
S02 Students	20	7	2	0	29
S03 Staff	4	6	2	0	12
S03 Students	11	10	7	4	32
A01 Staff	5	8	2	0	15
A01 Students	6	11	11	0	28
A02 Staff	0	9	1	0	10
A02 Students	9	12	1	0	22
A03 Staff	3	7	1	0	11
A03 Students	11	7	2	0	20
U01 Staff	3	7	1	0	11
U01 Students	12	5	3	1	21
U02 Staff	2	7	2	0	11
U02 Students	6	8	6	2	22
U03 Staff	5	3	1	0	9
U03 Students	16	14	6	0	36
P01 Students	0	7	6	0	13
P02 Staff	1	3	1	0	5
P02 Students	2	5	8	0	15

a) All Staff and All Students

Chi-square = 16.08 df= 3 $p<0.01$

Question 5: Offences in School: Swearing.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	9	58	34	1	102
All Students	35	77	109	40	261
All Heads	1	3	5	0	9
S01 Staff	0	8	3	0	11
S01 Students	6	13	4	1	24
S02 Staff	0	4	3	0	7
S02 Students	5	5	13	6	29
S03 Staff	3	5	4	0	12
S03 Students	11	12	7	2	32
A01 Staff	1	8	6	0	15
A01 Students	2	13	10	3	28
A02 Staff	1	8	1	0	10
A02 Students	3	5	10	4	22
A03 Staff	0	10	1	0	11
A03 Students	2	4	13	1	20
U01 Staff	2	5	4	0	11
U01 Students	2	7	9	3	21
U02 Staff	1	2	7	1	11
U02 Students	2	4	12	4	22
U03 Staff	0	7	2	0	9
U03 Students	2	10	18	6	36
P01 Students	0	3	5	5	13
P02 Staff	1	1	3	0	5
P02 Students	0	2	8	5	15

a) All Staff and All Students

Chi-square = 30.78 df= 3 $p<0.001$

Question 5: Offences in School: Not Doing Homework.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	6	37	56	4	103
All Students	21	95	127	19	262
All Heads	0	4	5	0	9
S01 Staff	0	2	9	0	11
S01 Students	2	8	13	1	24
S02 Staff	1	1	5	0	7
S02 Students	1	16	10	2	29
S03 Staff	3	2	7	0	12
S03 Students	4	13	12	4	33
A01 Staff	1	4	9	1	15
A01 Students	1	13	12	2	28
A02 Staff	0	5	5	0	10
A02 Students	2	10	10	0	22
A03 Staff	1	7	3	0	11
A03 Students	2	14	12	2	30
U01 Staff	0	3	6	2	11
U01 Students	2	10	7	2	21
U02 Staff	0	6	5	1	12
U02 Students	3	6	11	2	22
U03 Staff	0	4	5	0	9
U03 Students	3	9	23	1	36
P01 Students	1	4	7	1	13
P02 Staff	0	3	2	0	5
P02 Students	0	2	11	2	15

a) All Staff and All Students

Chi-square = 2.34 df= 3 p<0.5

Question 5: Offences in School: Defacing Books.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	22	57	23	0	102
All Students	31	103	88	39	261
All Heads	2	4	3	0	9
S01 Staff	2	7	2	0	11
S01 Students	1	9	9	5	24
S02 Staff	0	5	2	0	7
S02 Students	3	10	9	7	29
S03 Staff	6	5	1	0	12
S03 Students	6	18	8	0	32
A01 Staff	2	8	5	0	15
A01 Students	0	9	12	7	28
A02 Staff	3	5	2	0	10
A02 Students	5	8	6	2	21
A03 Staff	3	6	2	0	11
A03 Students	2	7	9	2	20
U01 Staff	2	7	2	0	11
U01 Students	3	9	8	1	21
U02 Staff	2	5	4	0	11
U02 Students	6	3	9	4	22
U03 Staff	2	6	1	0	9
U03 Students	3	17	9	7	36
P01 Students	1	8	3	1	13
P02 Staff	0	3	2	0	5
P02 Students	1	5	6	3	15

a) All Staff and All Students

Chi-square = 27.4 df= 3 $p<0.001$

Question 5: Offences in School:Stealing.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	84	19	0	0	103
All Students	205	49	5	3	262
All Heads	7	2	0	0	9
S01 Staff	11	9	0	0	20
S01 Students	19	4	1	0	24
S02 Staff	3	4	0	0	7
S02 Students	25	4	0	0	29
S03 Staff	11	1	0	0	12
S03 Students	26	5	1	0	32
A01 Staff	11	4	0	0	15
A01 Students	17	11	0	0	28
A02 Staff	9	1	0	0	10
A02 Students	17	5	0	0	22
A03 Staff	10	1	0	0	11
A03 Students	16	4	0	0	20
U01 Staff	8	3	0	0	11
U01 Students	19	1	1	0	21
U02 Staff	10	2	0	0	12
U02 Students	14	5	1	2	22
U03 Staff	7	2	0	0	9
U03 Students	32	4	0	0	36
P01 Students	8	4	0	1	13
P02 Staff	4	1	0	0	5
P02 Students	12	2	1	0	15

a) All Staff and All Students

Chi-square = 3.2 df= 3 $p<0.5$

Question 5: Offences in School: Bullying.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	94	8	1	0	103
All Students	123	111	21	6	261
All Heads	7	2	0	0	9
S01 Staff	11	0	0	0	11
S01 Students	8	14	2	0	24
S02 Staff	7	0	0	0	7
S02 Students	20	8	1	0	29
S03 Staff	10	2	0	0	12
S03 Students	18	8	3	3	32
A01 Staff	13	2	0	0	15
A01 Students	10	13	5	0	28
A02 Staff	9	0	1	0	10
A02 Students	8	10	4	0	22
A03 Staff	9	2	0	0	11
A03 Students	6	11	2	1	20
U01 Staff	10	1	0	0	11
U01 Students	9	10	2	0	21
U02 Staff	11	1	0	0	12
U02 Students	10	10	1	1	22
U03 Staff	9	0	0	0	9
U03 Students	14	21	1	0	36
P01 Students	11	2	0	0	13
P02 Staff	5	0	0	0	5
P02 Students	9	5	0	1	15

a) All Staff and All Students

Chi-square = 59.9 df= 3 $p<0.001$

b) Students of Independent Schools and of State Schools

Chi-square = 8.9 df= 3 $p<0.05$

Question 5: Offences in School: Leaving Litter Around.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	6	39	55	3	103
All Students	13	49	147	51	260
All Heads	0	2	7	0	9
S01 Staff	0	1	8	2	11
S01 Students	0	5	16	3	24
S02 Staff	0	4	3	0	7
S02 Students	3	5	17	4	29
S03 Staff	10	2	0	0	12
S03 Students	5	6	16	5	32
A01 Staff	0	3	11	1	15
A01 Students	2	5	17	4	28
A02 Staff	1	5	4	0	10
A02 Students	0	3	12	7	22
A03 Staff	0	7	4	0	11
A03 Students	0	2	14	4	20
U01 Staff	2	5	4	0	11
U01 Students	2	6	10	3	21
U02 Staff	1	6	5	0	12
U02 Students	0	3	12	7	22
U03 Staff	1	3	5	0	9
U03 Students	2	10	18	5	35
P01 Students	0	3	6	4	13
P02 Staff	0	3	2	0	5
P02 Students	0	1	9	5	15

a) All Staff and All Students

Chi-square = 25.03 df= 3 $p<0.001$

Question 5: Offences in School: Betraying Another's Secrets.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	14	52	23	11	100
All Students	30	90	92	48	260
All Heads	0	6	1	2	9
S01 Staff	1	5	4	1	11
S01 Students	1	11	9	3	24
S02 Staff	0	5	2	0	7
S02 Students	3	11	12	3	29
S03 Staff	2	5	3	2	12
S03 Students	6	13	6	7	32
A01 Staff	2	5	5	3	15
A01 Students	4	8	9	6	27
A02 Staff	1	5	2	1	9
A02 Students	2	5	9	6	22
A03 Staff	4	4	2	1	11
A03 Students	3	6	7	3	19
U01 Staff	2	6	2	0	10
U01 Students	4	9	5	3	21
U02 Staff	0	7	3	1	11
U02 Students	0	6	9	7	22
U03 Staff	1	8	0	0	9
U03 Students	2	11	16	7	36
P01 Students	4	3	4	2	13
P02 Staff	1	2	0	2	5
P02 Students	1	7	6	1	15

a) All Staff and All Students

Chi-square = 11.2 df= 3 $p<0.02$

Question 5: Offences in School: Fighting.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	36	51	14	1	102
All Students	51	132	59	19	261
All Heads	3	5	1	0	9
SO1 Staff	4	5	2	0	11
SO1 Students	4	15	3	2	24
SO2 Staff	4	3	0	0	7
SO2 Students	12	10	5	2	29
SO3 Staff	5	5	2	0	12
SO3 Students	11	17	3	1	32
AO1 Staff	3	8	3	1	15
AO1 Students	5	13	7	3	28
AO2 Staff	2	7	1	0	10
AO2 Students	5	14	3	0	22
AO3 Staff	3	6	1	0	10
AO3 Students	1	8	9	2	20
UO1 Staff	7	4	0	0	11
UO1 Students	3	12	6	0	21
UO2 Staff	4	5	3	0	12
UO2 Students	4	11	5	1	21
UO3 Staff	4	4	1	0	9
UO3 Students	4	24	6	1	35
PO1 Students	1	3	7	2	13
PO2 Staff	0	4	1	0	5
PO2 Students	1	5	5	4	15

a) All Staff and All Students

Chi-square = 15.8 df= 3 p<0.01

b) Students of Independent Schools and of State Schools

Chi-square = 20.99 df= 3 p<0.001

c) Students of SO3 and the rest of the Students

Chi-square = 7.66 df= 3 p<0.1

d) Students of AO3 and the rest of the Students

Chi-square = 6.56 df= 3 p<0.1

Question 5: Offences in School: Preventing Other People Working.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	47	49	6	0	102
All Students	68	123	58	13	262
All Heads	3	6	0	0	9
SO1 Staff	5	6	0	0	11
SO1 Students	4	13	5	2	24
SO2 Staff	2	4	1	0	7
SO2 Students	9	14	6	0	29
SO3 Staff	7	5	0	0	12
SO3 Students	12	15	4	1	32
AO1 Staff	9	5	1	0	15
AO1 Students	9	11	6	2	28
AO2 Staff	4	5	1	0	10
AO2 Students	4	15	2	1	22
AO3 Staff	6	4	1	0	11
AO3 Students	3	9	6	2	20
UO1 Staff	5	6	0	0	11
UO1 Students	2	0	8	1	11
UO2 Staff	6	4	1	0	11
UO2 Students	9	8	3	2	22
UO3 Staff	3	6	0	0	9
UO3 Students	7	18	10	1	36
PO1 Students	6	4	3	0	13
PO2 Staff	0	4	1	0	5
PO2 Students	3	6	5	1	15

a) All Staff and All Students

Chi-square = 25.4 df= 3 $p<0.001$

Question 5: Comparison of Categories: Offences in School.

a) Stealing and Leaving Litter Around (Students)

Chi-square = 256.42 df= 3 p<0.001

b) Bullying and Fighting (Students)

Chi-square = 56.39 df= 3 p<0.001

c) Bullying and Fighting (Staff)

Chi-square = 69.46 df= 3 p<0.001

d) Bullying and Lateness (Staff)

Chi-square = 159.74 df= 3 p<0.001

Question 6: Offences in Society: Vandalism (Damage).

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	43	58	2	0	103
All Students	142	108	10	3	263
All Heads	4	5	0	0	9
SO1 Staff	3	7	1	0	11
SO1 Students	11	11	1	1	24
SO2 Staff	2	5	0	0	7
SO2 Students	20	10	0	0	30
SO3 Staff	1	3	8	0	12
SO3 Students	24	7	0	1	32
AO1 Staff	4	10	1	0	15
AO1 Students	4	19	4	0	27
AO2 Staff	6	4	0	0	10
AO2 Students	16	6	1	0	23
AO3 Staff	5	6	0	0	11
AO3 Students	14	6	0	0	20
UO1 Staff	5	6	0	0	11
UO1 Students	14	6	1	0	21
UO2 Staff	5	7	0	0	12
UO2 Students	6	14	1	1	22
UO3 Staff	5	4	0	0	9
UO3 Students	20	16	0	0	36
PO1 Students	7	5	1	0	13
PO2 Staff	0	5	0	0	5
PO2 Students	6	8	1	0	15

a) All Staff and All Students

Chi-square = 7.87 df= 3 $p<0.05$

b) Students of AO1 and the rest of the Students

Chi-square = 25.15 df= 3 $p<0.001$

c) Students of UO2 and the rest of the Students

Chi-square = 8.713 df= 3 $p<0.05$

d) Students of Independent Schools and of State Schools

Chi-square = 1.84 df= 3 $p<0.7$

Question 6: Offences in Society: Vandalism (Graffiti).

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	20	53	29	1	103
All Students	43	158	58	4	263
All Heads	3	3	3	0	9
S01 Staff	1	7	3	0	11
S01 Students	2	15	6	1	24
S02 Staff	0	6	1	0	7
S02 Students	5	19	5	1	30
S03 Staff	5	5	2	0	12
S03 Students	10	20	1	1	32
A01 Staff	0	5	9	1	15
A01 Students	1	17	10	0	28
A02 Staff	5	3	2	0	10
A02 Students	6	12	5	0	23
A03 Staff	1	10	0	0	11
A03 Students	6	12	2	0	20
U01 Staff	2	6	3	0	11
U01 Students	3	13	5	0	21
U02 Staff	1	7	4	0	12
U02 Students	1	11	9	1	22
U03 Staff	5	2	2	0	9
U03 Students	5	26	5	0	36
P01 Students	2	6	5	0	13
P02 Staff	0	2	3	0	5
P02 Students	2	8	5	0	15

a) All Staff and All Students

Chi-square = 2.68 df= 3 $p<0.5$

b) Students of A03 and the rest of the Students

Chi-square = 7.86 df= 3 $p<0.05$

Question 6: Offences in Society: Burglary.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	67	35	1	0	103
All Students	198	58	4	3	263
All Heads	6	3	0	0	9
SO1 Staff	7	4	0	0	11
SO1 Students	19	4	1	0	24
SO2 Staff	2	5	0	0	7
SO2 Students	24	6	0	0	30
SO3 Staff	10	2	0	0	12
SO3 Students	29	3	0	0	32
AO1 Staff	9	6	0	0	15
AO1 Students	17	9	1	1	28
AO2 Staff	7	3	0	0	10
AO2 Students	18	4	0	1	23
AO3 Staff	7	4	0	0	11
AO3 Students	15	5	0	0	20
UO1 Staff	8	3	0	0	11
UO1 Students	15	5	1	0	21
UO2 Staff	7	5	0	0	12
UO2 Students	15	5	1	1	22
UO3 Staff	9	0	0	0	9
UO3 Students	27	9	0	0	36
PO1 Students	8	5	0	0	13
PO2 Staff	2	3	0	0	5
PO2 Students	11	4	0	0	15

a) All Staff and All Students

Chi-square = 6.52 df= 3 $p<0.1$

Questioon 6: Offences in Society: Drug Taking (Alcohol).

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	16	31	33	20	100
All Students	88	79	65	32	264
All Heads	1	4	4	0	9
S01 Staff	1	3	4	3	11
S01 Students	10	8	3	3	24
S02 Staff	1	5	1	0	7
S02 Students	13	8	9	0	30
S03 Staff	5	3	3	1	12
S03 Students	18	9	4	1	32
A01 Staff	0	6	5	4	15
A01 Students	5	12	7	4	28
A02 Staff	0	2	4	3	9
A02 Students	10	8	2	3	23
A03 Staff	3	4	3	1	11
A03 Students	11	6	2	1	20
U01 Staff	2	3	4	1	10
U01 Students	6	7	6	2	21
U02 Staff	3	0	4	4	11
U02 Students	4	3	10	5	22
U03 Staff	1	3	4	1	9
U03 Students	8	13	11	4	36
P01 Students	0	2	5	6	13
P02 Staff	0	2	1	2	5
P02 Students	3	3	6	3	15

a) All Staff and All Students

Chi-square = 12.71 df= 3 $p<0.01$

b) Students of S03 and the rest of the Students

Chi-square = 10.1 df= 3 $p<0.02$

Question 6: Offences in Society: Drug Taking (Tobacco)

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	6	32	44	19	101
All Students	72	85	76	28	261
All Heads	0	3	5	1	9
S01 Staff	1	3	4	3	11
S01 Students	9	9	5	1	24
S02 Staff	0	6	1	0	7
S02 Students	8	9	9	3	29
S03 Staff	1	4	7	0	12
S03 Students	19	7	4	2	32
A01 Staff	0	2	8	5	15
A01 Students	5	10	11	1	27
A02 Staff	1	2	4	2	9
A02 Students	7	8	7	1	23
A03 Staff	0	5	5	1	11
A03 Students	5	12	2	1	20
U01 Staff	0	6	4	1	11
U01 Students	8	6	4	3	21
U02 Staff	2	1	4	4	11
U02 Students	2	6	9	5	22
U03 Staff	1	3	4	1	9
U03 Students	7	16	10	3	36
P01 Students	0	1	6	6	13
P02 Staff	0	0	3	2	5
P02 Students	2	2	9	2	15

a) All Staff and All Students

Chi-square = 24.9 df= 3 $p<0.001$

b) Students of S03 and the rest of the Students

Chi-square = 18.73 df= 3 $p<0.001$

Question 6: Offences in Society: Drug Taking (Any Other).

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	53	39	7	1	100
All Students	215	33	9	6	263
All Heads	6	3	0	0	9
S01 Staff	5	5	1	0	11
S01 Students	19	4	0	1	24
S02 Staff	3	4	0	0	7
S02 Students	28	0	1	0	29
S03 Staff	10	2	0	0	12
S03 Students	28	6	0	0	32
A01 Staff	7	5	2	1	15
A01 Students	22	5	1	0	28
A02 Staff	6	4	0	0	10
A02 Students	20	2	1	0	23
A03 Staff	7	3	1	0	11
A03 Students	20	0	0	0	20
U01 Staff	4	6	1	0	11
U01 Students	18	1	1	1	21
U02 Staff	5	4	1	0	10
U02 Students	12	6	2	2	22
U03 Staff	6	2	1	0	9
U03 Students	31	5	0	0	36
P01 Students	7	3	2	1	13
P02 Staff	0	4	0	0	4
P02 Students	12	1	1	1	15

a) All Staff and All Students

Chi-square = 36.43 df= 3 $p<0.001$

b) Students of U02 and the rest of the Students

Chi-square = 13.58 df= 3 $p<0.01$

c) Students of P01 and the rest of the Students

Chi-square = 10 df= 3 $p<0.02$

Question 6: Offences in Society: Violence against People.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	100	3	0	0	103
All Students	161	93	8	1	263
All Heads	9	0	0	0	9
S01 Staff	11	0	0	0	11
S01 Students	11	13	0	0	24
S02 Staff	6	1	0	0	7
S02 Students	25	3	2	0	30
S03 Staff	12	0	0	0	12
S03 Students	22	10	0	0	32
A01 Staff	14	1	0	0	15
A01 Students	12	15	1	0	28
A02 Staff	9	1	0	0	10
A02 Students	11	10	2	0	23
A03 Staff	11	0	0	0	11
A03 Students	13	7	0	0	20
U01 Staff	11	0	0	0	11
U01 Students	14	7	0	0	21
U02 Staff	12	0	0	0	12
U02 Students	9	10	2	1	22
U03 Staff	9	0	0	0	9
U03 Students	23	11	1	0	35
P01 Students	9	4	0	0	13
P02 Staff	5	0	0	0	5
P02 Students	12	3	0	0	15

a) All Staff and All Students

Chi-square = 46.46 df= 3 $p<0.001$

Question 6: Offences in Society: Child Abuse.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	102	1	0	0	103
All Students	243	16	2	2	263
All Heads	9	0	0	0	9
SO1 Staff	11	0	0	0	11
SO1 Students	22	2	0	0	24
SO2 Staff	7	0	0	0	7
SO2 Students	30	0	0	0	30
SO3 Staff	12	0	0	0	12
SO3 Students	29	3	0	0	32
AO1 Staff	15	0	0	0	15
AO1 Students	22	6	0	0	28
AO2 Staff	9	1	0	0	10
AO2 Students	22	1	0	0	23
AO3 Staff	11	0	0	0	11
AO3 Students	20	0	0	0	20
UO1 Staff	11	0	0	0	11
UO1 Students	20	1	0	0	21
UO2 Staff	12	0	0	0	12
UO2 Students	19	1	1	1	22
UO3 Staff	9	0	0	0	9
UO3 Students	33	2	0	1	36
PO1 Students	12	0	1	0	13
PO2 Staff	5	0	0	0	5
PO2 Students	15	0	0	0	15

a) All Staff and All Students

Chi-square = 6.1 df= 3 $p<0.2$

Question 6: Offences in Society: Theft (Shoplifting).

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	32	57	12	0	101
All Students	81	150	28	4	263
All Heads	3	4	2	0	9
S01 Staff	5	4	2	0	11
S01 Students	7	13	4	0	24
S02 Staff	1	5	1	0	7
S02 Students	8	19	1	1	29
S03 Staff	5	6	1	0	12
S03 Students	17	13	2	0	32
A01 Staff	4	11	0	0	15
A01 Students	5	22	1	0	28
A02 Staff	2	7	0	0	9
A02 Students	4	14	4	1	23
A03 Staff	4	5	2	0	11
A03 Students	6	13	1	0	20
U01 Staff	6	3	2	0	11
U01 Students	7	8	5	1	21
U02 Staff	2	6	3	0	11
U02 Students	4	13	4	1	22
U03 Staff	2	7	0	0	9
U03 Students	12	22	2	0	36
P01 Students	5	6	2	0	13
P02 Staff	1	3	1	0	5
P02 Students	6	7	2	0	15

a) All Staff and All Students

Chi-square = 1.64 df= 3 $p<0.7$

b) Students of S03 and the rest of the Students

Chi-square = 8.82 df= 3 $p<0.05$

Question 6: Offences in Society: Theft (Any other).

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	41	58	3	0	102
All Students	104	145	8	5	262
All Heads	2	5	2	0	9
S01 Staff	6	5	0	0	11
S01 Students	5	16	2	1	24
S02 Staff	1	6	0	0	7
S02 Students	9	19	0	1	29
S03 Staff	5	7	0	0	12
S03 Students	21	10	1	0	32
A01 Staff	5	10	0	0	15
A01 Students	6	20	2	0	28
A02 Staff	3	6	0	0	9
A02 Students	9	12	1	1	23
A03 Staff	6	4	1	0	11
A03 Students	7	13	0	0	20
U01 Staff	8	1	2	0	11
U01 Students	11	8	1	1	21
U02 Staff	4	8	0	0	12
U02 Students	9	12	0	1	22
U03 Staff	2	7	0	0	9
U03 Students	12	22	1	0	35
P01 Students	7	6	0	0	13
P02 Staff	1	4	0	0	5
P02 Students	8	7	0	0	15

a) All Staff and All Students

Chi-square = 1.98 df= 3 p<0.7

b) Students of S03 and the rest of the Students

Chi-square = 10.68 df= 3 p<0.02

Question 6: Offences in Society: Adultery.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	18	36	30	16	100
All Students	98	99	45	19	261
All Heads	1	2	2	4	9
S01 Staff	2	3	1	5	11
S01 Students	8	11	2	3	24
S02 Staff	0	4	3	0	7
S02 Students	13	7	7	2	29
S03 Staff	3	5	4	0	12
S03 Students	17	9	1	0	27
A01 Staff	1	6	3	4	14
A01 Students	9	11	5	3	28
A02 Staff	1	3	2	3	9
A02 Students	5	9	7	2	23
A03 Staff	5	3	3	0	11
A03 Students	7	10	3	0	20
U01 Staff	2	3	5	1	11
U01 Students	6	8	5	2	21
U02 Staff	2	3	5	1	11
U02 Students	8	8	4	2	22
U03 Staff	2	3	2	2	9
U03 Students	16	14	4	2	36
P01 Students	4	6	3	0	13
P02 Staff	0	3	2	0	5
P02 Students	5	6	4	0	15

a) All Staff and All Students

Chi-square = 19.93 df= 3 p<0.001

b) Students of S03 and the rest of the Students

Chi-square = 10.84 df= 3 p<0.02

c) Students of S02 and the rest of the Students

Chi-square = 2.9 df= 3 p<0.5

d) Students of A03 and the rest of the Students

Chi-square = 5.6 df= 3 p<0.2

Question 6: Offences in Society: Rape.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	102	1	0	0	103
All Students	251	13	0	0	284
All Heads	9	0	0	0	9
S01 Staff	11	0	0	0	11
S01 Students	20	4	0	0	24
S02 Staff	7	0	0	0	7
S02 Students	28	2	0	0	30
S03 Staff	12	0	0	0	12
S03 Students	32	0	0	0	32
A01 Staff	15	0	0	0	15
A01 Students	24	4	0	0	28
A02 Staff	9	1	0	0	10
A02 Students	23	0	0	0	23
A03 Staff	11	0	0	0	11
A03 Students	20	0	0	0	20
U01 Staff	11	0	0	0	11
U01 Students	20	1	0	0	21
U02 Staff	12	0	0	0	12
U02 Students	21	1	0	0	22
U03 Staff	9	0	0	0	9
U03 Students	35	1	0	0	36
P01 Students	13	0	0	0	13
P02 Staff	5	0	0	0	5
P02 Students	15	0	0	0	15

a) All Staff and All Students

Chi-square = 3.1 df= 3 $p<0.1$

Question 6: Offences in Society: Pre-marital Sex.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	4	12	28	56	100
All Students	35	41	65	122	263
All Heads	0	0	2	7	9
S01 Staff	0	2	2	7	11
S01 Students	4	4	9	7	24
S02 Staff	0	0	4	3	7
S02 Students	1	6	5	18	30
S03 Staff	1	2	2	6	11
S03 Students	19	4	2	7	32
A01 Staff	0	1	4	9	14
A01 Students	2	7	8	11	28
A02 Staff	0	0	3	7	10
A02 Students	1	4	5	13	23
A03 Staff	2	2	3	4	11
A03 Students	1	2	10	7	20
U01 Staff	0	2	3	6	11
U01 Students	2	4	3	12	21
U02 Staff	1	1	3	6	11
U02 Students	1	2	6	13	22
U03 Staff	0	0	3	6	9
U03 Students	2	5	8	20	35
P01 Students	0	3	3	7	13
P02 Staff	0	2	1	2	5
P02 Students	2	0	6	7	15

a) All Staff and All Students

Chi-square = 8.1 df= 3 $p<0.05$

b) Students of S03 and the rest of the Students

Chi-square = 67.97 df= 3 $p<0.001$

Question 6: Offences in Society; Racial Discrimination.

Results

	V.S	S.-	M.-	U.I	Tot-
All Staff	62	39	2	0	103
All Students	105	106	39	13	263
All Heads	5	3	1	0	9
S01 Staff	7	4	0	0	11
S01 Students	7	14	2	1	24
S02 Staff	5	2	0	0	7
S02 Students	13	14	2	1	30
S03 Staff	9	3	0	0	12
S03 Students	23	7	1	1	32
A01 Staff	7	8	0	0	15
A01 Students	3	13	6	2	24
A02 Staff	6	3	1	0	10
A02 Students	9	8	5	1	23
A03 Staff	9	2	0	0	11
A03 Students	9	5	2	4	20
U01 Staff	5	6	0	0	11
U01 Students	10	5	6	0	21
U02 Staff	8	4	0	0	12
U02 Students	6	10	4	1	21
U03 Staff	3	5	1	0	9
U03 Students	11	20	5	0	36
P01 Students	5	5	2	1	13
P02 Staff	3	2	0	0	5
P02 Students	5	5	4	1	15

a) All Staff and All Students

Chi-square = 22.86 df= 3 $p<0.001$

b) Students of S03 and the rest of the Students

Chi-square = 15.86 df= 3 $p<0.01$

c) Students of 11-16 Schools and the rest of the Students

Chi-square = 10.8 df= 3 $p<0.02$

d) Staff of 11-16 Schools and the rest of the Staffs

Chi-square = 2.44 df= 2 $p<0.3$

Question 6: Comparison of Categories: Offences in Society.

a) Rape and Pre-marital Sex (Students) i.e. Top and Bottom categories.

Chi-square = 364.64 df= 3 $p<0.001$

h) Rape and Pre-marital Sex (Staff) i.e. Top and bottom categories.

Chi-square = 213.83 df= 3 $p<0.001$

m)Rape and Pre-marital Sex (Headteachers) i.e. Top and bottom categories.

Chi-square = 18 df= 3 $p<0.001$

Question 7: The Curriculum: Technical/Traditional.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	10	26	33	20	12	101
All Students	50	113	31	46	15	255
All Heads	0	4	2	2	1	9
S01 Staff	1	3	7	0	0	11
S01 Students	7	5	6	5	1	24
S02 Staff	0	2	2	3	0	7
S02 Students	9	12	0	7	2	30
S03 Staff	0	1	4	5	2	12
S03 Students	8	12	1	8	3	32
A01 Staff	1	6	3	4	1	15
A01 Students	2	15	6	1	2	26
A02 Staff	0	1	2	1	5	9
A02 Students	0	8	6	2	1	17
A03 Staff	1	1	5	1	3	11
A03 Students	3	8	2	6	1	20
U01 Staff	2	4	3	1	1	11
U01 Students	3	10	3	4	0	20
U02 Staff	4	2	3	2	0	11
U02 Students	2	12	0	6	2	22
U03 Staff	1	4	3	1	0	9
U03 Students	13	18	4	0	1	36
P01 Students	2	5	1	5	0	13
P02 Staff	0	2	1	2	0	5
P02 Students	1	8	2	2	2	15

a) All Staff and All Students

Chi-square = 30.69 df= 4 p<0.001

b) Staff of S01 and the rest of the Staffs

Chi-square = 7.53 df= 4 p<0.2

Question 7: The Curriculum: Vocational/Personal Interest.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	6	41	30	17	7	101
All Students	26	77	59	63	27	252
All Heads	0	1	4	3	1	9
S01 Staff	0	4	1	5	1	11
S01 Students	4	9	2	2	7	24
S02 Staff	0	2	3	2	0	7
S02 Students	4	10	8	7	1	30
S03 Staff	0	4	3	3	2	12
S03 Students	2	13	5	5	8	33
A01 Staff	2	1	10	3	0	16
A01 Students	6	10	4	6	0	26
A02 Staff	0	4	4	1	0	9
A02 Students	0	2	3	6	6	17
A03 Staff	0	4	6	1	0	11
A03 Students	3	3	9	2	2	19
U01 Staff	2	3	2	2	1	10
U01 Students	1	6	3	10	0	20
U02 Staff	2	6	3	1	0	12
U02 Students	4	4	8	5	0	21
U03 Staff	1	4	2	1	1	9
U03 Students	2	13	8	10	2	35
P01 Students	0	1	5	6	1	13
P02 Staff	0	0	3	1	1	5
P02 Students	0	6	5	4	0	15

a) All Staff and All Students

Chi-square = 8.04 df= 4 p<0.1

b) Students of A02 and the rest of the Students

Chi-square = 15.3 df= 4 p<0.01

c) Staff of State Schools with Sixth Forms and Others

Chi-square = 11.05 df= 4 p<0.05

Question 7: The Curriculum: Specialisation/Broad Curriculum.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	6	15	11	33	35	100
All Students	20	55	61	62	56	254
All Heads	0	0	1	3	5	9
S01 Staff	0	1	0	5	5	11
S01 Students	3	7	6	4	4	24
S02 Staff	0	0	0	6	1	7
S02 Students	2	0	10	9	9	30
S03 Staff	0	3	3	3	3	12
S03 Students	4	13	4	6	6	33
A01 Staff	0	1	1	6	7	15
A01 Students	0	3	10	6	7	26
A02 Staff	2	4	0	1	2	9
A02 Students	3	4	2	4	4	17
A03 Staff	2	1	3	4	1	11
A03 Students	2	3	8	1	6	20
U01 Staff	1	0	1	3	5	10
U01 Students	1	6	2	8	3	20
U02 Staff	0	3	2	3	4	12
U02 Students	1	5	8	4	4	22
U03 Staff	1	1	2	1	4	9
U03 Students	3	8	4	14	7	36
P01 Students	0	3	4	4	2	13
P02 Staff	0	1	0	1	3	5
P02 Students	1	3	5	2	4	15

a) All Staff and All Students

Chi-square = 14.57 df= 4 p<0.01

b) Staff of A02 and the rest of the Staffs

Chi-square = 13.02 df= 4 p<0.02

c) Students of S03 and the rest of the Students

Chi-square = 9.49 df= 4 p<0.05

Question 7: The Curriculum: Practical/Theoretical.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	3	29	40	22	7	101
All Students	39	87	58	50	19	253
All Heads	0	2	7	0	0	9
S01 Staff	0	8	3	0	0	11
S01 Students	5	12	6	0	1	24
S02 Staff	0	1	4	2	0	7
S02 Students	7	8	5	7	3	30
S03 Staff	0	4	4	4	0	12
S03 Students	7	13	3	5	4	32
A01 Staff	1	4	9	0	1	15
A01 Students	3	7	5	11	0	26
A02 Staff	1	1	1	4	2	9
A02 Students	1	5	8	2	2	18
A03 Staff	0	1	4	3	3	11
A03 Students	2	5	3	9	0	19
U01 Staff	1	3	5	1	0	10
U01 Students	0	2	1	9	8	20
U02 Staff	0	5	4	3	0	12
U02 Students	1	11	5	2	2	21
U03 Staff	0	1	4	3	1	9
U03 Students	5	9	13	5	4	36
P01 Students	3	4	3	2	1	13
P02 Staff	0	1	2	2	0	5
P02 Students	4	3	4	4	0	15

a) All Staff and All Students

Chi-square = 17.55 df= 4 p<0.01

b) Students of S01 and the rest of the Students

Chi-square = 8.1 df= 4 p<0.1

Question 7: The Curriculum: Sexual Stereotype/Sexual Equality.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	13	18	21	37	12	101
All Students	16	42	50	70	78	256
All Heads	1	3	0	4	1	9
S01 Staff	2	2	2	4	1	11
S01 Students	5	4	4	3	8	24
S02 Staff	1	2	0	3	1	7
S02 Students	0	5	9	4	12	30
S03 Staff	1	1	3	4	3	12
S03 Students	2	3	6	7	14	32
A01 Staff	2	3	1	8	1	15
A01 Students	2	5	7	8	4	26
A02 Staff	2	2	1	1	3	9
A02 Students	3	5	1	5	4	18
A03 Staff	4	1	3	2	1	11
A03 Students	0	4	4	4	8	20
U01 Staff	0	2	2	5	1	10
U01 Students	0	2	1	9	8	20
U02 Staff	0	3	3	6	0	12
U02 Students	0	5	5	6	6	22
U03 Staff	1	2	4	2	0	9
U03 Students	2	7	5	11	11	38
P01 Students	2	1	3	6	1	13
P02 Staff	0	0	2	2	1	5
P02 Students	0	1	5	7	2	15

a) All Staff and All Students

Chi-square = 16.05 df= 4 p<0.01

b) Staff of A03 and the rest of the Staffs

Chi-square = 7.4 df= 4 p<0.2

Question 7: The Curriculum: Interesting/Boring.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	11	40	30	19	1	101
All Students	64	91	54	38	9	256
All Heads	1	5	2	1	0	9
S01 Staff	2	5	4	0	0	11
S01 Students	10	10	2	1	1	24
S02 Staff	2	3	2	0	0	7
S02 Students	9	12	4	4	1	30
S03 Staff	2	4	3	2	1	12
S03 Students	12	7	8	4	1	32
A01 Staff	0	6	1	8	0	15
A01 Students	7	11	5	2	1	26
A02 Staff	1	1	7	0	0	9
A02 Students	6	4	5	1	1	17
A03 Staff	0	2	4	5	0	11
A03 Students	3	4	3	10	0	20
U01 Staff	1	8	1	0	0	10
U01 Students	1	11	4	2	1	19
U02 Staff	0	5	5	2	0	12
U02 Students	0	9	10	1	1	21
U03 Staff	1	4	2	2	0	9
U03 Students	10	13	8	4	1	36
P01 Students	5	4	0	4	0	13
P02 Staff	2	2	1	0	0	5
P02 Students	1	6	5	2	1	15

a) All Staff and All Students

Chi-square = 10.79 df= 4 $p<0.05$

b) Students of A03 and the rest of the Students

Chi-square = 21.54 df= 4 $p<0.001$

Question 7: The Curriculum: Purposeful/Meaningless.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	17	54	14	14	0	99
All Students	81	107	36	22	6	252
All Heads	4	2	3	0	0	9
S01 Staff	4	6	0	1	0	11
S01 Students	8	9	5	1	1	24
S02 Staff	2	3	2	0	0	7
S02 Students	14	9	6	1	0	30
S03 Staff	2	6	2	2	0	12
S03 Students	11	16	2	1	0	30
A01 Staff	1	9	2	3	0	15
A01 Students	4	11	8	3	0	26
A02 Staff	2	5	0	2	0	9
A02 Students	6	7	1	2	1	17
A03 Staff	2	5	1	2	0	10
A03 Students	8	11	0	1	0	20
U01 Staff	2	8	0	0	0	10
U01 Students	6	7	3	4	0	20
U02 Staff	0	4	4	3	0	11
U02 Students	5	8	2	4	2	21
U03 Staff	1	5	2	1	0	9
U03 Students	12	19	2	3	0	36
P01 Students	4	4	2	2	1	13
P02 Staff	1	3	1	0	0	5
P02 Students	3	6	5	0	1	15

a) All Staff and All Students

Chi-square = 12.35 df= 4 p<0.02

Question 7: The Curriculum: Creative/Routine.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	5	48	24	19	5	101
All Students	54	94	44	43	19	254
All Heads	0	5	4	0	0	9
SO1 Staff	1	7	1	2	0	11
SO1 Students	8	8	4	4	0	24
SO2 Staff	1	4	1	1	0	7
SO2 Students	7	12	5	5	1	30
SO3 Staff	2	5	2	3	0	12
SO3 Students	10	7	7	5	2	31
AO1 Staff	0	7	5	3	0	15
AO1 Students	5	13	4	4	0	26
AO2 Staff	0	3	2	2	2	9
AO2 Students	3	4	4	3	4	18
AO3 Staff	0	2	4	3	2	11
AO3 Students	1	7	3	3	6	20
UO1 Staff	0	9	0	1	0	10
UO1 Students	6	7	3	4	0	20
UO2 Staff	1	5	3	3	0	12
UO2 Students	4	12	3	1	1	21
UO3 Staff	0	3	4	1	1	9
UO3 Students	7	15	6	6	2	36
PO1 Students	1	5	1	5	1	13
PO2 Staff	0	3	2	0	0	5
PO2 Students	2	4	4	3	2	15

a) All Staff and All Students

Chi-square = 15.96 df= 4 $p<0.01$

b) Students of Independent Schools and of State Schools

Chi-square = 4.76 df= 4 $p<0.5$

Question 7: The Curriculum: Fun/Grim.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	2	41	40	15	2	100
All Students	52	88	73	29	12	254
All Heads	1	3	5	0	0	9
S01 Staff	0	7	4	0	0	11
S01 Students	10	4	7	2	1	24
S02 Staff	1	2	3	1	0	7
S02 Students	6	12	11	1	0	30
S03 Staff	1	4	6	1	0	12
S03 Students	9	14	6	1	2	32
A01 Staff	0	5	7	3	0	15
A01 Students	4	9	7	5	1	26
A02 Staff	0	2	4	3	0	9
A02 Students	2	6	8	1	0	17
A03 Staff	0	2	6	2	1	11
A03 Students	2	4	6	6	2	20
U01 Staff	0	5	5	0	0	10
U01 Students	5	8	3	3	1	20
U02 Staff	0	6	1	3	1	11
U02 Students	3	6	9	1	2	21
U03 Staff	0	5	3	1	0	9
U03 Students	6	16	9	5	0	36
P01 Students	2	6	2	2	1	13
P02 Staff	0	3	1	1	0	5
P02 Students	3	3	5	2	2	15

a) All Staff and All Students

Chi-square = 21.75 df= 4 p<0.001

Question 7: The Curriculum: Relevant/Irrelevant.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	16	49	15	18	2	100
All Students	83	101	43	20	6	253
All Heads	1	7	1	0	0	9
S01 Staff	4	6	0	1	0	11
S01 Students	7	9	3	3	2	24
S02 Staff	1	4	2	0	0	7
S02 Students	12	15	3	0	0	30
S03 Staff	3	2	4	3	0	12
S03 Students	13	11	4	3	1	32
A01 Staff	1	8	3	3	0	15
A01 Students	6	10	6	3	0	25
A02 Staff	2	1	3	2	1	9
A02 Students	7	7	2	1	0	17
A03 Staff	1	6	1	3	0	11
A03 Students	4	11	2	2	1	20
U01 Staff	1	9	0	0	0	10
U01 Students	5	8	4	3	0	20
U02 Staff	0	7	0	3	1	11
U02 Students	3	9	8	0	1	21
U03 Staff	1	5	1	2	0	9
U03 Students	16	14	5	1	0	36
P01 Students	5	4	2	2	0	13
P02 Staff	2	1	1	1	0	5
P02 Students	5	3	4	2	1	15

a) All Staff and All Students

Chi-square = 15.62 df= 4 p<0.01

Question 8: Schools Ethos: Individual Excellence/Team Spirit.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	13	32	37	13	4	99
All Students	36	54	36	62	60	248
All Heads	1	2	2	4	0	9
S01 Staff	0	1	5	5	0	11
S01 Students	2	7	3	1	10	23
S02 Staff	0	4	2	1	0	7
S02 Students	7	3	3	8	9	30
S03 Staff	0	5	2	2	2	11
S03 Students	4	11	1	6	3	25
A01 Staff	5	5	4	0	0	14
A01 Students	7	8	3	3	4	25
A02 Staff	4	2	2	1	0	9
A02 Students	4	3	4	3	2	16
A03 Staff	2	2	7	0	0	11
A03 Students	1	1	4	6	8	20
U01 Staff	2	0	7	1	0	10
U01 Students	4	4	2	9	1	20
U02 Staff	0	6	4	2	0	12
U02 Students	3	4	5	6	3	21
U03 Staff	0	4	3	0	1	8
U03 Students	4	11	8	8	5	36
P01 Students	0	1	1	5	6	13
P02 Staff	0	3	1	1	0	5
P02 Students	0	1	3	7	4	15

a) All Staff and All Students

Chi-square = 41.95 df= 4 p<0.001

b) Staff of S01 and the rest of the Staffs

Chi-square = 14.3 df= 4 p<0.01

c) Students of S01 and the rest of the Students

Chi-square = 9.41 df= 4 p<0.1

d) Students of S03 and the rest of the Students

Chi-square = 10.18 df= 4 p<0.05

Question 8: School Ethos: Competition/Collaboration.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	9	21	22	41	5	98
All Students	38	107	58	30	16	249
All Heads	0	1	1	7	0	9
S01 Staff	0	0	3	7	1	11
S01 Students	5	7	5	1	5	23
S02 Staff	0	1	0	5	1	7
S02 Students	3	13	7	5	2	30
S03 Staff	1	5	2	3	1	12
S03 Students	11	10	4	3	3	31
A01 Staff	3	3	3	6	0	15
A01 Students	2	11	9	1	2	25
A02 Staff	2	3	3	1	0	9
A02 Students	0	9	2	4	2	17
A03 Staff	2	1	5	2	0	10
A03 Students	2	10	5	3	0	20
U01 Staff	0	1	4	4	1	10
U01 Students	2	8	4	5	0	19
U02 Staff	0	3	0	7	1	11
U02 Students	2	8	7	2	1	20
U03 Staff	0	2	1	5	0	8
U03 Students	2	20	8	5	1	36
P01 Students	4	4	5	0	0	13
P02 Staff	1	2	1	1	0	5
P02 Students	5	7	2	1	0	15

a) All Staff and All Students

Chi-square = 41.5 df= 4 p<0.001

Question 8: School Ethos: Freedom/ Compulsion.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	5	39	27	23	5	99
All Students	38	92	59	47	14	250
All Heads	2	4	3	0	0	9
S01 Staff	0	7	4	0	0	11
S01 Students	7	11	1	4	0	23
S02 Staff	1	2	2	2	0	7
S02 Students	4	14	8	6	0	30
S03 Staff	0	3	6	3	0	12
S03 Students	3	15	5	6	1	30
A01 Staff	0	2	3	7	1	13
A01 Students	6	8	5	4	2	25
A02 Staff	0	3	3	2	1	9
A02 Students	5	2	5	4	1	17
A03 Staff	0	1	4	4	2	11
A03 Students	1	4	7	1	7	20
U01 Staff	1	7	2	0	0	10
U01 Students	2	8	6	3	1	20
U02 Staff	3	7	0	1	1	12
U02 Students	1	10	6	3	1	21
U03 Staff	0	6	1	2	0	9
U03 Students	6	12	10	8	0	36
P01 Students	2	4	1	5	1	13
P02 Staff	0	1	2	2	0	5
P02 Students	1	4	7	3	0	15

a) All Staff and All Students

Chi-square= 7.17 df= 4 p<0.2

b) Students of A03 and the rest of the Students

Chi-square = 40.1 df= 4 p<0.001

Question 8: School Ethos: Private Gain/Public Spirit.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	4	23	23	38	12	100
All Students	14	50	76	77	30	247
All Heads	1	2	1	4	1	9
S01 Staff	0	0	0	8	3	11
S01 Students	2	4	7	5	5	23
S02 Staff	0	1	2	2	2	7
S02 Students	2	4	10	10	4	30
S03 Staff	0	1	2	5	4	12
S03 Students	1	4	8	15	3	31
A01 Staff	1	5	5	4	0	15
A01 Students	1	10	8	4	2	25
A02 Staff	0	4	2	3	0	9
A02 Students	1	2	7	3	3	16
A03 Staff	2	1	2	4	1	10
A03 Students	1	3	11	3	2	20
U01 Staff	0	2	3	5	0	10
U01 Students	2	2	4	10	2	20
U02 Staff	1	5	1	5	0	12
U02 Students	2	4	6	6	1	19
U03 Staff	0	1	5	2	1	9
U03 Students	1	11	9	11	3	35
P01 Students	0	3	3	4	3	13
P02 Staff	0	3	1	0	1	5
P02 Students	1	3	3	6	2	15

a) All Staff and All Students

Chi-square = 3.12 df= 4 p<0.7

b) Students of A01 and the rest of the Students

Chi-square = 7.96 df= 4 p<0.1

Question 8: School Ethos: Personal Decision/Authoritarian.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	9	32	22	30	7	100
All Students	53	98	46	42	8	247
All Heads	1	6	1	1	0	9
S01 Staff	0	9	0	2	0	11
S01 Students	10	5	4	4	0	23
S02 Staff	0	3	1	3	0	7
S02 Students	4	11	9	5	1	30
S03 Staff	0	3	4	5	0	12
S03 Students	8	11	4	5	2	30
A01 Staff	0	1	4	9	0	14
A01 Students	7	8	6	3	0	24
A02 Staff	0	0	2	4	3	9
A02 Students	5	8	2	1	0	16
A03 Staff	0	2	1	4	4	11
A03 Students	2	12	1	4	1	20
U01 Staff	2	5	3	0	0	10
U01 Students	6	8	2	4	0	20
U02 Staff	8	5	1	0	0	12
U02 Students	2	7	6	4	1	20
U03 Staff	0	3	5	1	0	9
U03 Students	5	20	6	5	0	36
P01 Students	1	2	4	4	2	13
P02 Staff	1	1	1	2	0	5
P02 Students	3	6	2	3	1	15

a) All Staff and All Students

Chi-square = 15.83 df= 4 $p<0.01$

b) Staff of U02 and the rest of the Staffs

Chi-square = 32.07 df= 4 $p<0.001$

c) Students of P01 and the rest of the Students

Chi-square = 12.1 df= 4 $p<0.02$

Question 8: School Ethos: Equal Opportunities/Traditional Roles.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	16	36	24	14	11	101
All Students	89	93	35	26	7	250
All Heads	0	7	0	2	0	9
S01 Staff	1	4	4	1	1	11
S01 Students	13	5	2	1	2	23
S02 Staff	1	3	1	1	1	7
S02 Students	10	14	6	0	0	30
S03 Staff	5	1	3	2	1	12
S03 Students	13	9	4	5	0	31
A01 Staff	2	5	4	3	1	15
A01 Students	11	11	1	2	0	25
A02 Staff	1	3	1	2	2	9
A02 Students	5	4	5	1	2	17
A03 Staff	0	2	3	1	5	11
A03 Students	1	13	3	3	0	20
U01 Staff	1	5	3	1	0	10
U01 Students	9	9	1	1	0	20
U02 Staff	3	8	1	0	0	12
U02 Students	6	6	3	5	1	21
U03 Staff	0	4	3	2	0	9
U03 Students	17	12	3	3	0	35
P01 Students	1	5	3	3	1	13
P02 Staff	2	1	1	1	0	5
P02 Students	3	5	4	2	1	15

a) All Staff and All Students

Chi-square = 23.43 df= 4 p<0.001

b) Students of S02 and the rest of the Students

Chi-square = 6.24 df= 4 p<0.2

c) Staff of A03 and the rest of the Staffs

Chi-square = 16.8 df= 4 p<0.01

Question 8: School Ethos: Encouraging/Rejecting.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	37	44	12	6	2	101
All Students	102	91	39	9	4	245
All Heads	5	3	1	0	0	9
S01 Staff	5	6	0	0	0	11
S01 Students	16	6	0	0	1	23
S02 Staff	2	4	0	1	0	7
S02 Students	15	10	5	0	0	30
S03 Staff	7	4	1	0	0	12
S03 Students	14	9	2	3	2	30
A01 Staff	3	9	3	0	0	15
A01 Students	11	9	3	0	1	24
A02 Staff	1	5	1	1	1	9
A02 Students	7	6	3	1	0	17
A03 Staff	2	4	2	2	1	11
A03 Students	4	14	2	0	0	20
U01 Staff	5	4	1	0	0	10
U01 Students	7	5	3	2	0	17
U02 Staff	6	4	1	1	0	12
U02 Students	6	7	7	1	0	21
U03 Staff	4	2	2	1	0	9
U03 Students	14	14	6	1	0	35
P01 Students	5	4	4	0	0	13
P02 Staff	2	2	1	0	0	5
P02 Students	3	7	4	1	0	15

a) All Staff and All Students

Chi-square = 2.896 df= 4 p<0.7

Question 8: School Ethos: Caring/Indifferent.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	49	41	7	3	1	101
All Students	67	107	57	16	3	250
All Heads	6	3	0	0	0	9
S01 Staff	9	2	0	0	0	11
S01 Students	11	9	2	1	0	23
S02 Staff	5	1	1	0	0	7
S02 Students	9	10	10	1	0	30
S03 Staff	7	4	1	0	0	12
S03 Students	9	15	6	1	0	31
A01 Staff	6	7	2	0	0	15
A01 Students	6	10	6	2	1	25
A02 Staff	3	5	0	1	0	9
A02 Students	4	7	6	0	0	17
A03 Staff	4	4	2	1	0	11
A03 Students	8	7	5	0	0	20
U01 Staff	6	4	0	0	0	10
U01 Students	6	8	5	1	0	20
U02 Staff	4	7	0	1	0	12
U02 Students	1	10	4	4	1	20
U03 Staff	4	3	1	0	1	9
U03 Students	10	18	7	1	0	36
P01 Students	3	6	2	2	0	13
P02 Staff	1	4	0	0	0	5
P02 Students	0	7	4	3	1	15

a) All Staff and All Students

Chi-square = 21.84 df= 4 $p<0.001$

Question 8: School Ethos: Rewards/Punishments.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	6	39	35	17	4	101
All Students	37	64	90	47	12	250
All Heads	1	4	4	0	0	9
S01 Staff	1	5	4	1	0	11
S01 Students	9	6	5	1	2	23
S02 Staff	0	4	1	2	0	7
S02 Students	3	10	11	5	1	30
S03 Staff	2	7	1	2	0	12
S03 Students	11	9	5	6	0	31
A01 Staff	2	8	5	0	0	15
A01 Students	3	7	7	7	1	25
A02 Staff	0	2	5	1	1	9
A02 Students	3	2	9	2	0	16
A03 Staff	0	4	1	3	3	11
A03 Students	2	4	7	6	1	20
U01 Staff	0	2	5	3	0	10
U01 Students	2	7	8	1	2	20
U02 Staff	1	2	8	1	0	12
U02 Students	1	5	10	4	1	21
U03 Staff	0	3	3	3	0	9
U03 Students	3	11	18	4	0	36
P01 Students	0	3	5	4	1	13
P02 Staff	0	2	2	1	0	5
P02 Students	0	0	5	7	3	15

a) All Staff and All Students

Chi-square = 9.03 df= 4 p<0.1

b) Students of Independent Schools and of State Schools

Chi-square = 20.3 df= 4 p<0.001

Question 8: School Ethos: Fair/Unfair.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	29	51	13	8	0	101
All Students	50	115	50	27	7	249
All Heads	5	4	0	0	0	9
S01 Staff	8	3	0	0	0	11
S01 Students	8	10	3	0	2	23
S02 Staff	1	4	0	2	0	7
S02 Students	7	15	4	4	0	30
S03 Staff	6	4	1	1	0	12
S03 Students	7	16	4	3	1	31
A01 Staff	4	10	1	0	0	15
A01 Students	4	10	7	3	1	25
A02 Staff	2	5	1	1	0	9
A02 Students	5	7	4	1	0	17
A03 Staff	1	5	2	3	0	11
A03 Students	1	12	4	2	1	20
U01 Staff	1	7	2	0	0	10
U01 Students	2	13	4	1	0	20
U02 Staff	3	7	1	1	0	12
U02 Students	3	11	2	3	1	20
U03 Staff	1	5	3	0	0	9
U03 Students	11	14	8	2	1	36
P01 Students	1	4	4	3	0	12
P02 Staff	2	1	2	0	0	5
P02 Students	1	3	6	5	0	15

a) All Staff and All Students

Chi-square = 8.19 df= 4 p<0.1

Question 8: School Ethos: Disordered/Disciplined.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	4	13	30	42	11	100
All Students	14	39	45	96	54	248
All Heads	0	0	2	5	2	9
S01 Staff	0	0	4	6	1	11
S01 Students	2	5	4	4	8	23
S02 Staff	0	0	5	0	2	7
S02 Students	1	6	7	11	5	30
S03 Staff	1	3	3	4	1	12
S03 Students	3	4	5	9	10	31
A01 Staff	1	1	3	9	0	14
A01 Students	3	5	7	9	1	25
A02 Staff	1	0	1	5	2	9
A02 Students	0	2	3	4	8	17
A03 Staff	0	0	2	7	2	11
A03 Students	1	3	1	8	6	19
U01 Staff	0	1	6	2	1	10
U01 Students	0	3	2	11	4	20
U02 Staff	1	6	3	2	0	12
U02 Students	2	5	5	7	2	21
U03 Staff	0	2	3	3	1	9
U03 Students	0	5	4	21	4	34
P01 Students	1	1	1	7	3	13
P02 Staff	0	0	0	4	1	5
P02 Students	1	0	6	5	3	15

a) All Staff and All Students

Chi-square = 10 df= 4 $p<0.05$

b) Staff of U02 and the rest of the Staffs

Chi-square = 18.67 df= 4 $p<0.001$

Question 8: School Ethos: Noisy/Quiet.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	12	33	35	16	5	101
All Students	19	78	76	62	13	248
All Heads	0	2	4	3	0	9
SO1 Staff	2	5	3	1	0	11
SO1 Students	1	2	7	10	3	23
SO2 Staff	0	0	5	2	0	7
SO2 Students	1	15	6	7	1	30
SO3 Staff	5	4	2	1	0	12
SO3 Students	2	10	10	7	1	30
AO1 Staff	4	4	6	1	0	15
AO1 Students	6	7	6	5	1	25
AO2 Staff	1	1	4	3	0	9
AO2 Students	1	4	6	5	1	17
AO3 Staff	0	3	5	1	2	11
AO3 Students	2	10	5	3	0	20
UO1 Staff	0	2	2	5	1	10
UO1 Students	0	8	8	1	2	19
UO2 Staff	0	7	5	0	0	12
UO2 Students	4	6	6	3	1	20
UO3 Staff	0	4	2	2	1	9
UO3 Students	0	7	9	17	3	36
PO1 Students	2	3	7	1	0	13
PO2 Staff	0	3	1	0	1	5
PO2 Students	0	6	6	3	0	15

a) All Staff and All Students

Chi-square = 4.5 df= 4 $p<0.5$

Question 8: School Ethos: Stressed/Relaxed.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	9	37	17	26	12	101
All Students	19	74	66	62	29	250
All Heads	0	2	0	6	1	9
SO1 Staff	0	4	1	5	1	11
SO1 Students	2	6	5	4	6	23
SO2 Staff	1	2	0	3	1	7
SO2 Students	1	12	8	6	3	30
SO3 Staff	1	4	5	1	1	12
SO3 Students	6	9	3	7	6	31
AO1 Staff	0	9	3	2	1	15
AO1 Students	1	5	7	8	4	25
AO2 Staff	2	2	3	2	0	9
AO2 Students	1	3	7	6	0	17
AO3 Staff	2	4	2	1	2	11
AO3 Students	2	6	8	3	1	20
UO1 Staff	0	3	1	3	3	10
UO1 Students	4	8	4	3	1	20
UO2 Staff	3	3	1	3	2	12
UO2 Students	1	4	7	7	1	20
UO3 Staff	0	3	1	4	1	9
UO3 Students	0	6	11	13	6	36
PO1 Students	1	7	2	3	0	13
PO2 Staff	0	3	0	2	0	5
PO2 Students	0	6	4	2	1	15

a) All Staff and All Students

Chi-square = 4.1 df= 4 $p<0.5$

Question 8: School Ethos: Friendly/Threatening.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	41	41	13	6	0	101
All Students	71	102	50	19	8	250
All Heads	4	5	0	0	0	9
S01 Staff	8	3	0	0	0	11
S01 Students	11	6	1	1	4	23
S02 Staff	1	5	1	0	0	7
S02 Students	8	15	3	4	0	30
S03 Staff	6	2	2	2	0	12
S03 Students	13	10	5	1	1	30
A01 Staff	5	6	3	1	0	15
A01 Students	4	11	6	4	0	25
A02 Staff	3	3	3	0	0	9
A02 Students	6	6	5	0	0	17
A03 Staff	2	6	3	0	0	11
A03 Students	6	7	4	2	1	20
U01 Staff	6	4	0	0	0	10
U01 Students	5	10	5	0	0	20
U02 Staff	5	6	0	1	0	12
U02 Students	4	7	6	2	2	21
U03 Staff	2	5	0	2	0	9
U03 Students	11	16	9	0	0	36
P01 Students	2	6	2	3	0	13
P02 Staff	3	1	1	0	0	5
P02 Students	1	8	5	1	0	15

a) All Staff and All Students

Chi-square = 8.9 df= 4 $p<0.1$

Question 8: School Ethos: Informal/Formal.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	12	35	22	23	8	100
All Students	22	59	79	58	32	250
All Heads	2	3	2	2	0	9
SO1 Staff	3	5	3	0	0	11
SO1 Students	5	6	4	2	6	23
SO2 Staff	0	1	3	3	0	7
SO2 Students	6	7	11	5	1	30
SO3 Staff	2	3	5	1	0	11
SO3 Students	6	1	6	5	7	25
AO1 Staff	0	4	3	7	0	14
AO1 Students	0	2	18	3	2	25
AO2 Staff	0	0	0	3	6	9
AO2 Students	0	5	5	3	3	16
AO3 Staff	0	3	2	4	2	11
AO3 Students	1	8	6	4	1	20
UO1 Staff	2	5	2	1	0	10
UO1 Students	1	7	6	5	1	20
UO2 Staff	1	8	3	0	0	12
UO2 Students	1	8	7	3	2	21
UO3 Staff	3	4	0	2	0	9
UO3 Students	2	9	11	10	4	36
PO1 Students	0	3	0	5	5	13
PO2 Staff	1	2	1	1	0	5
PO2 Students	0	3	5	7	0	15

a) All Staff and All Students

Chi-square = 7.94 df= 4 p<0.1

b) Students of Independent Schools and of State Schools

Chi-square = 10.59 df= 4 p<0.5

Question 8: School Ethos: Willing to Change/Rigid.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	27	45	11	10	7	100
All Students	41	94	67	27	21	250
All Heads	1	7	1	0	0	9
S01 Staff	8	1	2	0	0	11
S01 Students	3	9	8	1	2	23
S02 Staff	2	3	1	1	0	7
S02 Students	9	12	6	1	2	30
S03 Staff	3	7	1	1	0	12
S03 Students	8	12	3	5	3	31
A01 Staff	2	9	3	0	0	14
A01 Students	1	12	9	2	1	25
A02 Staff	0	3	1	1	4	9
A02 Students	5	4	5	2	0	16
A03 Staff	0	4	0	4	3	11
A03 Students	2	4	4	5	5	20
U01 Staff	6	3	1	0	0	10
U01 Students	2	12	3	3	0	20
U02 Staff	4	6	2	0	0	12
U02 Students	2	7	12	0	0	21
U03 Staff	2	6	0	1	0	9
U03 Students	8	16	9	1	2	36
P01 Students	1	3	3	3	3	13
P02 Staff	0	3	0	2	0	5
P02 Students	0	3	5	4	3	15

a) All staff and All Students

Chi-square = 13.34 df= 4 p<0.01

b) Students of Independent Schools and of State Schools

Chi-square = 17.68 df= 4 p<0.01

c) Staff of A03 and the rest of the Staffs

Chi-square = 20.74 df= 4 p<0.001

d) Students of A03 and the rest of the Students

Chi-square = 13.9 df= 4 p<0.01

Question 9: Student Development: Concern for Self/Concern for Others.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	7	22	24	33	13	99
All Students	27	54	40	94	37	252
All Heads	0	1	1	5	2	9
S01 Staff	2	0	3	6	0	11
S01 Students	5	4	2	10	3	24
S02 Staff	0	0	3	3	1	7
S02 Students	4	4	3	16	3	30
S03 Staff	0	1	1	4	6	12
S03 Students	4	5	1	9	12	31
A01 Staff	0	6	4	5	0	15
A01 Students	4	7	3	9	2	25
A02 Staff	1	2	1	4	1	9
A02 Students	4	5	5	2	1	17
A03 Staff	2	2	3	1	3	11
A03 Students	1	1	1	13	4	20
U01 Staff	0	1	4	5	0	10
U01 Students	0	6	0	11	3	20
U02 Staff	2	5	3	1	0	11
U02 Students	2	4	9	5	1	21
U03 Staff	0	3	2	2	1	8
U03 Students	1	10	10	11	4	36
P01 Students	1	3	3	3	3	13
P02 Staff	0	2	0	2	1	5
P02 Students	1	5	3	5	1	15

a) All Staff and All Students

Chi-square = 4.15 df= 4 p<0.5

b) Students of A02 and the rest of the Students

Chi-square = 9.6 df= 4 p<0.05

c) Students of A03 and the rest of the Students

Chi-square = 9.89 df= 4 p<0.05

Question 9: Student Development: Personal Development/ Examination Success

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	5	22	21	30	22	100
All Students	25	39	29	59	100	252
All Heads	0	2	4	3	0	9
S01 Staff	3	6	1	1	0	11
S01 Students	2	6	0	4	12	24
S02 Staff	1	2	2	1	1	7
S02 Students	4	7	2	7	10	30
S03 Staff	0	2	3	6	1	12
S03 Students	2	3	2	6	18	31
A01 Staff	0	1	4	7	3	15
A01 Students	2	4	3	5	11	25
A02 Staff	1	0	1	2	5	9
A02 Students	3	1	4	2	7	17
A03 Staff	0	1	2	2	6	11
A03 Students	3	5	3	4	5	20
U01 Staff	0	3	3	2	2	10
U01 Students	0	3	4	5	8	20
U02 Staff	0	2	2	4	3	11
U02 Students	1	5	4	8	3	21
U03 Staff	0	3	2	3	1	9
U03 Students	4	2	3	11	16	36
P01 Students	2	2	1	3	5	13
P02 Staff	0	2	1	2	0	5
P02 Students	2	1	3	4	5	15

a) All Staff and All Students

Chi-square = 15.01 df= 4 p<0.01

b) Staff of S01 and the rest of the Staffs

Chi-square = 23.56 df= 4 p<0.001

c) Staff of A03 and the rest of the Staffs

Chi-square = 8.09 df= 4 p<0.1

Question 9: Student Development: Individuality/Conformity.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	7	35	21	26	9	98
All Students	47	111	48	36	10	252
All Heads	0	5	2	2	0	9
SO1 Staff	2	5	4	0	0	11
SO1 Students	7	9	3	3	2	24
SO2 Staff	1	1	2	3	0	7
SO2 Students	6	14	7	3	0	30
SO3 Staff	3	3	2	3	0	11
SO3 Students	7	13	5	5	1	31
AO1 Staff	0	3	5	6	0	14
AO1 Students	5	9	7	3	1	25
AO2 Staff	0	2	1	2	4	9
AO2 Students	1	11	2	2	1	17
AO3 Staff	0	2	1	4	4	11
AO3 Students	2	13	3	2	0	20
UO1 Staff	0	6	3	1	0	10
UO1 Students	3	8	5	3	1	20
UO2 Staff	1	5	2	3	0	11
UO2 Students	2	12	3	3	1	21
UO3 Staff	0	5	1	2	1	9
UO3 Students	9	17	7	2	1	36
PO1 Students	3	3	5	2	0	13
PO2 Staff	0	3	0	2	0	5
PO2 Students	2	2	1	8	2	15

a) All Staff and All Students

Chi-square = 16.96 df= 4 p<0.01

b) Staff of 11-18 Schools and the rest of the Staffs

Chi-square = 20.26 df= 4 p<0.001

c) Students of PO2 and the rest of the Students

Chi-square = 25.47 df= 4 p<0.001

Question 9: Student Development: Self Control/ Obedience to Authority.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	9	37	27	19	7	99
All Students	46	83	57	43	21	250
All Heads	2	5	1	1	0	9
S01 Staff	3	4	4	0	0	11
S01 Students	9	7	1	4	3	24
S02 Staff	0	3	1	2	1	7
S02 Students	4	9	10	5	2	30
S03 Staff	3	2	4	2	1	12
S03 Students	8	8	4	6	3	29
A01 Staff	0	4	5	6	0	15
A01 Students	4	8	9	2	2	25
A02 Staff	0	3	2	2	2	9
A02 Students	5	5	3	4	0	17
A03 Staff	0	1	4	4	2	11
A03 Students	4	8	2	4	2	20
U01 Staff	1	8	1	0	0	10
U01 Students	1	8	3	4	4	20
U02 Staff	0	7	3	0	0	10
U02 Students	3	10	5	2	1	21
U03 Staff	1	4	1	2	1	9
U03 Students	5	16	10	4	1	36
P01 Students	2	1	5	3	2	13
P02 Staff	1	1	2	1	0	5
P02 Students	1	3	5	5	1	15

a) All Staff and All Students

Chi-square = 5.15 df= 4 p<0.3

b) Staff of 11-18 Schools and the rest of the Staffs

Chi-square = 16.2 df= 4 p<0.01

c) Students of U01 and the rest of the Students

Chi-square = 6.58 df= 4 p<0.3

d) Students of Independent Schools and of State Schools

Chi-square = 9.28 df= 4 p<0.1

Question 9: Student Development: Logic/Emotion.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	5	24	46	16	6	97
All Students	32	95	61	47	17	252
All Heads	0	4	3	2	0	9
SO1 Staff	1	0	6	2	2	11
SO1 Students	3	6	5	5	5	24
SO2 Staff	0	1	4	2	0	7
SO2 Students	4	13	11	2	0	30
SO3 Staff	1	2	6	3	0	12
SO3 Students	4	9	3	9	6	31
AO1 Staff	0	4	6	4	1	15
AO1 Students	0	7	6	12	0	25
AO2 Staff	2	4	2	1	0	9
AO2 Students	3	7	4	2	1	17
AO3 Staff	0	1	7	1	1	10
AO3 Students	2	7	6	3	2	20
UO1 Staff	0	5	3	1	0	9
UO1 Students	3	10	1	5	1	20
UO2 Staff	0	2	5	2	1	10
UO2 Students	3	10	3	4	1	21
UO3 Staff	1	3	4	0	1	9
UO3 Students	4	15	15	2	0	36
PO1 Students	4	4	3	1	1	13
PO2 Staff	0	2	3	0	0	5
PO2 Students	2	7	4	2	0	15

a) All Staff and All Students

Chi-square = 19.72 df= 4 p<0.001

Question 9: Student Development: Discovery/Authoritarian Teaching.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	8	39	31	15	6	99
All Students	40	96	70	34	9	249
All Heads	1	5	2	1	0	9
SO1 Staff	2	3	3	3	0	11
SO1 Students	5	13	1	4	1	24
SO2 Staff	1	2	3	1	0	7
SO2 Students	5	11	12	1	1	30
SO3 Staff	1	6	2	2	1	12
SO3 Students	4	13	6	5	3	31
AO1 Staff	0	8	4	3	0	15
AO1 Students	9	5	9	2	0	25
AO2 Staff	0	2	4	2	1	9
AO2 Students	3	5	4	5	0	17
AO3 Staff	0	1	4	3	3	11
AO3 Students	2	7	5	4	2	20
UO1 Staff	2	6	2	0	0	10
UO1 Students	3	5	9	2	0	19
UO2 Staff	1	6	3	0	0	10
UO2 Students	1	9	8	2	0	20
UO3 Staff	0	4	3	1	1	9
UO3 Students	5	19	7	4	0	35
PO1 Students	2	5	5	1	0	13
PO2 Staff	1	1	3	0	0	5
PO2 Students	1	4	4	4	2	15

a) All Staff and All Students

Chi-square = 4.66 df= 4 p<0.5

b) Staff of AO2 and the rest of the Staffs

Chi-square = 2.82 df= 4 p<0.7

c) Staff of AO3 and the rest of the Staffs

Chi-square = 14.27 df= 4 p<0.01

Question 9: Student Development: Self Confidence/Dependence.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	17	38	22	16	5	98
All Students	94	93	34	21	10	252
All Heads	3	5	1	0	0	9
S01 Staff	2	4	1	3	1	11
S01 Students	10	9	1	3	1	24
S02 Staff	1	4	1	1	0	7
S02 Students	13	6	4	5	2	30
S03 Staff	3	3	2	3	1	12
S03 Students	13	13	4	0	1	31
A01 Staff	1	4	5	4	0	14
A01 Students	8	12	2	2	1	25
A02 Staff	0	4	4	1	0	9
A02 Students	6	7	2	1	1	17
A03 Staff	1	2	5	1	2	11
A03 Students	8	5	5	2	0	20
U01 Staff	5	4	1	0	0	10
U01 Students	5	10	2	2	1	20
U02 Staff	1	6	0	3	0	10
U02 Students	5	9	5	1	1	21
U03 Staff	1	5	2	0	1	9
U03 Students	15	12	6	2	1	36
P01 Students	6	4	0	2	1	13
P02 Staff	2	2	1	0	0	5
P02 Students	5	6	3	1	0	15

a) All Staff and All Students

Chi-square = 16.94 df= 4 $p<0.01$

b) Staff of A03 and the rest of the Staffs

Chi-square = 9.34 df= 4 $p<0.05$

Question 9: Student Development: Challenge/Acceptance.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	7	38	19	27	7	98
All Students	69	112	41	21	6	249
All Heads	0	7	2	0	0	9
SO1 Staff	1	6	1	1	2	11
SO1 Students	11	8	4	1	0	24
SO2 Staff	0	4	1	2	0	7
SO2 Students	7	17	2	2	2	30
SO3 Staff	3	3	3	3	0	12
SO3 Students	12	11	4	1	1	29
AO1 Staff	0	5	3	7	0	15
AO1 Students	8	8	5	4	0	25
AO2 Staff	0	2	2	4	1	9
AO2 Students	4	4	6	1	1	16
AO3 Staff	0	2	3	2	3	10
AO3 Students	4	10	5	1	0	20
UO1 Staff	2	6	2	0	0	10
UO1 Students	4	10	3	2	1	20
UO2 Staff	0	4	1	5	0	10
UO2 Students	5	10	3	2	1	21
UO3 Staff	1	2	2	3	1	9
UO3 Students	8	20	4	4	0	36
PO1 Students	4	7	1	1	0	13
PO2 Staff	0	4	1	0	0	5
PO2 Students	2	7	4	2	0	15

a) All Staff and All Students

Chi-square = 37.32 df= 4 $p<0.001$

b) Staff of 11-18 Schools and the rest of the Staffs

Chi-square = 9.93 df= 4 $p<0.05$

Question 9: Student Development: Politeness/Rudeness (Staff)

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	25	43	14	15	2	99
All Students	90	84	51	15	12	252
All Heads	3	5	1	0	0	9
SO1 Staff	4	4	3	0	0	11
SO1 Students	10	7	2	3	2	24
SO2 Staff	2	5	0	0	0	7
SO2 Students	9	13	5	1	2	30
SO3 Staff	3	5	1	2	1	12
SO3 Students	14	9	4	2	2	31
AO1 Staff	4	5	1	4	1	15
AO1 Students	9	8	3	4	1	25
AO2 Staff	5	3	0	1	0	9
AO2 Students	8	3	6	0	0	17
AO3 Staff	2	6	1	2	0	11
AO3 Students	8	6	5	1	0	20
UO1 Staff	2	4	4	0	0	10
UO1 Students	11	7	1	0	1	20
UO2 Staff	0	3	3	4	0	10
UO2 Students	4	8	6	1	2	21
UO3 Staff	1	6	1	1	0	9
UO3 Students	8	17	6	3	2	36
PO1 Students	5	4	4	0	0	13
PO2 Staff	2	2	0	1	0	5
PO2 Students	4	2	9	0	0	15

a) All Staff and All Students

Chi-square = 14.2 df= 4 p<0.01

Question 9: Student Development: Politeness/Rudeness (Students).

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	10	35	29	17	8	99
All Students	77	76	56	29	14	252
All Heads	1	7	1	0	0	9
SO1 Staff	2	3	3	2	1	11
SO1 Students	9	6	0	4	5	24
SO2 Staff	1	2	4	0	0	7
SO2 Students	8	12	6	2	2	30
SO3 Staff	1	4	3	1	3	12
SO3 Students	13	11	5	2	0	31
AO1 Staff	1	6	2	5	1	15
AO1 Students	9	7	5	1	3	25
AO2 Staff	2	4	2	1	0	9
AO2 Students	9	1	6	1	0	17
AO3 Staff	0	6	4	1	0	11
AO3 Students	7	7	5	1	0	20
UO1 Staff	1	2	7	0	0	10
UO1 Students	8	5	3	3	1	20
UO2 Staff	0	2	2	4	2	10
UO2 Students	3	7	7	3	1	21
UO3 Staff	1	4	1	2	1	9
UO3 Students	8	12	8	6	2	36
PO1 Students	1	3	7	2	0	13
PO2 Staff	1	2	1	1	0	5
PO2 Students	2	5	4	4	0	15

a) All Staff and All Students

Chi-square = 16.54 df= 4 p<0.01

Question 9: Student Development: Self Motivated/Aimless.

Results

	**-	*--	o--	*--	**-	Tot-
All Staff	15	45	19	16	4	99
All Students	108	87	43	11	2	251
All Heads	2	7	0	0	0	9
SO1 Staff	2	3	2	3	1	11
SO1 Students	13	6	3	1	1	24
SO2 Staff	1	3	3	0	0	7
SO2 Students	12	14	4	0	0	30
SO3 Staff	3	5	1	3	0	12
SO3 Students	15	7	5	3	1	31
AO1 Staff	1	6	4	2	1	14
AO1 Students	8	8	5	4	0	25
AO2 Staff	3	4	2	0	0	9
AO2 Students	9	3	4	0	0	16
AO3 Staff	0	4	3	3	1	11
AO3 Students	12	2	6	0	0	20
UO1 Staff	1	9	0	0	0	10
UO1 Students	9	9	2	0	0	20
UO2 Staff	1	5	2	2	1	11
UO2 Students	2	9	8	2	0	21
UO3 Staff	1	4	1	3	0	9
UO3 Students	15	20	1	0	0	36
PO1 Students	7	5	1	0	0	13
PO2 Staff	2	2	1	0	0	5
PO2 Students	6	4	4	1	0	15

a) All Staff and All Students

Chi-square = 35.22 df= 4 $p<0.001$