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THE ESRI SURVEY OF THE ATTITUDES OF POST-PRIMARY TEACHERS AND PUPILS

Volume III: TEACHERS' PERCEPTION OF EDUCATIONAL OBJECTIVES

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Important Notes on Publication Policy

Although it would, in some ways, be desirable to delay publication of all the results from the ESRI survey of the attitudes of teachers and pupils until a comprehensive and integrated picture could be presented, this would delay the availability of useful material. We have therefore decided to release reports on sections of the material as the analysis is completed. The final volume in the series will bring the material together and highlight the main issues, offering such interpretations of the results as seem to be justified.

Simultaneously with the publication of this volume a general background volume and one entitled "Teachers Views on Examinations" has been published.

When reading the present volume the reader should certainly have at his side a copy of the General Background Volume. It outlines the purpose of the survey, the way it came into being, and the stages through which it developed. It gives details of the way the samples were drawn and the topics covered in the survey. In addition it gives a brief description of the schools, the teachers and the pupils surveyed. This material could well suggest important re-interpretations of the data presented in this report. There is also a discussion of statistical significance which may be found helpful when examining the tables.

For each volume there exists a "Special Appendix" containing additional tables and other material. These Special Appendices may be obtained from the ESRI. When these tables are referred to the number of the table is prefixed "SA" in the text. When ordering any of the special appendices it is essential to state the volume it is intended to accompany.

The entire questionnaires used in the survey are available in the special appendix to volume I.

PART II. ASSOCIATED VARIABLES

General Introduction

The material discussed in this report was collected from 1, 246 teachers who formed a statistically representative sample of the total population of post-primary teachers in the 26 counties. It was collected as part of a wider ESRI survey of the attitudes of post-primary teachers and pupils in October-December 1970.

The background to, and design of, the enquiry, the construction of the sample, and the characteristics of the schools, the teachers, and the pupils who were surveyed, are discussed in the general background paper. Only a few of these particulars need be summarised here. One thing which must be explained is that, in order to obtain large enough numbers of teachers in comprehensive and Protestant Schools to allow reasonably sound conclusions concerning the views of teachers in these schools to be drawn, extra teachers were interviewed in such schools. However, so that the views of such teachers would not carry undue weight in the overall picture, their responses were given less weight than others in the final calculations. Thus the 53 teachers interviewed in comprehensive schools were treated as if they were only 11, and the 73 teachers in Protestant schools were weighted down to 44. The "weighted" figures reported in the text are the figures obtained after this correction has been applied.

It is also necessary to explain firstly that data was collected from the teachers on two occasions, once by means of a personal interview, and once by means of a self-completion questionnaire. Head teachers were not asked to complete the latter; 893 (weighted) teachers did so. Secondly, in order to minimise the length of the interviews, there were three different versions of the interview. The most important questions were included in all versions and were therefore asked of all teachers. However some questions were only asked of a random sub-sample of one-third of the total sample of teachers. This will be indicated in the base figures on which percentages are based.

Introduction

It is a truism that the question of whether the educational programmes being offered to pupils and students are the most appropriate to their needs has come to be asked widely throughout the world today. Many policymakers, educationalists, teachers, parents, pupils and students are asking "Are we doing the right thing with the time and resources we have at our disposal?". More specifically, in relation to postprimary education, the question becomes "Are the courses of instruction that were developed for the education of an elite sector of a previous generation of youth appropriate to all pupils in an age of universal postprimary education?" An ancilliary question concerning examinations is often added: "Are the examinations, which were intended to ensure that teachers and pupils paid attention to the goals of education which were most important in a previous age, and for a sub-sector of the total population of young people, today distracting teachers from the goals they should be pursuing with one sub-set of pupil or another?" A corollorary of this last question would seem to be "Is the educational system as a whole achieving the important educational goals which lie outside the area assessed in traditional examinations?"

One result of this questioning has been that many curriculum innovations directed toward new goals, or at least goals which have been much neglected in the last quarter of a century and the attainment of which is not evaluated in conventional examinations, have been developed. Several of these aim to provide different sorts of course for different sorts of pupil. Examples would be mixed ability teaching and pupil-centred education.

In spite of these curriculum developments and the examinations, very little is known about unease about how widespread are the concerns we have discussed, about the ways in which courses suited to the needs of different sorts of pupil should differ, or about whether educational programmes, old or new, achieve their goals.

The intention behind collecting the data reported in this paper was to find out how widespread the concerns to which we have alluded were among the teaching profession, to assess teachers' subjective feelings of satisfaction with the success with which they achieved the goals they set themselves, and to collect some data which would be helpful in moving some way toward providing an answer to the questions we have raised concerning the variety of courses needed to cope with the cross section of pupils in the educational system, and the ways in which relevant courses should be designed.

These questions are particularly important in Ireland. Ireland has an overall GNP per capita of only one quarter that of the United States and Sweden, one-third of that of Germany, France, Denmark and Switzerland, and half that of the United Kingdom, Austria and Italy. It has one-quarter of its total population in full time education. It has three people in full time education for every four members of the work force. It has more peopl in full time education per member of the work force than any other OECD country (ar more old people per member of the work force as well). At the present time 5% of the total GNP, equivalent to 19% of the total Government budget, is spent, directly by the Government, on education. This does not include fees paid by individuals, mone contributed through the religious orders, or money spent on books and materials. Under these circumstances Ireland cannot afford to have a degree of inefficiency in t educational system which might be perfectly tolerable (although it apparently is not) other countries. (In passing, we may also note that many of the structures and methods used in education in Ireland were developed in much richer countries). It would seem to be imperative to ask loudly and widely: "What are the goals of education, and can we go about achieving these goals more effectively". We cannot ask that more resources be devoted to education. We can only ask whether we have our priorities right, and whether the money we are at present spending on education could be better spent.

The data that could be collected in any one survey obviously could not provide a complete answer to the questions we have raised. A complete answer would involve collecting information on such things as the human-resource characteristics pupils need to acquire to lead effective lives in different sectors of modern society, and the human resource characteristics needed to improve that society in order that people could lead more satisfying lives. It would involve collecting information on the levels of attainment pupils actually reach in relation to the development of important personal characteristics, including important dyfunctional characteristics which they may have developed as an unintended and unwanted byproduct of existing educational practices and procedures. It would involve developing a much better understanding of how teachers could go about attaining the goals they consider most important more effectively - the sorts of educational inputs they could use to attain their goals more effectively. It would involve generating much better information about the consequences of developing different patterns of competency for the lives of the individuals concerned and the society in which they live. It would entail information on the characteristics needed to function effectively in changed social structures that can only be introduced if the educational system has already developed new competencies, attitudes, and expectancies on the part of those who have passed through it. And this in turn involves the development of a much better understanding of the sort of social structure we have at the moment and the sort of structure we might have: of the consequences of different social structures when staffed by different sorts of people.

We could not possibly collect all this information in one study: we could not <u>answer</u> the questions we have posed. We could only collect <u>some</u> relevant information.

What we could do was to collect some data to highlight the question "What should schools be doing, and is enough being done to achieve the most important objectives of education?" Basically we have asked teachers what they thought education should be concerned with, what they did in fact devote a great deal of effort to, and how satisfied they were with the extent to which the educational system attained its objectives. It was hoped that the first set of data would help teachers, and others concerned with education, to take a step back from their everyday task and ask "Are these the objectives we should be pursuing, and, if they are, are we going about our task in the right way?" By comparing the first with the second set of data it was hoped that it would be possible to draw attention to any important discrepancies which might exist between what teachers thought they should be doing and what they were in fact doing. By analysing the nature of the characteristics teachers thought important but inadequately attained it was hoped to discover some leads which might be followed in generating better ways of attaining these goals.

In addition to doing these things it was hoped that the data would make it possible to discover whether teachers who taught different subjects, in different types of school, or who fell into different categories - such as those who held headships or who had been teaching for longer rather than shorter periods of time - had different perceptions of what schools should be doing. In particular it was hoped to analyse the data in such a way as to discover whether there was any systematic patterning in the ways in which teachers differed from one to another concerning the things to which they thought it important to pay attention.

Finally it was hoped that it would be possible to draw attention to any important areas of disagreement between teachers and pupils concerning the things they thought schools should be doing more of.

Plan of the Report

We have divided our report into two parts. In Part 1 we will review mainly the overall results obtained from the teachers' ratings of the importance of a number of possible educational objectives, the effort they themselves put into achieving them, and their level of satisfaction with the educational system's performance in relation to each of them. In the course of doing this we will look only at one or two of the variables which influence teachers' responses to these questions. After we present each set of results we will discuss some possible interpretations of the material. When we have completed our review of these things, together with a review of the definitions the teachers gave of what they understood by the terms "more" and "less academic" pupils, and the teachers' feelings about the subjects available in the schools, we will summarise this material and present a more extended discussion including some more possible implications of the results.

In Part 2 we will present the results of our attempt to study the differences between different types of teacher, and the "ethos" of different types of school.

Part 1: The Overall Results

The Data Collected

In the course of their interviews the 1,246 teachers who took part in the survey were asked to indicate (a) how important they felt each of a list of 39 educational objectives to be (b) how much effort they put into achieving each objective and (c) how successful they felt education as a whole was in achieving each objective.

The procedure through which the list of objectives was compiled has been discussed in the paper in which we described the origin, purpose and development of the survey. For each objective teachers were asked to indicate whether they felt it was "Very important that education should do this, Moderately important, Of some importance, Of little or no importance, or Important that education should NOT do this". They were then asked to indicate which of the following statements was true: "I try very hard to do this in my own lessons, I try moderately hard to do this, I do a bit to try to achieve this, I don't try to do this myself, I try NOT to do this". Finally they were asked to indicate whether they thought that "Education is very successful in achieving this objective, Education is moderately successful in achieving this objective, Education is somewhat successful in achieving this objective, Education is not at all successful in achieving this objective, or Education is successful in not letting this happen".

By a randomisation procedure half the teachers were asked to give their views for the "more academic" pupils and half for the "less academic". It is important to note that teachers did not themselves choose whether to rate the more or the less academic, with the result that it is not possible to attribute any differences which

may arise in what is considered to be an appropriate educational programme for these two groups of pupils to differences between teachers who might be more concerned with one group rather than the other. Any differences which arise are due to differences in perception of the needs of the two groups of pupils by equivalent groups of teachers.

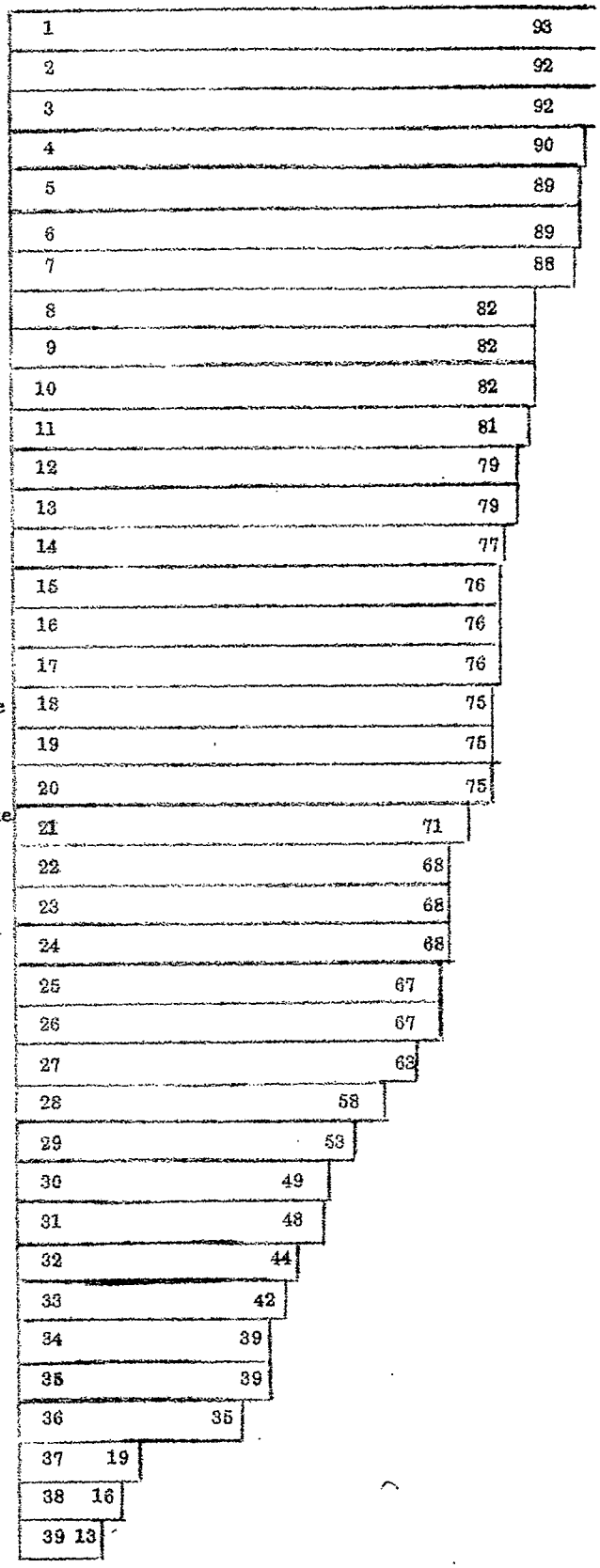
I. Rated Importance of Educational Objectives

Chart 1 gives the objectives arranged in order of importance for "More Academic" pupils. Those readers who care to inspect Table A1 will find that there was little difference in the perceived importance of these objectives for more and for less academic pupils. For this reason the latter order has not been presented in the body of the text.

Head teachers (table A1) attached more importance than other teachers to nearly all the objectives and, in particular, to helping pupils understand the implications and responsibilities of marriage, making sure that pupils were aware of the prolonged struggle for Irish freedom and determined to uphold the ideals which inspired it, and providing a thorough religious education.

CHART I

Percent of teachers saying each objective very important for more academic pupils.



* These two items have been abbreviated from the items on the questionnaire which read :

"Make sure that they get an education that is so interesting, useful and enjoyable that they will be keen to continue their formal education in adult life".

"Ensure that they are aware of the prolonged struggle for Irish freedom and are determined to uphold the ideals which inspired it.

"Weighted base (= 100%) All teachers rating objectives for "more academic" pupils: 612

It will be seen from Chart 1 that about three quarters of the objectives we included in our list were thought "very important" by more than half of the teachers.

The objectives most often considered "very important" were helping the pupils develop their characters and personalities, helping them to develop independence, the ability to read and study on their own, to have a sense of duty towards their communities, to develop the ability to express themselves, orally and in writing, and helping them to think out what they really want to achieve in life. The things least likely to be considered "very important" included having a good time, becoming sceptical, introducing them to new subjects, teaching them practical things like about bringing up children, home repairs, decorating etc, providing sex education, and running clubs and societies.

Some of the objectives which fell in the middle were providing them with careers information, providing a thorough religious education, and helping them to do as well as possible in examination.

Discussion

On "Attitudes"

At this point a general note on the interpretation of attitude surveys may be introduced. Readers may well ask how we can be sure that the answers we report reflect what people "really" think.

A complete answer to this complex question would occupy a great deal of space. However two points may be made: first, as we have indicated, a sine qua non of a useful attitude survey is a programme of exploratory and pilot work which ensures that the topics covered in the survey are important to the population to be surveyed and that the questions are understood by them. Asking stupid questions about irrelevant topics is the surest way to get useless information. In this particular case we are able to report that, whatever the reaction to the main survey, many of the teachers and pupils interviewed in the exploratory phases of the enquiry spontaneously brought up the issues discussed in the main survey and were very concerned about them. And our interviewers' reports on teachers' reactions to the main survey confirm the impression that the survey was in fact taken seriously.

Another point which may be made is this. In surveys, and, indeed, in all conversations, what people say is determined not only by the questions they are asked, but also by the use to which they think those who are eventually going to receive the information will put it. That is to say they, quite naturally, use the conversation or interview as a means of moving themselves toward their own goals. It is misleading to say that people say what their audience wants to hear. It is more accurate to say that, if they do do this, they do so in the hope of moving themselves nearer to their own goals. These goals may include having the interviewer display approval of what they say. But, more basically, in surveys of this sort, the goals they may wish to achieve include such things as having the public think highly of groups of which they are a member and getting "the Department" to make desired moves.

This being the case one cannot argue that any opinions expressed are 'untrue'. They are true in that context. Furthermore even if it is true that the answers include an unidentified element of social desirability, one cannot dismiss them as "only trying to give a good impression". If a group of informants feels constrained to give "socially desirable" answers concerning what they think they should be doing it is probable that, in similar circumstances (e.g. under close public scrutiny) they would also try to behave in these socially desirable ways. If, in the day-to-day world, their behaviour does not tally with what they feel they ought to do, then it is most important that the researcher report the constraints which either prevent people from doing what they would like to do (such as the expectations of other teachers, or their pupils, or merely now knowing how to do whatever it is that they would like to do) or cause them to say they would like to do things which they do not want to do (such as a insecure subordinate position in which their future is entirely dependent on saying the right thing to please the master). In other words the researcher's task is to cover the subject he is researching adequately. As we have said, building up the basic understanding necessary to do this, before he ever puts pen to paper, is the most difficult, least recognized, and least rewarded task the researcher has to face. And he can never be sure that he has done so adequately, that there is not some overlooked aspect that could completely alter his interpretation of his data.

To sum up: we have done our best to make sure that the questions we have asked are relevant and important to our informants, that the answers they were able to give provide an adequate impression of what they wanted to say. It was not our impression that teachers were so dependent

on creating a desirable public image that we ought to quantify that dependence and take it into account when interpreting the results. If the informants' answers have been unduly influenced by situational factors of which we are unaware and are, as a result, misleading, one cannot conclude either that the informants were lying or that the information is useless; one can only say that we have failed to collect some additional highly relevant information, and that, if this information were added, the interpretation would be different. We hope it would not be too different.

Implications of Rated Importance of Educational Objectives

There are several ways in which the data presented in Chart 1 might be discussed and there are a number of different implications which might be drawn. At one level one could ask, as we have asked, whether these are the things that schools should be doing, and, if so, whether schools are setting about achieving these goals in the best way. At another level one might examine each of the goals or objectives and ask what exactly it means and what sort of educational input would be most appropriate from the point of view of achieving it. At another level one may ask whether any of the objectives share common characteristics which, if highlighted, might serve to direct attention to better ways of achieving these goals.

We will do each of these things in the course of the next few pages. But first let us dwell for a moment on the possible implications of the fact that, so far as this data is concerned, teachers did not seem to think that the less academic pupils required a different form of educational programme from the more academic.

At first brush it is hard indeed to see why less academic pupils should require an educational programme directed toward different goals from the more academic : surely they, too, should develop their characters and personalities, become independent, be able to read and study on their own, and develop a sense of duty toward their communities.

On the other hand the fact that, as we have already seen, teachers feel that the same examination is appropriate to both groups makes one suspect that, rather than thinking that the same goals are appropriate to both groups, the real conclusion might be that teachers do not really believe that they are dealing with more than one type of pupil.

In this context it is significant that,as we shall see later, pupils from different backgrounds, studying in different types of school, and, in particular, pupils bound for different destinations in society did want rather different types of education. Under the circumstances it is surprising that teachers do not seem to be aware of this variation in felt need. However, perhaps the truth of the matter to that our instruments were too blunt: perhaps teachers did think that different groups of pupils required different types of course, but that there were too many possible varieties to be caught in our crude net which distinguished only between "academic" and "less academic" pupils. Or, perhaps, while not requiring an educational programme directed toward different goals they still felt that different pupils still needed to be treated differently in order to get there. However, if either of these hypotheses is true, teachers should be more satisfied with what they were doing for one group rather than the other. As we shall see, this was not the case either.

It is quite clear that we cannot be sure exactly what the interpretation of this result may be; certainly different sorts of pupils wanted different sorts of educational programme; certainly, as we shall see later, teachers thought that more and less academic pupils should study different school subjects; and certainly it is reasonable to say that the techniques we have used may have failed to pick up differences which did in fact exist - although

we originally expected that the technique would pick up any differences which existed. All we can do, therefore, is focus attention on this issue and ask "Should the educational programmes offered to the less academic pupils really be the same as those offered to the more academic pupils?"

Are these the objectives schools should be pursuing?

Leaving the question of whether the courses offered to the more and less academic pupils should be the same on one side, our next question is "Are the objectives which head our list of importance really the objectives schools should be pursuing?" Again we cannot answer the question from the data currently available. One would like to know what other alternative characteristics teachers might help their pupils to develop, what the consequences of developing different characteristics would be - both for the individual concerned and for the society in which he lives - and one would like to know what characteristics are required to follow different ways of life effectively - at home as well as at work.

In the absence of this information all we can do is ask the reader what he thinks. Does he agree with the teachers' priorities? What else should be added to the list?

If these are the objectives schools should be pursuing, are schools going about it in the right way?

Having answered that question one way or another the reader may now wish to move onto the next question we raised in the introduction. This was whether schools are pursuing their most important objectives in the best way.

Answering this question involves trying to answer another question namely "What is the most effective way of trying to attain these objectives?". Once more, although this takes us into a discussion which cannot be fully answered from the survey data, we may look at the data we do have from a number of perspectives, and ask whether there are any common threads running through the material which could be used to highlight the means

to be used, or not to be used, to attain the goals. Indeed if teachers de-emphasise the importance of some of the objectives it may imply that the best methods for achieving some of the more important objectives are not being used.

Ideally, although answering the question of whether the best methods are being used to achieve the objectives would involve examining each objective and asking what exactly it means and how it should be achieved, there may be some way of reducing the amount of work involved in doing this by looking for patterns in the data.

One way of structuring the data might be to proceed, as in the previous enquiries, (Morton Williams et. al. 1968, 1971), and to classify the objectives as "Social", "Moral", etc. Although this is a possibility there is little empirical justification for such a classification: As we shall see later the objectives do not fall into these categories when one studies the pattern of interrelationships between the ratings of the importance of the objectives by either teachers or pupils. This, in itself, does not mean that a classification in terms of "social", "moral" etc. is valueless, for such a pattern might well emerge from a study of the pupil's attainments in relation to each objective (as distinct from the importance teachers or pupils attach to attaining each objective). That is to say, although teachers and pupils opinions do not structure themselves into a pattern which is summarizable in these terms, pupils abilities might.

However, what the answer to that question may be (and it cannot be answered from this data), when such a classification was adopted in the previous studies it did not in fact serve either to highlight the teaching methods to be used to attain the goals or to abstract the common characteristics of important or less impor tant objectives for the objectives which fell into each category were dispersed throug out the list. Furthermore, as far as promoting discussion of the means to be used t attain the objectives is concerned, it is quite possible that this procedure might even have been dyfunctional rather than helpful: by leading teachers to assume that

they knew how to achieve moral-development goals effectively, how to develop social characteristics effectively, etc., the effect of the classification might have been to avoid directing their attention to this important problem.

Finally, as far as our present purposes are concerned it would seem that the most useful classification would be just the one we are trying to develop - namely a classification in terms of the methods to be used to attain the goals - and no factor analysis of the components of the methods to be used has, to the best of our knowledge, yet being carried out.

Let us, therefore, look briefly at the nature of some of the objectives which come at the top of the rank order. It would seem from Chart 1 that teachers attach a great deal of importance to the development of qualities of character and to developing the patterns of thinking, feeling, and behaving summed up by such terms as "independence", "initiative", "a sense of duty toward the community", "the ability and desire to read and study on one's own", "an enthusiasm to learn", "to enjoy communicating well", "consideratenes", and "developing a philosophy of life". None of these things imply mere knowledgeability or ability, but an entire complex of knowledge, skills, motivation, enthusiasm, and a general attitudinal disposition: an interest, keenness, positiveness, and, in general, a degree of self-initiated, self motivated, activity not commonly associated with the classroom.

These things are felt to be much more important than providing directly useful information (such as information about bringing up children, home repairs, decorating etc), broadening the pupils' academic education by introducing new subjects such as philosophy, sociology, archaeology etc., teaching them about a wide range of cultures and philosophies so that their own can be seen to be only one of many, running extra- curricular activities (geared to an unspecified end) or teaching pupils to be sceptical, that is, developing the habit of taking little on trust.

The striking quality of most of the characteristics they thought most important is their self-motivated, pro-active (rather than reactive) nature. They are open ended characteristics rather than skills of knowing how to solve the problems presented by the teacher. They are not easily reducable to rules or response patterns: they are generalized ways of behaving. They involve not merely having developed habits which can be run off when the appropriate (if rarely encountered) stimulus is presented but generating the trigger to the activity oneself.

We may say a bit more about some of these things. Ability to read on one's own clearly implies an interest in doing so, enjoyment of doing so, and a desire to do so. Ability to study on one's own implies a tendency to notice problems, make ones own observations, to mull over slight feelings of unease, to analyse concepts and models, and to locate relevant information (not necessarily in books) and to formulate hypotheses and test them systematically. Ability to think for oneself ("having opinions of ones own") likewise seems to imply enjoyment of noticing problems, a habit of bringing vague feelings of unease into full consciousness, and enjoyment of working away at things until one suddenly gets a delightful flash of understanding. Socially-directed innovativeness seems to imply a willingness to notice socially important problems, an orientation toward action rather than academ ic study, concern with important things rather than trivia, feelings of efficacy, enthusiasm, and drive. Confidence in social interaction implys self-respect, a number of well practiced habits, knowledge, based on experience,

that one can cope with new situations and new people, and enjoyment of purposive social interaction. Ability to formulate what's in one's mind easily and well seems to imply enjoyment of conjuring up a word-image to convey these feelings and ideas to others in a way that will be understood by them, sensitivity to indications that one has not performed one's task as well as one might have, and willingness to explore better ways of doing it.

It is, of course, much more difficult both to specify how these things are to be attained (taught), and how that attainment is to be evaluated, than the re-active characteristics to which teachers appear to attach less importance. That is to say one cannot teach pupils to notice a beautiful sunset, to wish to communicate it, and to be motivated to conjure up a word image of it and to be sensitive to indications of failure and means of improvement in the same way that one teaches pupils to analyse a sentence. One cannot teach pupils to notice that one has a problem which is capable of formulation in Mathematical terms and to seek out, or invent, an appropriate mathematics to deal with it, in the same way that one teaches pupils to solve differential equations. One cannot teach pupils to notice a social problem, and to enjoy taking responsibility for doing something about it, in the same way that one teaches them about the structure of bureaucracy. One cannot teach pupils to want to learn, to mull over slight feelings of unease and glimmerings of understanding in the same way that one teaches them Shakespeare.

To return to our question with this, hopefully, enriched understanding of the nature of the characteristics to be developed, and the means to be used to develop them in our minds: <u>if</u> these things <u>are</u> the things with which teachers should be concerned, are these the things that are going on in our classrooms? Are we going about achieving these important goals as effectively as possible?

Although it would be desirable for the reader to reflect these things at this point, we will ourselves return to this question later when we have examined the things on which teachers themselves claim to be spending most of their time in practice and the goals with the attainment of which they are least satisfied. When we take the matter up again we will discuss the nature of these characteristics in more detail and make some suggestions concerning more effective ways of attaining them.

We may conclude this section with another brief look at the list. This time we may ask whether there are not inconsistencies in the list which can be used to promote a discussion of the means to be used to achieve the important goals. It is not that the results are contradictory, simply that the results seem to suggest that some of the goals one would expect, on logical grounds, to be considered important if other goals are to be attained, do not in fact seem to be considered important.

One example would be scepticism. If it is important for pupils to have opinions of their own it would seem reasonable to expect that teachers would also think it important to encourage pupils to be sceptical of statements made by others. Yet this does not appear to be the case; it would seem that either teachers do not wish pupils to develop their own opinions, that they do not connect the development of scepticism with the achievement of this other goal, or that, while they do indeed wish their pupils to have their own opinions, provided they are nice about it, they do not value the more strident, forceful, generally evaluative and questioning tone conjured up by the word "scepticism". Which results in the importance attached to development of independent opinions being seen in a rather different light.

Likewise it may seem strange that, in view of the importance attached to pupils being able to learn on their own, to have an open mind, to be open to new ideas, that more importance is not attached to teaching pupils about a wide range of cultures and philosophies. If this were done, it might be argued, pupils would have a context into which to fit new educational information and, as a result, come to be more ready to recognize its value and appropriateness: the information would then be perceived as relatively different rather than absolutely different, and thus become information which was more psychologically acceptable to, and usable by, the individual concerned. He would then be said to be "more open to new ideas".

Turning to one last point, as data to be reported elsewhere shows, many teachers view the running of clubs and societies as a means of developing social skills, independence, and ability to express oneself. In view of the importance attached to these latter things it therefore seems surprising that so little importance is attached to running clubs and societies. Once again one may ask why it is that a method which would be expected to lead to the achievement of an important goal is appparently thought unimportant; it would seem that there is a failure to connect the methods to be used to attain the goals with the goals that are to be attained.

Conclusion

We may conclude this section by remarking that, whatever else we may have done as a result of collecting this material, we seem to have raised fairly forecefully the question: What should schools be doing, and how are their most important goals to be effectively attained? If the material indicates nothing else it indicates the need for teachers to be more effectively involved in clarifying the goals that are to be attained and the means to be used to attain them. And there seems to be a need for further curriculum development work in many of the areas we have discussed.

II Definitions of the "More" and the "Less" academic pupil

As we have seen we asked teachers to rate the importance of the objectives separately for 'more' and for 'less' academic pupils. The question that lay behind this procedure was really "Do teachers perceive different groups of pupils as having different needs and, if so, how do they differentiate these groups, and what types of course do they consider appropriate to each?"

We asked teachers precisely these questions during the exploratory phases of the enquiry. To have carried them through to the main study would have involved considerable methodological difficulties because a number of different terminologies would be used to describe the groups, and their needs would be described in different ways. As a result it would be difficult to systematize the material obtained.

However, since the object of the exercise was to discover whether teachers had a common, shared, perception of groups who required different sorts of educational provision, and agreed with each other about the needs of those groups, two things which emerged from the exploratory work were particularly fortunate. One of these was that most teachers responded to our question about pupils who might require different sorts of educational programme in terms of the "more" and the "less" academic pupils. The second was that they tended to define these two groups in a variety of different ways.

So far we have seen that teachers had no difficulty in responding in these terms but that the educational programmes and examination objectives prescribed for the two groups were remarkably similar: As far as the material already presented is concerned there does not appear to be any agreement among members of the teaching profession concerning the way the treatment of the two groups should be differentiated: Individual

teachers may perceive the two groups as having different needs, but there is no agreement about the ways in which educational programmes for the two groups should differ. However we shall see later that the pattern of intercorrelations between the items is quite different for the more and for the less academic pupils. This suggests that many teachers do in fact perceive differences in the educational needs of the two groups but that teachers are not united in their views concerning the ways in which the educational programmes for the two groups should differ. Furthermore we will also see that teachers in general feel that more intelligent pupils should study "academic" subjects, while the less intelligent should study practical subjects. (The terms "more" and "less" intelligent were substituted for more and less academic in this question in order to present teachers with a less ambiguous task: it was felt that there would be relative agreement concerning the definition of the more and less "intelligent" and that this would enhance the value of the answers to that question, whereas such a structuring of thought would detract from the value of the present material which was collected to discover whether teachers perceived different groups of pupils as having different needs and, if so, what those groups were. To have structured their perception too rigidly would have prevented us from achieving our objectives).

If teachers accept the suggestion that there are two groups of pupils who should be treated differently, clearly indicate that they do feel that the two groups should be treated differently, yet, overall, prescribe for the two groups a course which has the same educational and examination objectives, although differing in subject content, how do they think the two groups in fact differ?

Having made their ratings of the importance of the objectives, the effort they put into achieving them and the success with which they thought they attainned them, teachers were asked to describe the sorts of pupil they considered to be "academic" and "less academic" in their own words.

The More Academic

Teachers' responses to the request to describe the academic pupils they had in mind fell into six main categories which are given in Table 1. This table also gives the frequency with which answers of each type were given. Since the question was "open-ended" teachers could give more than one answer.

Table 1

Definitions of "Academic" Pupils

	%
Alert, studious, enjoys study for its own sake, capable of working on their own, ambitious and eager to get on and to gain success in examinations.	36
Ability, interest, and enjoyment of academic subjects such as languages, maths, and science.	30
Pupils of average or above average intelligence.	28
Capable of abstract thought, and reasoning; capable of understanding what is being done.	14
Pupils from good home backgrounds, e.g. educationally stimulating, good linguistic background, high socio-economic group, pupils from an academic background.	12
Interested in reading; book oriented, read for their own pleasure, those who are well read.	8
Other Answers (includes "serious minded allied to an energetic life", "able to express themselves in writing", "good essay writers", "not very good at practical work", "not good with their hands", "wide range of interests", "well balanced personality", "sense of responsibility").	18
Weighted Base (=100%). All teachers	1176

It may be that the first four categories are reasonably synonymous. That is to say it may be that teachers who think of academic pupils as being alert and studious, enjoying study for its own sake, who are capable of working on their own, and who are ambitious and eager to get on and gain success in examinations would be equally happy to use the term 'intelligence' to describe this constellation of factors, And it may also be that they would feel that alert, academically-motivated, ambitious, intelligent, students would also be the same students and those who had the ability to take, and who enjoyed taking, academic subjects such as languages mathematics and science. In other words it may be that teachers think that motivation, intelligence, and interests are highly intercorrelated. On the other hand the teachers concerned may not think in this way: we just do not know. It seems to us

that the 'flavour' of the answers which we classified into the three categories is different. It does not seem to us that intelligence necessarily implies enjoyment of academic subjects, the motivation to study on one's own, or the concern to gain success in examinations. On the other hand it may imply the ability to do these things.

It would be interesting to know whether teachers who gave answers which fell into these different categories also prescribed a different sort of course for "more academic" pupils but this is not a table which we have run to date.

Head teachers were more likely than others to say that academic pupils were those who had the ability for, and interest in, academic subjects, and religious teachers were more likely to say that they were those with higher intelligence. There was no variation with school type.

The Less Academic

Definitions of "less academic" pupils fell into six main categories which are given, together with the frequency distribution, in table 2.

Table 2

Definitions of "less academic" pupils.	%
Ability, interest, enjoyment in, and flair for, practical creative subjects, such as metalwork, woodwork, domestic science, art, music, drama.	31
Pupils of moderate or below average intelligence, slow learners, incapable of keeping up with the class.	24
Disinterested in study, incapable of consistent work or concentration, incapable of application, tendency to boredom in any class, lazy, don't want to work.	19
Poor home background, educationally deprived, working class, overlarge families.	12
Not capable of, or interested in, academic subjects, find them hard to follow no interest in languages, mathematics, etc.	11
Incapable of abstract thought or reasoning, learns things by heart and does not try to reason logically, difficulty in understanding	9

Other Answers (includes: "those who have no appreciation of books", "those who would not be able to pass inter cert", "those who are more interested in getting a job", "no interest in school", "difficulty in expressing himself in writing", "less articulate", "interests lie outside school", "only interested in games, films and dancing", and "those with an active interest in society". 23

Base (=100%) All Teachers. 1176

There is a clearer difference of opinion concerning what constitutes a "less academic" pupil than there was concerning what constitutes an academic one.

Although it was less clear that intelligence and motivation to apply oneself were different ways of thinking about academic pupils it seems somewhat clearer that pupils who lack intelligence are different from those who are lazy. And it is quite clear that these two ways of thinking about the less academic pupils are sharply differentiated from the view that they are those who have positive abilities in a non-academic area.

Religious teachers were more likely than lay teachers to equate less academic with less intelligent pupils.

Discussion

If we now take the definitions of the two groups together it is quite clear that academic pupils are suited to school life: they are intelligent, well motivated or interested in academic subjects. The same cannot be said of the "less academic". It is true that some teachers thought that such pupils had special strengths, but this was not true of all teachers. About half the teachers seem to think that they are unintelligent, lazy, disinterested, or uninterestable in school and school subjects.

The question in the minds of those teachers who think of "less academic" pupils as unintelligent, lazy and disruptive may not be "what type of course is appropriate for these pupils" but "have these pupils any right to be in school at all?" If they were then forced to have them in their classes it would not be surprising to find (as we have found) that there was disagreement as to what should be done with such pupils. From the point of view of these teachers, what does one do with pupils who are uninterested in school and school subjects, lazy, unintelligent, and no good at anything?

If this is the case it would seem that one activity which would help to clarify the situation would be for those teachers who believe that such pupils really do have important talents which they can help to develop (which amounts to about a third of the sample of teachers) to clearly demonstrate that this is the case. If this is to be done perhaps these

teachers need more than encouragement,but, being a minority, perhaps their first need is for encouragement. But perhaps they need more. Perhaps they need to be relieved from the pressures which constrain them to constrain their pupils to follow traditional academic courses and to pass examinations which demand passes in subjects which, as we will again confirm later, are clearly thought by most teachers to be the most academic: English, languages, and mathematics. And perhaps innovation with specifically this group of pupils should be encouraged.

Nevertheless the situation is not very encouraging. We have seen that teachers who define less academic pupils positively are in a minority. And we have seen that teachers as a whole do not think that less academic pupils should have courses or examinations which differ in their emphasis or objectives from those of the more academic pupils. In the light of this, the negative definition many teachers gave of less academic pupils suggests that, far from wanting courses geared to the needs of the disinterested, disillusioned, disgruntled, mental drop-outs from education, such teachers simply feel that these pupils should not be in school at all. If this is so, much of our own material which relates to such pupils and, to some extent, suggests leads which may be followed in order to develop appropriate courses for them, is likely to fall on deaf ears.

We will return to these questions again when we discuss the school subjects thought to be appropriate for the more and the less intelligent pupils. In the meantime we may discuss one last point which seems to emerge from tables 1 and 2. It will be noted that 'home background' figures in the definitions both of the academic and less academic pupils. This may imply that teachers think of intelligence and academic ability as running in families and that lack of academic ability leads to poverty. Alternatively it may imply that teachers think that at least a moderate standard of living is necessary if one is to be able to release energies in the pursuit of academic tasks. Still another interpretation

might be that the sort of parental values that make for a "good" home background make for alert, studious, intelligent children. And still another might be that children from good backgrounds have the prospect of getting "good" jobs and are therefore inclined to see the relevance of school work. But whatever the interpretation, the implication seems to be that teachers who think of more and less academic pupils as differing in this way will be unlikely to make great efforts to interest children who come from poor home backgrounds in academic tasks.

III : To what do teachers in fact devote their Efforts

Introduction

We turn now to the second set of information provided by the teachers - the teachers' ratings of the effort they in fact put into achieving the goals covered in our list of objectives.

The things to which teachers devote effort may differ from the things they consider most important for a number of reasons. They may think it important for schools to be concerned with some goal, but still feel it is someone else's job to pursue it: a mathematics teacher may think it is important for pupils to learn a foreign language, but one would hardly expect him to spend his time pursuing this goal.

On the other hand teachers may be distracted from pursuit of the goals to which they attach most importance by environmental constraints such as the examination system, a lack of opportunity to pursue various goals within the curriculum, a lack of recognition on the part of the authorities under whom they work that it is important to pursue these goals, or, finally, pressures from the pupils themselves or their parents. Pressures of the last sort may cause teachers to work toward goals that pupils and parents consider important although they themselves do not share the parents or the pupils' views.

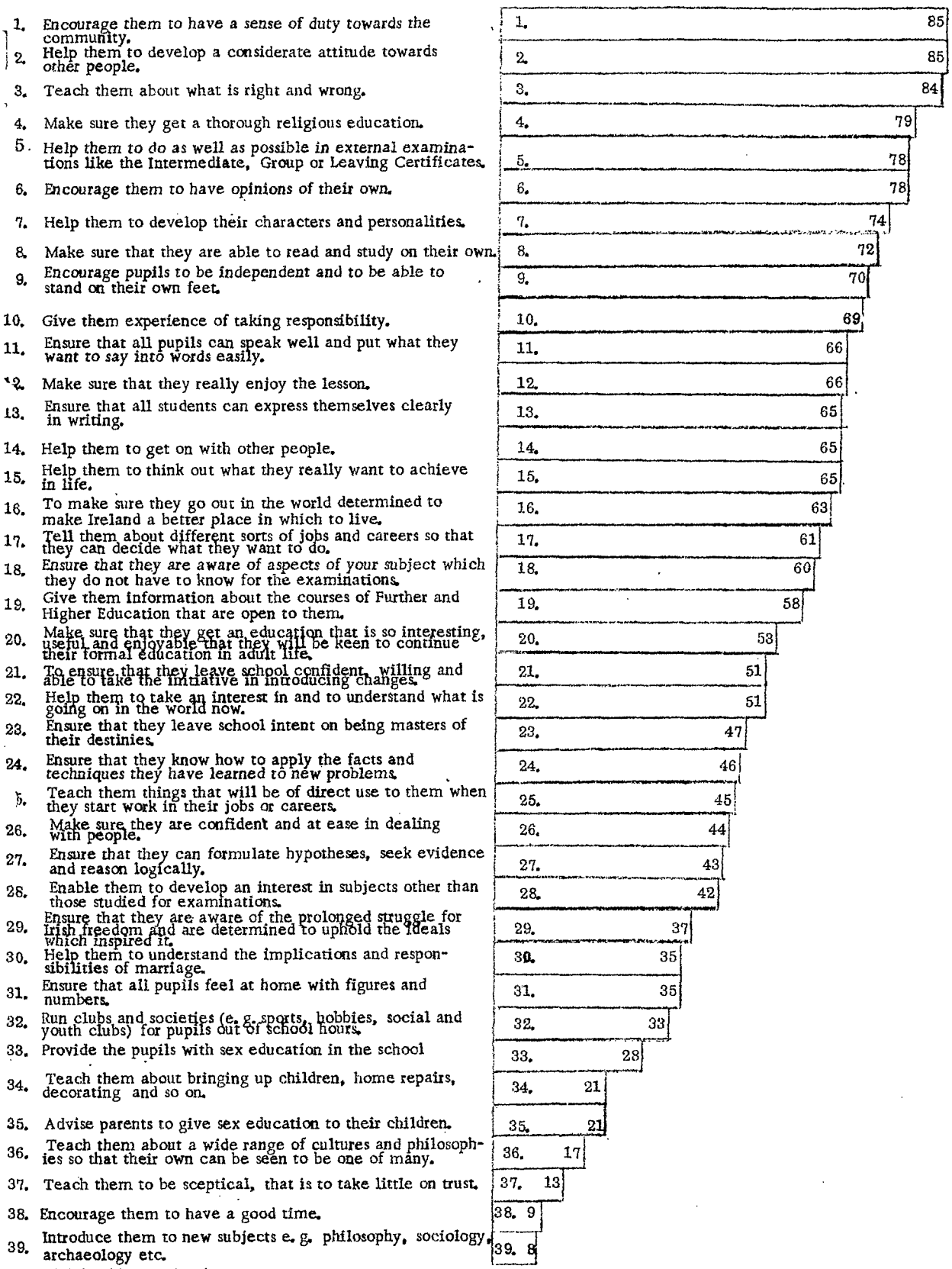
A last possible reason for any discrepancy we may find between assessed importance and effort might be that, although everyone in the system may think it important to strive to reach some goal, and although there may be ample time and incentives to work toward it, if teachers do not know how to go about achieving the goal they are unlikely to spend much time trying to achieve it. And this will be particularly likely to be true if, in addition, they do not know how to find out whether they have achieved it.

The next set of charts present the results obtained by asking teachers to rate the amount of effort they themselves put into achieving each of the 39 goals included in our list. Since the goals to which they said they devoted a great deal of attention varied between head teachers and others, and, among heads, for the more and less academic pupils, these lists are given separately. Teachers' ratings of the "less" academic pupils did not differ markedly from their ratings fo the more academic, so only the latter have been converted into a chart.

One's immediate reaction to these lists is to compare them with the objectives that were said to be most important. However, as this will be done in detail in the next section, we will simply note here that pressure to obtain examination results has displaced downwards many of the objectives teachers considered most important. Examples would be developing independence and other qualities of character. Furthermore the distinctive characteristic of the goals which come to top of the heads' list seems to be much more that of a moralistic duty, an "ought", rather than the spontaneity so noticeable in the ratings of "importance".

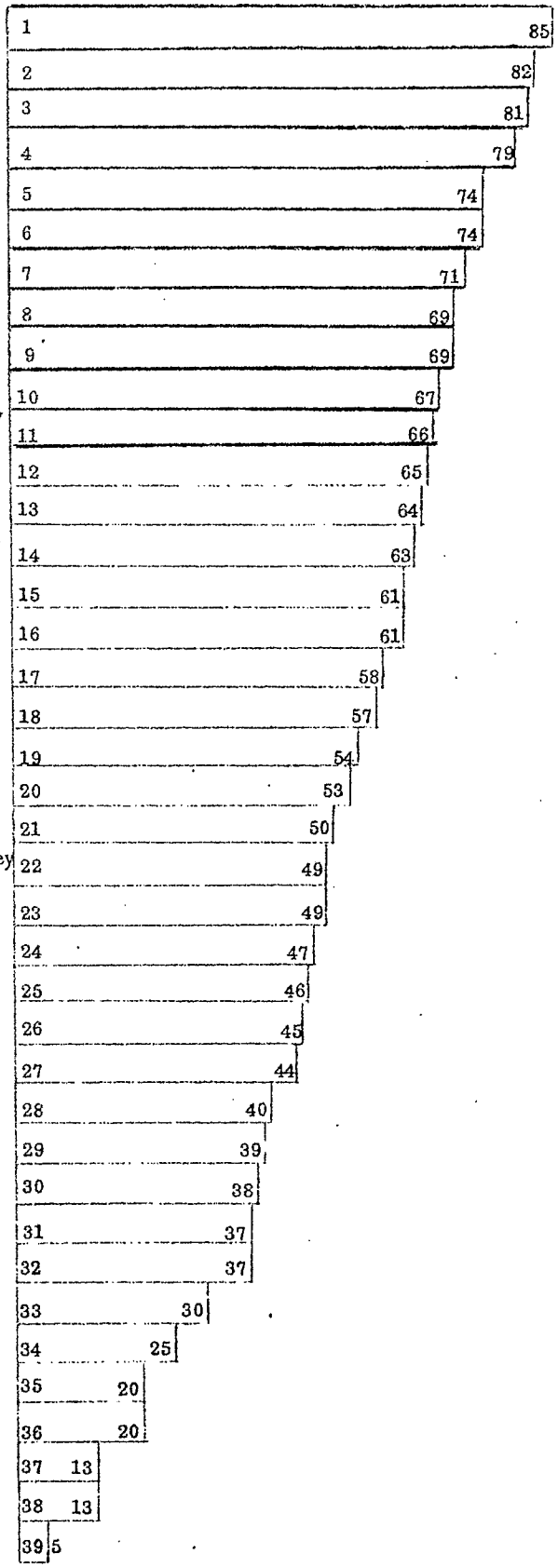
As well as comparing this list of goals to which teachers say they in fact devote attention with the list of goals teachers thought mos important, we would urge the reader to ask himself whether these are the things to which he considers teachers should devote most attention. We have already described the teachers' perception of the importance of these things, but teachers are only one, albeit critical, important group amongst those who should be involved in formulating educational objectives. We might particularly ask readers to consider the appropriateness of the educational programme apparently being offered less academic pupils. If the reader comes to the conclusion that the teachers' present priorities in their activities

Percentage of Head Teachers who Tried Very Hard to Achieve Each Objective in Their Own Lessons With the More Academic Pupils.



Weighted base (=100%) all head teachers rating objectives for "more academic pupils 75.

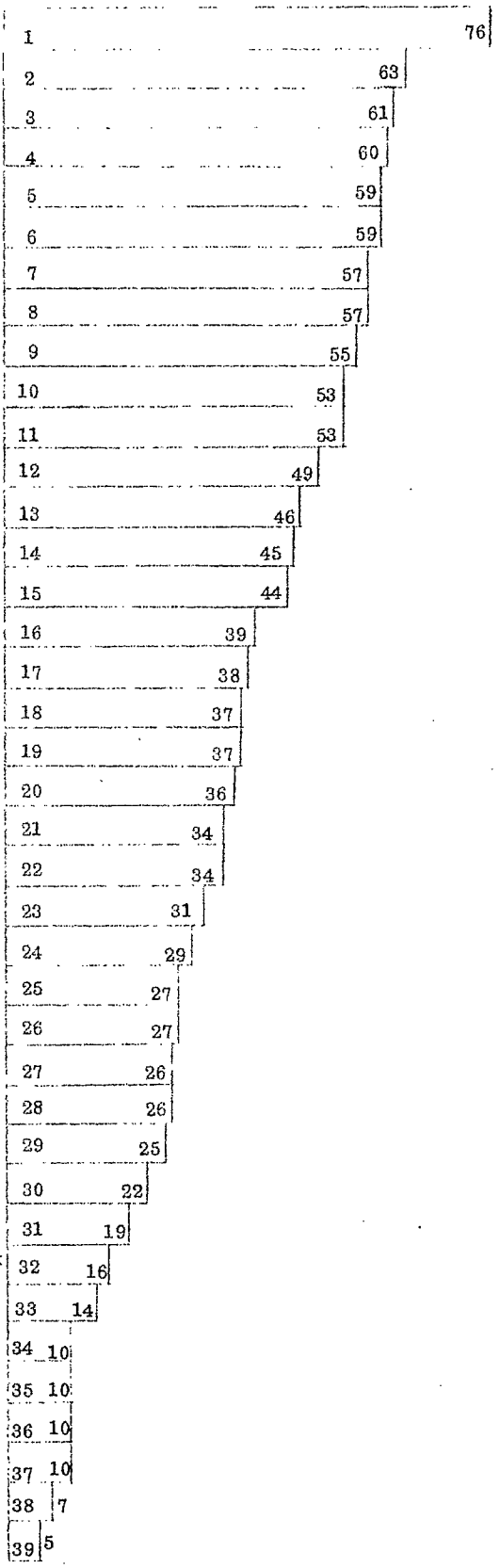
Percent of head teachers who tried very hard to achieve each objective in their own lessons with the less academic pupils.



*These two items have been abbreviated from the items on the questionnaire which read:
"Make sure that they get an education that is so interesting, useful and enjoyable that they will be keen to continue their formal education in adult life".
"Ensure that they are aware of the prolonged struggle for Irish freedom and are determined to uphold the ideals which inspired it.

Weighted base (=100%) all head teachers rating objectives for "less academic" pupils': 71

Percentage of Assistant Teachers who Tried Very Hard to Achieve Each Objective in Their Own Lessons With the More Academic Pupils.



Weighted base (= 100%) all assistant teachers rating objectives for "more academic" pupils 528

are not correct - whether or not he agrees with the teachers' perception of the correct order of importance - it indicates the need to discover ways in which structures might be changed such that teachers can devote more of their efforts to achieving important goals. If the reader accepts the teachers' evaluation of what they should be doing, but not what teachers say they are in fact doing, it is obviously important that he should devote his attention to thinking of ways in which teachers might be relieved of the need to pay attention to some of the less important things that receive attention and helped to pay attention to some of the more important things.

Differential Treatment of the "More" and "Less" Academic

As we have seen there was little difference in the proportion of teachers who put a great deal of effort into achieving these various goals by whether the ratings were made for the more or for the less academic pupils. However, within vocational schools, teachers said they put less effort into developing a sense of duty toward the community among the more academic than among the less academic pupils, less effort into ensuring that they could formulate hypotheses and reason logically, less effort into making sure that they got an education that was so enjoyable and useful that they would wish to continue as an adult, and less effort into helping them to think out what they really wanted to achieve in life.

Head teachers said they put more effort into making pupils aware of aspects of subjects not required for examinations when working with the more academic pupils. With the less academic pupils they said they put more effort into making sure that they felt at ease with figures and numbers, making sure that they felt confident and at ease when dealing with people, and teaching them about the implications and responsibilities of marriage.

The Distinctive Role of Heads

In general the distinctive role of head teachers comes out clearly from the data. Heads are more likely to see themselves taking more responsibility for the general development of the pupils, while other teachers take more responsibility for subject teaching. In particular head teachers appeared to put more effort than other teachers into provision of a thorough religious education, provision of information about jobs and careers, encouraging pupils to think out what they really wanted to achieve in life, making sure that pupils left school determined to make Ireland a better place in which to live, and providing information about courses of further and higher education that were open to the pupils. Although heads see themselves in this distinctive role one may ask whether this is because, at the time of the survey, they were the only people in a position to take this role. If so one may wonder whether it is desirable that this role be reserved for heads or if responsibility for these things should be diffused more widely through the teaching profession.

Discrepancies Between Importance and Effort

As we indicated at the beginning of this report teachers rated the importance they attached to each objective, and then the amount of effort they themselves put into achieving it. They did this by writing numbers next to each "objective" in adjacent columns on the questionnaire. Thus they inserted "1" if they thought it was "very important that education should do this" (strive to attain the objective), "2" if it was "Moderately Important" and so on. In the next column they then inserted "1" if they tried very hard to do this in their own lessons, "2" if they tried moderately hard to do this .... and so on.

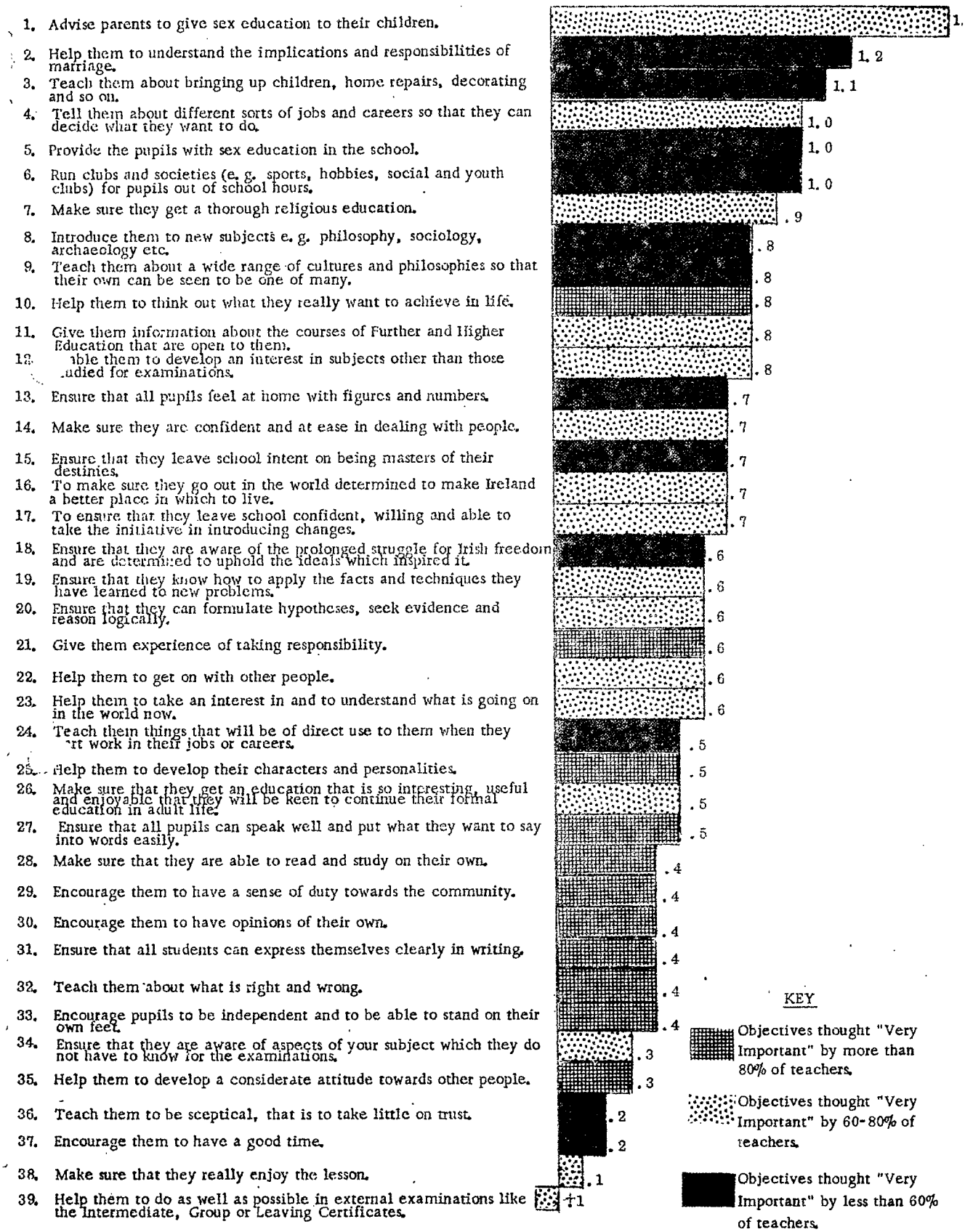
In order to discover which objectives received more and less attention than their importance merited the figures the teachers had written in the second column (effort) were subtracted from the figures they had written in the first column (importance).

As has been indicated most teachers naturally rated the effort they themselves put into achieving the objectives as less than the importance they attached to education as a whole achieving the objective. Since the less effort the teachers said they put into achieving a goal the higher the number selected, the differences we obtained when we subtracted the former from the latter were mostly negative in sign.

Chart V gives the objectives arranged in order of the average differences between the teachers' ratings of the importance of the objective and their ratings of the effort they put into achieving it.

It will be seen that the greatest discrepancies arise in relation to a number of practical and life-relevant objectives like advising parents to give sex education to their children, helping pupils understand the implications and responsibilities of marriage, teaching them about bringing up children, house repairs, decorating, etc, and providing careers information.

Objectives: Mean Discrepancies Between Teachers Ratings of Importance and Own Effort for More Academic Pupils



Weighted base for averages: All teachers rating objectives for "more academic" pupils. 612

There was a slight, but, in the context of the other data, highly significant,tendency for teachers to put more effort than they thought they should into helping pupils to do well in external examinations. They were also reasonably satisfied with the amount of effort they put into making sure that pupils enjoyed the lessons , had a good time, developed scepticism, developed considerateness, and learned about aspects of their subjects that they did not have to know for examination purposes.

In general the objectives which the teachers considered most important dropped behind least when it came to the ratings of effort, and the ones considered least important dropped behind most. The one exception to this would seem to be that teachers apparently did very little to help pupils think out what they wanted to achieve in life - which they considered to be a very important objective.

There were no cases in which there was a difference of .3 or more between the discrepancies between importance and own effort recorded for the more and the less academic pupils.

For every objective, head-teachers reported a smaller discrepancy between the importance attached to an objective and the effort put into achieving it than did other teachers. The difference between head teachers and others was largest, for both more and less academic pupils, for provision of information about jobs and careers, advice to parents to give sex education, making sure the pupils got a thorough religious education, providing sex education at school, helping the pupils to understand the implications and responsibilities of marriage, running clubs and societies , and giving the pupils information about the courses of further and higher education that are open to them.

Discussion

The average size of the discrepancy between what teachers (including heads) thought they should be doing and what they said they were in fact doing would seem to be cause for concern.

We do not know what it is that causes the discrepancy; as we said earlier it may be the constraints of the system in which the teachers find themselves, not being sure how to go about achieving the goals, or thinking it is someone else's job to do so (although, possibly, not having an appropriate specialist, such as a guidance teacher, to pursue goals they do not attend to themselves). The internal evidence of the material suggests that the constraints of the examination system are a real and important variable - examination achievement is the one objective which receives more attention than it merits (even though it does not receive much more than it merits in absolute terms its relative position changes markedly) and that the achievement of the moderately important objectives to which teachers devote little effort is delegated to, or pre-empted by, heads. Yet even heads do not do as much as they would like to achieve many of the objectives, and it is not necessarily the case that what is, should be.

In spite of the size of the average discrepancy it is clear that, on the whole, and with very few exceptions, teachers feel that they devote most effort to the objectives which they consider most important. Their own answer to our earlier question of whether teachers are in fact devoting their energies to the achievement of the most important objectives of education is an unequivocal "Yes". The one exception to this statement seems to be that teachers feel that they do little to help pupils think out what they really want to achieve in life. This, is, perhaps, more significant than it might appear, since our own analysis of what is entailed in attaining the more pro-active goals which come at the top of the teachers' list suggests that an important ingredient in all of them is a value-clarification component. And this, teachers seem to be saying, they do not attend to.

As we have said it would seem that teachers report the greatest discrepancy between the importance attached to an objective and what they feel they are doing to achieve it for teaching pupils things that would be of direct value to them in their lives, that is to say, about sex, about bringing up children, home repairs, and decorating, about different sorts of jobs and careers and courses of further and higher education. They also feel that they are not doing as much as they should about religion, about running clubs and societies, and by way of introducing pupils to new subjects and a wide range of cultures and philosophies.

It may be that they regard these objectives as someone else's job: but whose? If as many teachers were attending to these things as attend to the other objectives (not all the objectives are everyone's job) one would not expect the average discrepancy to be any different. In other words it would seem that these discrepancies do seem to be arising because too few people - whether in specialist roles or not - seem to be attending to them.

Although none of these are considered to be extremely important goals, teachers would, on the basis of these results, be expected to welcome policy changes which would enable at least some teachers to spend more time on these things. It is striking that all of these things are knowledgeability outcomes of a form that can be readily assimilated to traditional academic structures. That is to say they do not include the goals which teachers felt to be particularly important and which, as we have seen, fall much more in the area of motivational, character-development, outcomes of education and, as such, probably involve much more basic changes in educational practice if more attention is to be paid to them.

IV. Success with which Educational Objectives are Achieved

It will be recalled that, in addition to generating a list of priorities in education which would enable all those involved to take a step back from their every day tasks and ask "Is this what we are supposed to be doing in education, and, if so, are we going about it in the best way?", we also wished to find out whether teachers were satisfied with the extent to which they were able to achieve their most important goals. This, of course, is much less than what one would like; one would also like to know what other people thought of the products of the educational system. How satisfied are adults with their education? How effectively does their education in fact prepare them to cope with life's problems? What do employers think of the products of the educational system? What standards do pupils in fact reach in relation to each of the goals? We do not have most of this information, and we could not collect if in the course of any one survey, but we could and did ascertain the teachers' and pupils' views.

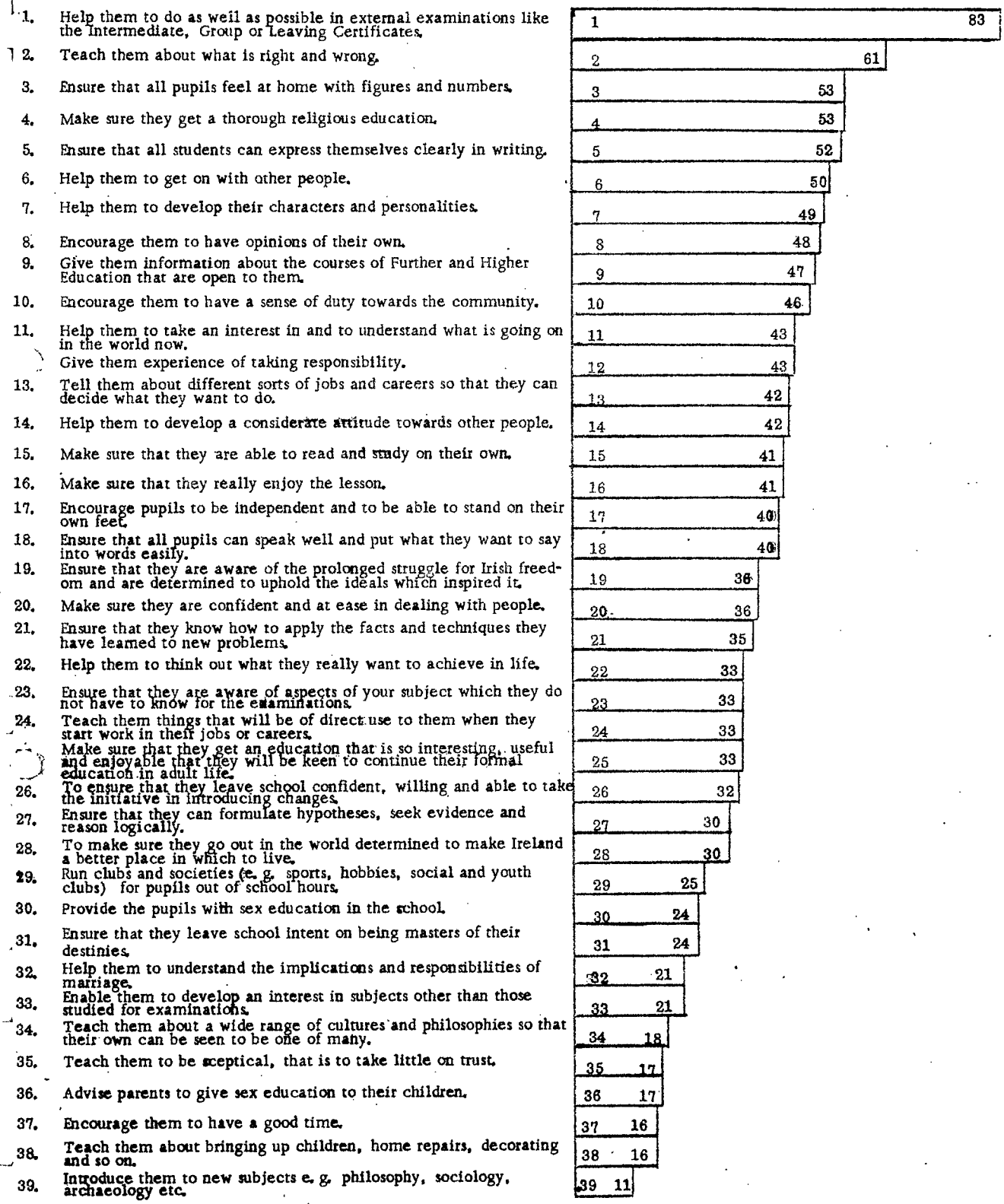
Teachers were asked whether they thought that education, as it is at present organised, was very successful in achieving, moderately successful in achieving, somewhat successful in achieving, not at all successful in achieving, or successful in preventing the achievement of, each of the objectives listed. They were asked to give their assessments separately for the "more" and "less" academic pupils through the procedure we have already described.

Since few objectives were thought to be very successfully achieved it was, in order to get large enough numbers in the cells to make the analysis meaningful, necessary to add the "moderately successful" category to the "very successful" before conducting the analysis.

Chart VI gives the percentages who thought that education was at least moderately successful in achieving each of the objectives for the more academic pupils. As can be seen from table A5 the results were very similar for the less academic pupils and these have therefore not been converted into a chart.

CHART VI

Success with which Educational Objectives Attained. Percentage of Teachers Saying Education "Very Successful" or "Moderately Successful" in Achieving Objective for the More Academic Pupils.

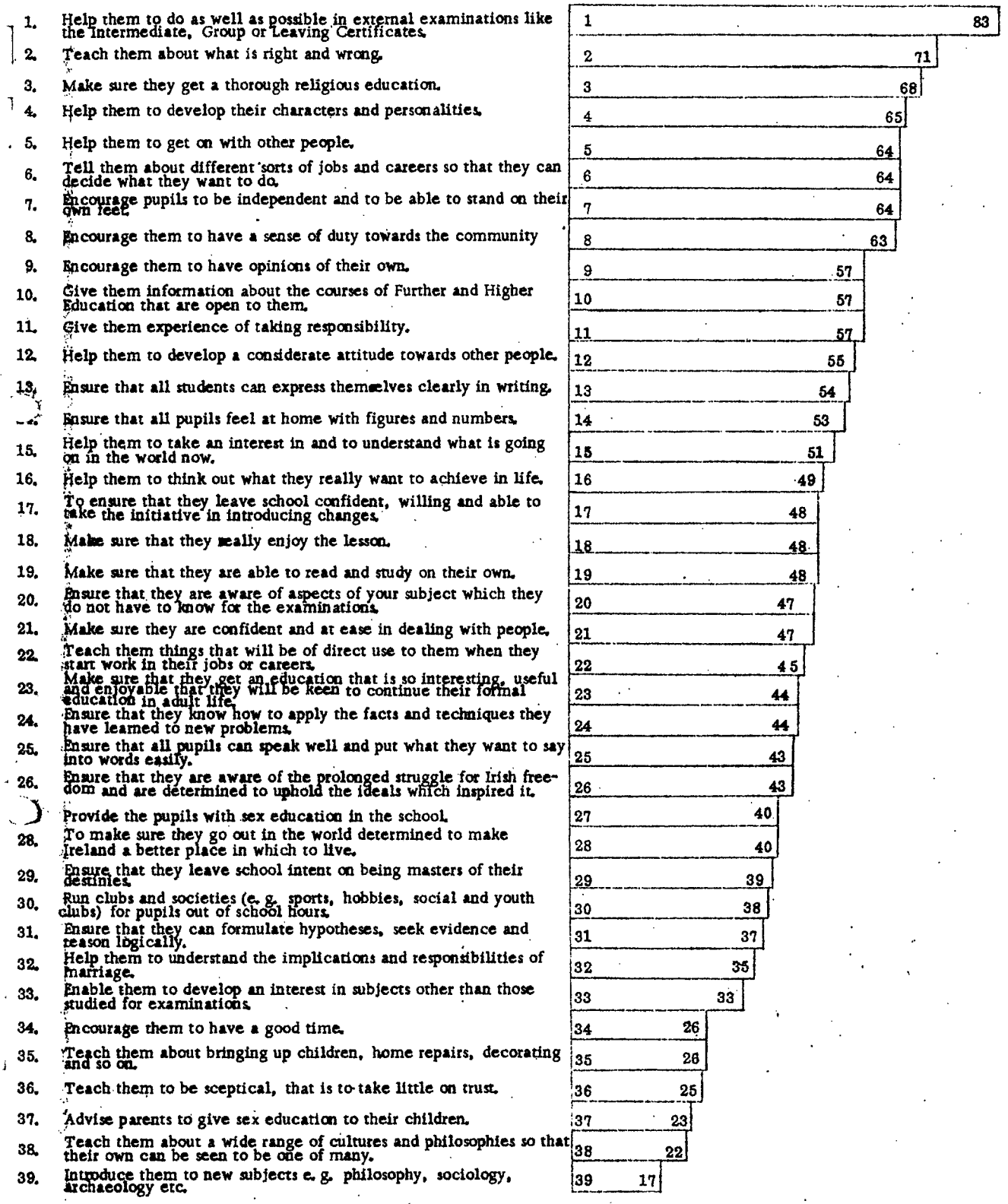


Weighted base (100%)

All teachers answering for the "more academic" pupils. 612.

CHART VII

Success with which Educational Objectives are Attained. Percentage of Heads Saying Education "Very Successful" or "Moderately Successful" in Achieving Objective. Average Over More and Less Academic Pupils.



Weighted base (= 100%)

All Head teachers 146

It will be seen that there are only two objectives - concerned with examination performance and moral development - that significantly more than half the informants thought even moderately well attained.

Heads saw things rather differently from other teachers. More than half of them thought that nearly a third of the objectives were at least moderately well attained. Objectives which heads much more often than other teachers felt to be satisfactorily attained were: - Tell them about different sorts of jobs and careers so that they can decide what they want to do, give them information about the courses of further and higher education that are open to them, help them to develop their characters and personalities, help them to get on with other people, make sure they leave school confident, willing, and able to take the initiative in introducing changes, make sure they have a sense of duty toward the community, and teach them things that will be of direct use to them when they start work in their jobs or careers.

Discussion

The fact that teachers thought that the educational system was about equally successful or, more correctly, unsuccessful in achieving its goals for the less academic as for the more academic pupil provides food for thought. Certainly it does not suggest that teachers have a strong felt need for special types of educational programme to cater for the less academic pupils. It suggests that, as far as teachers are concerned, there is not merely equality of educational opportunity for these two groups, but that there is also equality of educational attainment. It is not merely that less academic pupils are doing as well as can be expected in view of their ability: Although the best attained objective - helping pupils to do as well as possible in external examinations - is measured in relation to the pupil's ability, many of the other objectives are absolute: About half the teachers are at least moderately satisfied with what the educational system is doing to make sure that all pupils, whether more

or less academic, feel at home with figures and numbers, and can express themselves clearly in writing. Thus it would seem that there is no generally felt need among the teaching profession for special priority area enrichment programmes in Ireland. One cannot help but feel that it would be desirable to have some objective data on attainment in relation to these goals.

On the other side of the coin the unmistakable implication of the data is that most teachers are not at all happy with the extent to which they are attaining these goals. And they are as unhappy about the more as about the less academic pupils. Perhaps they feel that the standards attained in relation to most of these things are so abysmal that there is no point in distinguishing between the more and the less academic pupils. Quite clearly most teachers would welcome any real help that was given them concerning better ways of reaching these goals. Nevertheless, in saying this, one cannot avoid feeling, first, that they would primarily expect this help to be accompanied by financial and other resources and facilities, and, second, that they think that these goals should not be attained at the expense of examination performance: although that is the best attained goal they are far from satisfied with attainments in that sphere.

Heads were more satisfied with what the system was doing than were other teachers. Perhaps they had a wider perspective on standards and knew more about the ability of their ex-pupils to cope with life; or, perhaps, their expectations were more moderate and realistic. One does not know. But, whatever the interpretation, it would seem that they may be less likely than other teachers to welcome developments designed to lead to more effective attainment of these goals.

Once again we may conclude our section by saying that curriculum developments seem to be indicated. However, these developments are not needed for any sector of pupils in particular. Many of the objectives felt to be least well attained were more mind-broadening and directly life-relevant objectives. Many of the pro-active characteristics like ability to

clarify life goals, willingness to take initiative, confidence in dealing with people, independence, considerateness, and responsibility came in the middle of the list. From our present data these would seem to be the areas in which developments are needed. But although not well attained some of these were not felt to be very important anyway. So which areas are most in need of development? Some progress toward an answer to this question will be made in the next section where we look at the discrepancies between importance and success.

Discrepancies between Importance and Success

We have seen that the objectives teachers felt to be least well attained were those concerned with vocational preparation, perparation for life, provision of a wide academic education, and, to a lesser extent, development of self-motivated characteristics like initiative and independence. The next question is "which objectives were felt to be particularly poorly attained in relation to their importance"? Teachers' ratings of "success" were subtracted from their ratings of "importance" in the same way that their ratings of effort were subtracted from their ratings of importance. (see p.TO 35). The mean discrepancies between teachers' ratings of Importance and Success are given in Chart VIII.

On virtually every item head teachers saw less of a discrepancy than others. This was most marked, and consistent from more to less academic pupils, for encouraging independence, developing character and personality, making education so interesting that pupils would wish to continue as adults, making pupils aware of aspects of the subject which they did not have to know for examinations, ensuring that they could apply the facts and techniques they had learned to new problems, and giving information about courses of further and higher education. As we have seen these are the very things to which heads devoted time while other teachers did not.

For the heads the largest discrepancies between importance and success were:

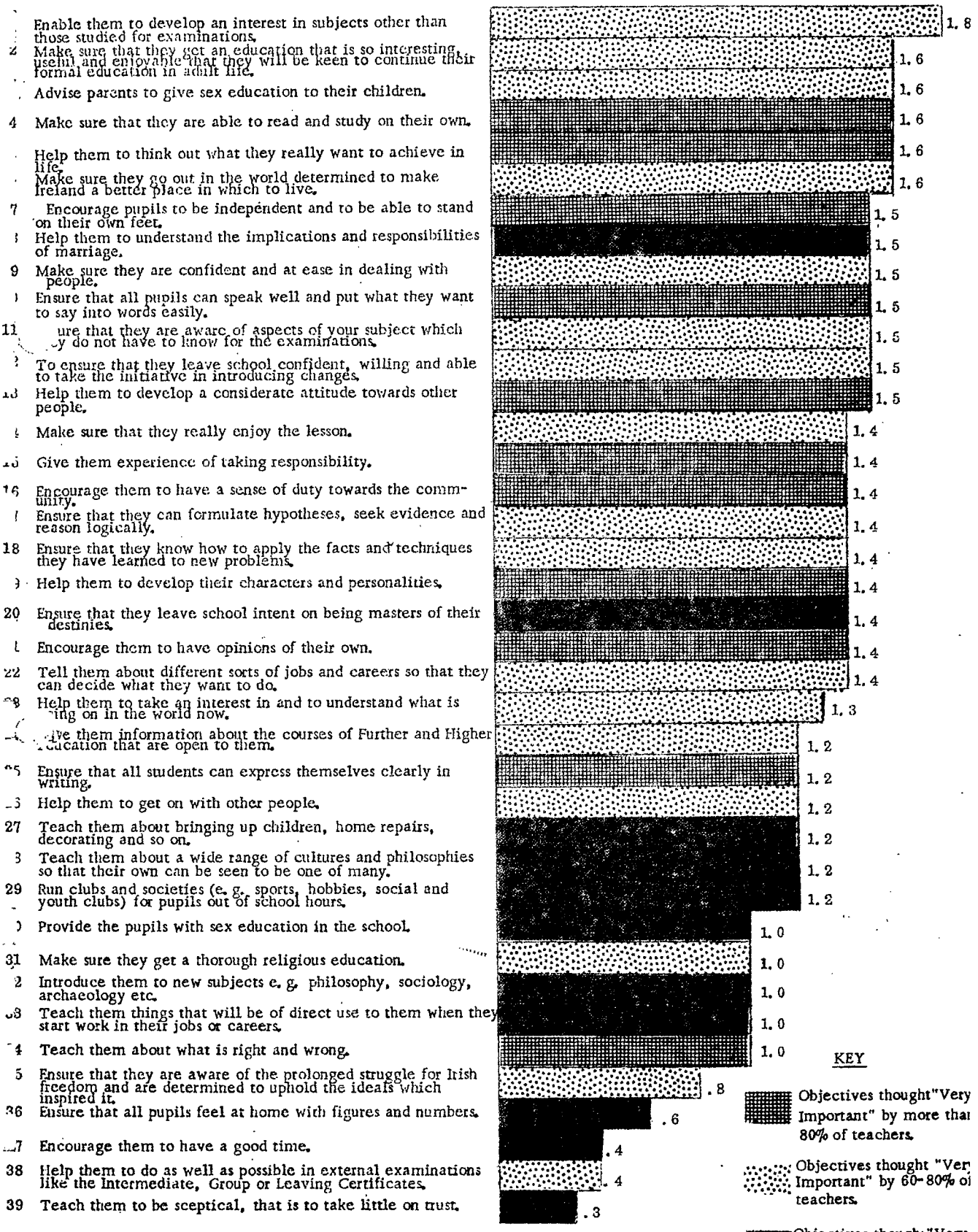
	Mean Discrepancy between Importance and Success (More Academic Pupils)
Enable them to develop an interest in subjects other than those studied for examinations	1.7
Ensure that all pupils can speak well and put what they want to say into words easily	1.6
Help them to think out what they really want to achieve in life	1.5
Make sure they are able to read and study on their own	1.4
Advise parents to give sex education to their children	1.4
Make sure that they go out into the world determined to make Ireland a better place in which to live.	1.4

Discussion

Attention should first be drawn to the absolute size of the discrepancies revealed in Chart VIII: overall, teachers clearly feel that they do a great deal less well than they would like in relation to the achievement of many of their most important objectives into the attainment of which they pour a great deal of effort. This would particularly seem to apply to the attainment of "self-motivated", open-ended, non-response-oriented, pro-active characteristics like interest in new things, ability to read and study on one's own (which, as we said earlier, implies an interest in doing so, enjoyment of doing so, and a desire to do so), ability to think for oneself (which implies sensitivity to one's feelings - those murmurings on the borders of consciousness which indicate that one has a problem or the germ of a solution - and the habit of seizing on those indications and mulling them over until one finally succeeds in experiencing the delight of gaining insights), self-confidence

Objectives: Mean Discrepancies Between Importance And Felt Success With Which Attained

With More Academic Pupils.



Weighted base for averages = All teachers rating objectives for "more academic" pupils: 612.

in social interaction (which implies knowing, from repeated experience, that one can cope with new people and new situations, together with a set of well-practiced habits which enable one to meet such situations), willingness to notice and do something about, the problems of one's community (which implies a value for personal responsibility and for working for the good of all together with a number of human resource characteristics which enable one to achieve such goals - characteristics which may include such things as willingness to initiate action on the basis of incomplete evidence and the tendency to monitor the effects of that action for feedback to help one's understanding of the situation and take corrective action, reality-based confidence in one's ability to initiate action on the basis of incomplete information, secure in the knowledge that one could take effective corrective action if necessary - confidence which can only come from ample practice at this activity), ability to formulate what's in one's mind easily and well (which also seems to imply sensitivity to one's feelings, the spontaneous tendency to search out appropriate means of communicating them, and sensitivity to feedback concerning better ways of communicating them; the spontaneous tendency to seek such feedback by paying attention to such feelings as indicate that all is not as well as it might be and the spontaneous tendency to seek out resources - and to utilize previously unnoticed resources - which will help one improve the effectiveness of one's communications).

As we have seen it is much more difficult both to specify how these things are to be attained (taught), and how that attainment is to be evaluated, than the reactive characteristics which teachers feel they achieve more effectively. One may ask whether one can teach pupils to generate the trigger to activity in the same way that one teaches them routine ways of solving routine problems presented by the teacher. Can one teach sensitivity, enjoyment, and responsibility in the same way that one

teaches about sensitivity, about the psychology of pleasure and about the checks and balances of a set of institutions of government?

However, if teachers are correct in their emphasis on these things, it would seem to be of extreme importance that research be put in hand to assess the consequences of such patterns of values and such human-resource competencies, and that research and development work to be put in hand to generate educational methods which will help to foster these important characteristics and to compare the relative merits of alternative ways of developing them.. Which in turn, involves developing means of assessing these things - assessing whether or not these competencies have been developed.

High in the list of things which were felt to be less well attained than their importance merited were also a number of life-useful characteristics like sex education, preparation for marriage, and making contact with new aspects of academic subject matter. And finally, although the teachers obviously felt that, in relation to their importance, the objectives they attained best were scepticism, examination performance, encouraging pupils to have a good time, numeracy, and awareness of the struggle for Irish freedom, we may repeat that we find it difficult to see how one can attain goals like the ability to think for oneself unless one encourages scepticism, that we find it difficult to see how motivational characteristics can be acquired unless one encourages pupils to enjoy displaying the characteristic concerned, and that it may well be doubted whether many pupils leave school sufficiently numerate to cope with modern society.

Implications of material obtained from Heads

Since all the objectives for which heads perceived the largest discrepancy came near the top of the teachers' list one would expect both heads and other teachers to welcome educational innovations designed to achieve these objectives more effectively. On the other hand since the discrepancy was less that than for other teachers one might expect heads to be

somewhat less enthusiastic.

One would also expect heads to be particularly less likely to welcome innovations designed to encourage pupils to develop independence, to develop their character and personality, to make education so interesting, useful, and enjoyable that pupils will wish to continue as adults, to make sure that pupils know of aspects of subjects which they do not have to know about for examinations purposes, to ensure that pupils can apply the facts and techniques they had learned to new problems, and to give them information about courses of further and higher education that are open to them.

Priorities in Curriculum Development

As can be seen from the Chart not all things which were felt to be less well attained than their importance merited were in fact felt to be very important goals of education. In order to highlight the conclusions to be drawn we list below the things which were felt to be "very important" but which had the largest discrepancies between ratings of importance and success. These were:

1. Help them to be independent and able to stand on their own feet.
2. Make sure that they are able to read and study on their own.
3. Help them to think out what they really want to achieve in life.
4. Ensure that all pupils can speak well and put what they want to say into words easily.
5. Help them to develop a considerate attitude towards other people
6. Make sure they get an education which is so interesting, useful, and enjoyable that they will be keen to continue their formal education in adult life.

It would seem that teachers would particularly welcome innovations which would help them achieve these objectives more effectively and we will later take up these areas in particular in relation to curriculum development. Here we may simply remark that pupils rarely felt that schools should do more to help you to read and study on your own, to develop considerateness, to develop, independence and the ability to stand on ones own feet, or to help them speak well and easily. Any programmes of curriculum development will obviously have to take the pupil's felt needs into account too.

V. Teachers' Perception of the Value of School Subjects

So far we have studied teachers' perception of educational objectives through the medium of their ratings of an abstract list of educational objectives.

We turn now to their views on the value of school subjects and the subjects most appropriate to the more and the less intelligent pupil. First we look at their answers to a question which asked what benefit they thought pupils derived from studying the subject they were mainly teaching. Then we turn to the more general question of whether or not there were subjects on the school curriculum which should not be there and, if so, which subjects. Next we look at their views on which additional subjects should be on the curriculum. Finally we discuss the school subjects thought most appropriate to the more and the less intelligent pupil.

Benefits Derived from Study of Their Subject

In order to focus attention on the benefits teachers thought pupils derived from having studied their subject per se - its intrinsic benefits as distinct from the examination certificate - teachers were first asked what benefits pupils who left before leaving certificate derived from having studied their subject, and then what benefits those who left before intermediate or group certificate derived from having studied it. The answers, classified into eight categories, are given below together with the frequency distribution of the replies.

Table 3

Main Benefits Pupils Are Felt To Have Derived From Having Studied The Teacher's Main Subject

	By pupils who left: Before Inter. %	Before Leaving %
Preparation for Life: They would learn things which would be of value to them as homemakers, learn how to use tools and the three Rs, learn to calculate and have a certain degree of literacy; be able to express themselves, be better equipped career-wise.	26	33
Personal Development - non-cognitive. They would develop tolerance for, and understanding of, other ways of life; customs cultures, and life elsewhere. They would develop cultural and aesthetic values, appreciation of music and literature.	17	30
Personal Development - cognitive. Learn to think logically, learn to think rather than simply recall information, learn to be critical.	9	19
Increased awareness and appreciation of Irish Tradition: Language, culture and history will lead to better Irishmen and more patriotism.	10	10
General Knowledge: Interest in and understand current affairs.	3	6
Awareness and enhanced understanding of physical environment: Some understanding of scientific and world matters.	5	6
Learn about interests they may take up later in life.	3	4
Other Answers.	5	5
Nothing/Very Little	22	5
Weighted Base (=100%) (All teachers who completed form Y)	401	401

Discussion

By and large these answers seem to reflect the sorts of things which emerged as the most important objectives in Chart 1. Pupils will learn things that will be useful to them; they will learn to read and study on their own, to put what they want to say into words easily, and to be considerate toward others. Nevertheless the Preparation for Life code does seem to suggest a somewhat more pragmatic approach to education than does Chart 1, where preparation for careers came in 30th place. The group of answers concerned with broadening the mind and developing an openness to new ideas and other values is something not readily apparent in Chart 1. It may be, of course, that the bulk of the answers coded into this category were concerned with development of appreciation of such things as literature, an inference supported by the fact that, as we shall see later, this answer was most often given by teachers of English. Learning to think for oneself is mentioned by about one teacher in five as a benefit derived by pupils who stay on after the intermediate certificate but who leave before leaving certificate. It adds weight to the seriousness with which teachers take the goal of helping pupils develop this characteristic, indexed in Chart 1 by "Help pupils develop opinions of their own"

Although the rank order here supports that obtained in Chart 1, it is surprising how few teachers did in fact mention benefits in most of these areas; fewer than a third gave answers which fell into any one of these fairly inclusive categories. It is, perhaps, even more alarming to note that one teacher in five thinks that pupils who leave before intermediate level do not derive any real benefit from having studied their subject. One may wonder whether teachers view the early years of post-primary education merely as a preparation for further study, conferring little benefit on their own.

On the other hand they may be saying that pupils who leave at this stage are, on the whole, incapable of deriving any benefit from the study of their subject; it is not the subject which is at fault but the pupil. Either way it is a matter which would seem to merit attention. What benefits is study of a subject intended to confer? What is it hoped that pupils will be able to do better as a result of having studied it? Are the benefits of equal value to all who study the subject, to early leavers and to those who are going to stay on longer? Should subjects throughout school always be only, or even mainly, thought of as a preparation for further study of that subject, not conferring any other benefits? And what are the implications of the answers to these questions for the planning of syllabi - both for early leavers and for those who stay on longer?

Not only did a larger proportion of teachers feel that pupils sho stayed on beyond Inter would have benefited from a study of their subject, the flavour of the answers is different after intermediate level. whereas, at the earlier level, teachers listed benefits like "develop a limited familiarity with numbers" the benefit became a confident and obviously useful "develop a familiarity with numbers" by the pre-leaving certificate level. By and large, however, one may wonder whether teachers' answers to these questions give one an impression of teachers who are sufficiently articulate about the benefits of having studied their subject (once the examination certificate itself is not to be counted among those benefits) to justify the current emphasis placed on education, and, in particular, the emphasis placed on staying on at school for pupils who are not going to go to university - which is where leaving certificate traditionally leads pupils.

Variation with Subject Taught

The answers the teachers gave obviously varied greatly with the subject taught. But, before looking at this variation, we may first note that, in general, teachers in vocational schools placed more emphasis on the preparation for life aspects (46% at pre-leaving certificate level giving answers which fell into this category, compared with 28% of teachers who taught in secondary schools). Secondary school teachers were more likely to mention benefits which fell into the area concerned with developing an appreciation for literature, other values, and other ways of life.

Although the numbers teaching any one subject were small we may now draw attention to the differences between subjects.

At pre-leaving certificate level teachers of Irish and Latin were the most likely to say that no benefits derived from the study of their subject (Tables A7 and A8). At pre-inter level (where an average of 15-25% of teachers thought no benefits were derived) the teachers most likely to say that no benefits were derived were teachers of Latin, History and French. Home Economics and English came out best on this score.

At both pre-leaving and pre-inter level the small number of teachers of Commerce, Home Economics and Woodwork came out best in terms of providing a preparation for home life. Teachers of History, Geography, Irish and Latin were least likely to give answers which fell into this category.

Broadening the mind and awareness of other values and ways of life was most often mentioned by teachers of English, followed, at some distance, by French and Latin, and later still by teachers of Geography and History.

The development of competencies such as logical, critical, thinking, was mentioned most often at the pre-leaving certificate level by those teaching maths, followed, a long way behind by those teaching English, Latin and Science. A similar pattern is evident at pre-inter level, although English teachers at this level are less likely to allude to this benefit.

Development of an awareness of an Irish tradition was only mentioned by teachers of Irish and, a long way behind, of History.

Geography and History teachers at the pre-leaving certificate level were the most likely to think of general knowledge outcomes, and Science and Geography teachers the most likely by far to mention awareness and enhanced understanding of the physical environment.

French teachers had almost a monopoly of the future interests category.

Subjects of Little or No Value

When asked whether there were any subjects on the curriculum which were of little or no value, 78% of the teachers said there were none. 93% of heads were of this opinion. Otherwise there was little variation in the proportion who this asserted the value of the current curriculum with school size, type, urban-rural etc. or whether the teacher was a man or woman or religious or lay.

Table 3 lists the subjects mentioned by the 79 teachers who felt that there were subjects of little or no value on the curriculum in order of the frequency with which they were mentioned. It will be seen that Latin and Irish head the list. Other subjects mentioned by less than 5% of the teachers included History and Geography, History, Mathematics, Physics and Chemistry and Mechanical Drawing. We will compare the teachers' evaluation of the value of school subjects with the pupils evaluation when we report the pupils' results.

Table 3

Subjects Teachers think have little or no value

	%
Latin	35
Irish	21
Civics	16
Hebrew	11
Greek	9
Commerce	7
R.K.	7
French	6

Weighted base (=100%) (All teachers who listed subjects as having little value).

When teachers were asked, "Are there any subjects not presently taught in your school which you would like to see on the curriculum?" 63% answered "yes". More than any other school type, teachers in Protestant schools would like to see other subjects on the curriculum. Next would come teachers in vocational schools, and lastly teachers in Catholic secondary schools. Whereas 72% of teachers in boys-only schools wanted other subjects only 45% of those in girls-only schools did. 69% of male teachers would like new subjects as against 51% of female teachers. 72% from schools of size 1 to 200, as against 57% from schools or size 201 to 400 and 400 or more pupils, answered in the affirmative. There were some differences with the type of facilities, clubs and subjects available. The percentage wanting more subjects ranged from only 33% of those in schools offering a wide range of subjects, good environment and poor clubs to 90% of those in schools offering a narrow range of subjects, good environment and good clubs. Overall 48% of teachers in schools with a wide range of subjects thought there should be other subjects on the curriculum of their school as against 72% of teachers in schools with a narrow range of subjects. There were no differences between heads and other teachers, between religious and lay teachers or between teachers who taught different subjects.

Table 4 gives the additional subjects that teachers would like to see on their own school curriculum. The greatest felt need seems to be for artistic subjects, followed by gymnastics, philosophy and practical subjects. The large 'miscellaneous' category contains such subjects as Drama, elocution and public speaking, dancing, appreciation of media (e.g. films, T.V.), culture appreciation, etiquette and appreciation of fashion and trends, sociology, politics, sex education, a subject geared to social problems, motor mechanics and electricity. As above, this 'miscellaneous' category may highlight the desire for subjects which are expressive, socially oriented or practical.

Table 4

Subjects not presently taught in the school which teachers would like to see on the curriculum.

Subjects	(1) %
Music	19
Art	12
Gymnastics	12
Philosophy	10
Woodwork	10
Metalwork	9
Some Modern Language	7
Arts and Crafts	7
German	5
Latin	4
Economics	4
French	4
General Science	4
Miscellaneous	25
Base (weighted)	242
(Teachers thinking that there were subjects not presently taught that they would like to see on the school's curriculum.)	

(1) Since a teacher could specify one or more subjects the percentages do not sum up to 100%.

Nearly all subjects were mentioned more often by teachers who taught in schools offering a narrow range of subjects ; not only did teachers in such schools more often say that there were additional subjects they would like to see on the curriculum, they listed more subjects each time. Teachers in large schools who said they would like additional subjects more often mentioned arts and crafts, woodwork and metalwork. Vocational school teachers mentioned gymnastics more often than others while Catholic Secondary School teachers were more likely to mention woodwork and philosophy. Older teachers, if they thought more subjects were desirable, were more likely to mention music, and younger teachers to mention metalwork.

Subjects Important For More And Less Intelligent Pupils

Question 20 on form X asked teachers about the subjects they considered most important for their more and their less intelligent pupils. Table 5 gives the rank order of the subjects judged by the teachers to be most important for each category of pupil. Briefly, academic subjects are judged to be of more importance for the more intelligent pupil whereas the tendency is to favour a "practical", or other less narrowly academic or intellectual subject, for the less intelligent pupil. It is of interest that "art" was only listed by 8% of the teachers as important for the "more intelligent" pupils but by 28% for the "less intelligent". Likewise only 26% thought it important for more intelligent pupils to study a practical subject of any sort whereas, in the case of the less intelligent, many teachers listed at least one of Home Economics, Woodwork, Metalwork, Arts and Crafts, Commerce, or "A practical subject".

Discussion

It is not clear from this data whether the more intelligent pupils were felt to be less good at these "practical" subjects (although this would seem improbable, particularly in the case of art) or whether the teachers considered that, after they left school, more intelligent pupils were more likely to use the academic subjects, while the less intelligent - by default rather than positive ability - were likely to have to make use of the skills required to become hewers of wood and drawers of water. On the whole, however, the data would seem to lend support to the view which seemed to be emerging earlier, namely that less intelligent and academic pupils - who, in the teachers' opinion, seem to be remarkably similar - are viewed as "less able all round", rather than as "pupils who have skills and potential in other areas". The data also seems to lend support to the view that "practical" subjects are not thought to develop important character and intellectual skills - such as the ability to combine intellectual problem-solving, information-seeking, planning and executory skills into a well integrated and executed whole, or the ability to monitor performance in order to take needed corrective action before it is too late. In short they do not seem to be perceived as a means of teaching pupils to use intellectual activity in the course of taking effective action to deal with

Table 5

Rank order of subjects considered more important for:

	The more intelligent pupil	%		The Less Intelligent pupil	%
1.	Maths	76	1.	English	65
2.	General Science	63	2.	Home Economics	33
3.	English	54	3.	Art	28
4.	A Practical Subject	26	4.	Woodwork	25
5.	Irish	24	5.	Basic Maths	25
6.	A Language (as well as English/Irish)	23	6.	A Practical Subject	25
7.	History	22	7.	Commerce	22
8.	Latin	16	8.	Metalwork	18
9.	Basic Maths	16	9.	Irish	17
10.	Religious Knowledge	9	10.	History & Geography	16
11.	Miscellaneous	8	11.	Mathematics	15
12.	Art	8	12.	Arts and Crafts	14
13.	French	8	13.	General Science	11
14.	Philosophy	5	14.	Religious Knowledge	8
	Weighted base (= 100%) (all teachers who completed form X)	393			393

Background Variables associated with Importance attached to subjects

The subjects considered important for each type of pupil were analysed by the normal sets of variables.

(a) By School Type

For the more intelligent pupils vocational school teachers favoured Irish and Maths more than teachers in Catholic Secondary schools. These favoured History and Latin more than vocational school teachers (see special appendix table SA9).

For the less intelligent pupils vocational school teachers would prefer maths, metalwork, woodwork and a practical subject more than would Catholic Secondary school teachers, more of whom favour commerce and home economics (see Table SA10). This could be because the facilities for subjects like woodwork were inferior in Catholic Secondary schools (see Table A9 of the Setting of the enquiry). Co-Ed Schools, which were largely Vocational, follow this pattern.

(b) By Subject Area Taught

For the more intelligent pupils teachers in the arts-humanities area favour History more than the others; and teachers of a mixture of subjects tend to favour Irish more than those in the maths - science area: English tends to be favoured more by teachers of the arts - humanities and by those who teach a mixture than by those teaching in the maths - science or practical areas.

For the less intelligent pupil Irish is favoured less by those in the arts/humanities area than by those teaching practical subjects or a miscellany: English is more favoured by the teachers of a mixture of subjects than by maths/science teachers: art is most favoured by teachers of practical subjects home economics is least preferred and a practical subject more preferred by the maths/science teachers.

Summary and Overall Discussion of Part 1

We have seen that although teachers do tend to strive to reach the objectives they consider most important they are in most cases far from satisfied with the results. Furthermore they appear to devote little time to the achievement of, and are equally dissatisfied with the degree to which they achieve, many of the objectives they consider only moderately important.

To some extent the data suggests that these discrepancies between aspiration and performance arise from the constraints of the organisational structure in which teachers work, and, in particular, from the constraints imposed by the examination system. Nevertheless, to a degree, the material suggests that part of the explanation is that teachers are none too clear about how to go about achieving some of the objectives they consider very important, and how to set about finding out whether they have achieved them: they do not think it important to achieve objectives which it would seem necessary for them to achieve if they are indeed to attain their own most important goals.

Teachers felt that some of the objectives we investigated were important, but both received insufficient attention and were badly attained. Other objectives were desirable, rather than very important, but nevertheless in need of more attention. In the end it was difficult to avoid concluding that the means to be used to attain most of the objectives included in the list would benefit from review: most of them were attained a great deal less well than their importance merited. Even the pupils' examination performance, which alone among the objectives seemed to attract more attention than its importance merited, was not all that teachers would have liked. There appears to be a need for a major rethink of the goals of education, the ways in which they are to be attained and the way that attainment is to be evaluated. Research is needed to clarify all three of these things. In the absence of that research, there is an urgent need for all members of society - be they parents, teachers, administrators,

employers, employees, T.D.'s, or pupils, to address their minds to these questions.

Implications for Curriculum Development

From an examination of the nature of the objectives the teachers' felt to be most important or, at least, desirable, the effort they say they presently devote to achieving them, the success with which they think the objectives are achieved in education as it is currently organised, and the general pattern of results we have obtained it would seem a reasonable inference that curriculum development programmes are needed in all the areas given below.

This curriculum development work could partly be carried out at the level of the classroom, partly at the level of the school, partly through research projects directed toward curriculum development, and partly through national policy changes designed to facilitate such development, innovation and experimentation. It should not be thought of as the private property of university Departments of Education.

The areas in which this curriculum development work seems to be needed are to assist in:

1. Development of the spontaneous tendency, and the ability, to learn without instruction: Generation of that interest in education which will make people keen to continue their education as adults, the ability to apply the facts and techniques one has learned to new problems, the ability to read and study on one's own - the tendency to notice the need for information and the ability to find the materials and information one needs, and the ability to formulate hypotheses, seek evidence, make one's own observations and reason logically.
2. Development of self confidence, independence, ability and willingness to take initiative in introducing changes, confidence in social interaction, considerateness, and ability to be master of one's destiny.

3. Development of values, an ability to see one's culture in perspective, to choose between value systems through being acquainted with a wide range of cultures and philosophies and the consequences of pursuing different goals and adopting different values, and thinking about the sort of person one wants to be; what one really wants to achieve in life.

4. Development of interpersonal competencies, the ability to understand the points of view of others and the ability to work with them, leadership and followership ability, and the ability to express oneself and communicate.

5. Development of courses to provide information which will be useful in everyday life - information about sex and marriage, bringing up children, home repairs, decorating etc., vocational guidance, information (partly by direct experience) about different careers and courses, and about new subjects.

Many of the objectives falling into groups 1 to 4 are open-ended, self-motivated, pro-active rather than re-active characteristics, They consist of generalised ways of thinking, feeling, and behaving rather than cognitive habits to be reeled off when the appropriate (if rarely encountered) situation presents itself. They are very different from the sorts of things teachers and pupils feel schools do relatively well.

To illustrate what is involved let us take communication as an example. Developing effective communication skills seems to involve developing the spontaneous tendency to notice things that are worth communicating; that is to say sensitivity to inner feelings which register preliminary indications that there is some aspect of external reality which requires to be examined further; the desire and the wish to communicate these things; the ability to evaluate the value to the audience of

that which is to be communicated; the commitment needed to make the ideas or fee lings to be communicated fully explicit and to track down an appropriate media - words, paint, or music - for communicating them, a stock of tricks of the trade for communicating these things, and sensitivity to feedback from one's audience concerning the adequacy with which the communication has been effected ... feedback much more important, and much more likely to be acted upon, than that provided by a blunt red pencil.

All of these things probably involve enjoying these activities and having had repeated experience of the satisfactions which come from having successfully completed a difficult but self-chosen task in this area. Experience of these satisfactions is important; it is this which is likely to lead pupils to want to do these things spontaneously in the future.

The same constellation of characteristics needed to perform this particular pro-active activity effectively seems to exist in all the other areas we have mentioned. They seem to be relevant whether the competency to be developed is initiative, considerateness, the tendency to clarify one's values and life goals, the tendency to clarify one's self-image and generate the commitment to pursue the things that are important to oneself to the exclusion of the routine busy-work which tends to be thrust upon one, confidence in social interaction, confidence with figures and numbers, independence, efficacy, logical critical thinking, or inventiveness and the ability to apply one's knowledge to important new situations.

It would seem, therefore, that not only are teachers and pupils quite right to say that these goals are very important and that schools at present don't do enough to achieve them but also that it will be difficult to generate the very different sorts of educational input which are needed to make advances in these areas.

We may try to take the discussion of the sort of input that is needed a step further by means of another example. Before doing so we may once more emphasise that an important ingredient of most of these characteristics seem to be

that they involve spontaneity. They are generalisable ways of behaving which involve the wish to engage in the behaviour. They involve teaching pupils to generate the motivation to perform the activity, teaching them to trigger off the activity, as well as the activity itself. As such it seems to the researchers probable that they can only be developed through working out from the pupils' own concerns and interests, the things they already tend to do sponteneously. And, as an aid to achieving this goal, we will review the pupils' values in another paper.

Turning now to our example, reflection on the data we have been dealing with has led us to noting that Acting Independently and Taking Initiative seem to involve the values listed on the following page.

Values

1. A value for the end state in relation to which initiative is supposed to be displayed: if one values performance at football, one will tend to show initiative in relation to ways of improving one's performance, one will have standards of performance in relation to football, and one will display sensitivity to feedback concerning ways of improving one's performance.

2. A value for working independently, for taking personal responsibility, (rather than going along with the mass or leaving things to others).

3. A value for being an individual rather than conforming to the group.

4. A value for doing new things rather than for conforming to tradition (although an innovative individual might be expected to seek out better ways of conforming to tradition if he valued being traditional!)

In summary, acting independently involves a value both for the end state toward which the activity is directed and a value for particular patterns of behaviour. (In parenthesis we may note that this suggests that, as far as educational imputs are concerned, it may be important for teachers to work with pupils to clarify both of these).

Efficacy Characteristics

In addition to these values, effective initiatives and effective innovative behaviour would seem to involve the spontaneous tendency to display a number of the following components of effective behaviour:

Self Confidence, which would seem to mean:

(i) Knowledge, based on experience, that one can work with others, that one can take a leadership role, that one can enlist others' help and support. This would appear to involve structuring a graded series of learning experiences designed to lead to the development of different types of

Willingness to tolerate the boring tasks that is necessary to perform in the course of achieving ones goals, but equally unwillingness to tolerate boring tasks which do not lead to important goals.

Sensitivity to one's feelings and emotions, and willingness to unleash them in the service of goal attainment; being willing to recognize one's feelings and emotions and the tendency to turn them into one's work rather than deny that one has such feelings.

The Tendency and the Ability to lead effectively, the tendency and the ability to effectively enlist the help of others when necessary to achieve one's goals. The spontaneous tendency to do the things which it is necessary to do if others are to turn their energies into goal attainment; the spontaneous tendency to notice and do something about, psychological barriers to effective action on the part of individuals; sensitivity to organizational problems which prevent individuals functioning effectively, and the ability and willingness to recognize and reward those who attend to such problems.

The Tendency and the Ability to follow effectively: the tendency to try to understand an overall programme of activity and take the initiative to work out one's own part in the whole, and get on with it, without having to be told in detail what to do, together with the ability to do this effectively.

Tolerance for abstract thought and willingness, and tendency, to think about, and plan to avoid, obstacles to the effective achievement of one's goals.

Knowledge of, and tendency to use effectively, strategies for finding out how things work - strategies for prodding institutions and people in order to find out how they work, for prodding situations in order to find out how they work, etc.

Tendency to seek feedback, ability to recognize it, and tendency to utilize it; i.e. (a) Sensitivity, that is to say knowledge of the importance of paying attention to slight feelings of unease, sensitivity to these, and a tendency to mull over these slight feelings, bring them into full consciousness, and do something about them.

Generalizability of the Components

Before we move on we should again emphasise that it seems to us likely that these efficacy characteristics may be applicable to the achievement of any valued goal; any goal in relation to which it is possible to establish standards, that is to say any goal which one can attain more or less effectively, whether it is communicating, working for the good of the community, showing consideration for others, dominating over others, or building a warm, friendly, society.

The efficacy characteristics seem to be generalizable; the values, (both personal and end state) do not.

These speculations and reflections would seem to raise the question of whether what is needed in education is both value-clarification and efficacy developing inputs.

Value-Clarification Inputs

Value-clarification inputs may involve highlighting the consequences of pursuing different personal and end-state goals, for both the individual concerned and the society in which he lives, in different social structures. If one had them, this information could be provided by means of anthropological and other research reports. It could also be provided by highlighting the consequences of pursuing different values from case history materials, role models, and through other demonstrations involving educational "games". Unfortunately much of the research into the consequences of possessing different values and attitudes remains to be done, case history material remains to be collected, and demonstration exercises largely remain a thing of the future.

Efficacy Developing Inputs.

The inputs which would be expected to help students develop the efficacy characteristics would involve

1. Providing pupils with opportunities to conceptualise these things: providing them with concepts in terms of which to think about these things, and then encouraging them to
   i. Think about their own previous behaviour in these terms.
   ii. Think about their future in these terms.
   (Both of these would seem to be very important in that they would involve relating the conceptual framework to themselves and checking it for its validity).
   iii. Analyse case histories in order to see how these things have worked for other people and what the consequences were for them.
   iv. Look at research results relating to the antecedenis and consequences of these characteristics in different social structures.

   As a result of doing these things the pupils should become thoroughly familiar with the concepts and relate them to themselves in such a way that they can do something about them.

2. Providing pupils with role models so that they can see more clearly how these things actually work out in practice and learn through that much-neglected educational input-imitation. Again case history material is important, but one ever-present role model is the teacher. If pupils see their teachers as down-trodden, ineffectual, individuals who complain that they are unable to do anything because of "the system" in which they find themselves (that is to say because of The Department) one can expect their pupils to behave in exactly the same way; if one hears teenagers

saying that the only thing that will do any good is a revolution which will change the system you may guess where they - at least in part - learned it'.

3. Providing pupils with opportunities to practice the efficacy components so that they become well-formed and well-tried habits.

There are a number of aspects to which attention should particularly be drawn :

(a) Pupils must have ample opportunity of practicing generating these activities for themselves - of triggering them off for themselves - so that they become able to engage in them spontaneously in the future. They must become sensitive to the situational cues which will tell them when to engage in these various activities in the future.

(b) Pupils must have ample experience of the satisfactions which come from engaging in these activities: it is these satisfactions which will make them want to do these things in the future, and it is the knowledge that these satisfactions follow which will make them prepared to tolerate the frustrations, anxieties, and boredoms involved in achieving their goals in the future.

(c) Pupils must have opportunities of practicing these competencies in non-threatening situations. In real life a mistake often brings massive punishments. The object of educational tasks must be to avoid these so that the individual will try out new ways of behaving and then be able to haltingly evolve more and more effective ways of behaving.

This is particularly true of interpersonal competencies; a mistake in the performance of a new social role in a real-life situation courts embarrassment, ridicule, and disaster. New ways of relating to others must therefore be practiced in non-threatening situations until they become strong enough and well formed to be used in the real world

These specifications draw attention to a number of features which must be provided in educational tasks designed to achieve these goals.

i. If the pupils are to practice generating the activities for themselves then at least some of their learning must take place through performing these activities in relation to goals which are important to them: one cannot expect pupils to learn to release these activities, to want to engage in them, to tolerate the frustrations involved long enough to experience the satisfactions which follow, if they do not value the goal in relation to which they are expected to practice these things.

In order to clarify the goals in relation to which teachers might take steps to generate sequences of learning experiences designed to achieve these goals we later present some data we have collected concerning pupils' spontaneous motivations; their concerns and values: the things they will be keen to do and in relation to which it would be possible to develop sequences of learning experiences designed to develop these characteristics.

ii. The learning experiences should involve educational games and role-play sessions which enable pupils to develop higher and higher levels of these characteristics, to try out and practice new ways of behaving, to check out for themselves verbal statements that the behaviour is effective or enjoyable, and to experience the satisfactions which follow. They will then know, from first hand experience, that the information they have been given is true and they will therefore not believe those who try to pour scorn on them and tell them that these things do not work in the way in which they are supposed to work; they will know from first hand experience what it feels like to behave in this way, that they can behave in that way, and what the consequences are.

As we said earlier it is particularly important that these learning situations involve group as well as individual activities so that interpersonal competencies can be tried out and developed.

iii. The learning experiences must permit each individual pupil to experience the satisfactions which follow; the teachers task becomes, not to reward even processe

(such as trying hard) rather than result (the right answer), but to structure individual sequences of learning experiences for pupils such that pupils experience the intrinsic satisfactions which follow, intrinsic rewards which they will continue to obtain when the teacher is no longer present to reward them.

iv. If pupils are to develop interpersonal competencies they will need to gain insight into the way in which other people think and feel and the constraints which operate on them: once again role playing exercises will help to develop this tendency, even if they themselves do not adopt into their own behavioural repertoire features of the role they play.

v. Not merely is it desirable for pupils to engage in these activities and experience the staisfactions for themselves it is also desirable for them to explore the consequences of a variety of ways of behaving. Pupils believe that if they are asked to take initiative a number of consequences will follow with varying degrees of certainty. Thus they may feel that they will be unable to tackle the situation; disaster will ensue; they will be exposed as incompetent fools; others will laugh at them, deride them and loose their respect for them; they will not be able to obtain all the information they need to take a good decision; things will happen which they did not envisage and which they will not be able to control; others will not help them with their task and they will be unable to get other people on whom they are dependent to pull their weight; the whole exercise will be thoroughly shameful, frustrating, frightening, and unpleasant experience.

If teachers develop proper sequences of learning experiences they can ensure that pupils discover that these things do not happen. The learning experiences can also be structured to help pupils to develop the competencies required to ensure that these things do not follow.

Developing these sequences of learning experiences involves teachers in branching out into new and uncertain areas where they will be uncertain of the consequences, and may have to take corrective action later. But one thing is certain, so long as pupils continue to believe that these things will follow they cannot be expected to engage effectively in such behaviour.

In summary, then, two features of the required learning experiences are, first, that pupils be able to practice and develop these efficacy characteristics through graded sequences of learning experience geared to goals which are important to them: if they do develop them in relation to those goals they will later be able to generalize them to other goals which they come to value, and second, that teachers develop case-history material, role models, educational games, and role play sessions which will enable pupils to understand the components of effective behaviour and practice that behaviour - particularly the interpersonal components - in relatively non-threatening situations.

Before leaving the components of effective behaviour as outlined here, we may draw attention to the number of the components which involve sensitivity to one's feelings; to the importance of being in contact with oneself. And we may ask whether, if pupils are pushed about, and dragooned through "courses" which are considered "essential", they can possibly develop this sensitivity. This is, perhaps, why so many creative people have remarked that it took years to recover from the dyfunctional buffeting with "facts" which they took in the course of their formal education. Gone are the days when even the undergraduate had time to read, reflect, and dream at will. Perhaps it is time that this, apparently essential, part of education was restored. Perhaps, indeed, it is time that it was emphasised through purpose made inputs.

Courses for the More and the Less Academic

Returning now to our summary of the results reported so far in this paper: teachers did not think that more and less academic pupils should receive courses directed toward different educational goals. It was not clear whether this was because the categories in terms of which we had collected the data were too crude or whether they were saying that these two groups of pupils did require courses directed toward the same goals, albeit perhaps at different levels. What was clear was that they were equally satisfied - or, more correctly, equally dissatisfied - with their achievement of the objectives for both groups - a fact which seems harder to understand.

In spite of the fact that they did not think that more and less academic pupils should be taking courses directed toward different goals, they did think the subjects to be studied by more and less intelligent pupils should differ. They were likely to think that while the more intelligent pupils should study traditional academic subjects the less intelligent pupils should study practical and expressive subjects. It would seem, therefore, that just as they do not share our own view that some of the objectives are sub-goals which need to be achieved en-route to higher-order objectives, so they do not connect practical-expressive subjects with the achievement of many of their character development goals and, in particular, with the development of the tendency to engage in integrated thought-action-feedback strategies designed to achieve important ends.

Satsifaction with subjects on the Curriculum

On the whole, although they were unhappy about the extent to which the educational system achieved its main goals, they were content with the subjects on the curriculum. If they wanted subjects dropped they were likely to mention Latin and Irish. But only about one teacher in 20 mentioned them. More teachers would have liked additional subjects added, the most popular being Music, Art, Gymnastics and Philosophy.

Remaining Queries: The needs of the less academic pupils Implications for the examination system, and implications for the future of education.

To revert once more to a more general discussion: Two big queries emerge from the results: What if anything, should be done specifically to cater for less academic pupils: a sizeable proportion of teachers appeared to think that they lacked ability and motivation, and an interest in school and in traditional school subjects, yet did not think that they required special courses or examinations. One would infer that these teachers must have thought that they had no place in school.

Yet half the pupils involved in the survey who intended to enter manual occupations hoped to stay on at school till they were over 18 years of age. In the light of this it would seem important to encourage those teachers who believe that less academic pupils do have important talents which they can help to develop to prove their point. And if they are to do this it would seem necessary to free these teachers from the current constraints of the educational system.

The second question that remains is whether, if the goals that came at the top if the list in terms of importance are the goals to which teachers should be paying attention, there are any implications for the examination system (which at present appears to inhibit the achievement of these goals).

We have seen that teachers directed most of their efforts toward the goal that could be evaluated (examination performance) and were more satisfied with their efforts in this direction than with their achievement of of other goals. The implication would seem to be that if more effort was made to evaluate attainment of the other goals it would probably result in teachers becoming clearer about what is to be achieved. They would also be able to ascertain whether or not they are achieving these goals and thereafter take steps to achieve them more effectively. In spite of apparent logic of this argument, we saw in our report on "teachers views in examinations" that relatively few teachers thought that the attainment of such goals should be evaluated. Perhaps the explanation is that they did not believe that the attainment of such goals could be evaluated. On the other hand those who did wish the attainment of such goals to be evaluated were very dissatisfied with the examination system. As a result, it would seem that, if our logic is correct, and if the attainment of these goals can be evaluated (and what meaning have these terms if one cannot somehow detect whether the characteristics are present or absent ?) if this report serves to highlight this issue we can expect many more teachers to join the disgruntled few who feel that the attainment of these goals should be evaluated.

We can, perhaps, draw attention to one final implication of this data. If this report serves to draw attention to the fact that most members of the teaching profession think these character-development goals important and are dissatisfied with their attainment, yet do not seem to realize that their colleagues share their views, then it should serve to encourage teachers to take heart: they are not lone voices calling out for change: they are supported by their colleagues and, provided they explain what they are doing and why, they

can count on their support in experiments to achieve more effectively the goals that all consider most important. Perhaps they should also be supported by funds being made available for the research and curriculum-development programmes that are needed.

Research Needs

We have seen that we have been unable to answer the question we set out with. We cannot tell from this data what schools should be doing and how they should be doing it. Before that question can be answered we urgently need more information. We urgently need better ways of thinking about the characteristics that might be developed in education, and about the characteristics that are being developed (for better or for worse) in education as it is currently organised. We need to know what the consequences of these things are for the individual concerned and for the society in which he lives. Since these will be different in different types of social structure we need better ways of thinking about different types of social structure, too. We also need a much better understanding of how these characteristics develop and of how they could be better developed. And we need much better means of measuring the presence or absence of these characteristics.

The Way Forward

On the other hand one does not want to be caught in the trap of waiting for prior certainty before introducing change. In the teachers' view things seem to be in a pretty bad state: indeed it would seem that they could hardly be worse: not more than half the teachers thought 95% of the objectives we asked them about even moderately well attained. As we recommend to our pupils we need to make some judgements about what should be done, judgements based on the best available information, taking note of what is going on elsewhere, and judgements made secure in the knowledge that we can monitor the effects of our actions and take effective corrective action if our judgement turns out to be wrong. In this report we have looked at at the teachers' judgements. We have presented our own reflections on the implications of what the teachers say. It would seem that the next move is to generate and evaluate pilot programmes of education based on this information.

PART 2

Associated Variables

So far we have discussed mainly the overall results. But in collecting this data it was hoped to do more. It was hoped to be able to answer such questions as "How does the "ethos" of different types of schools differ, if at all?" "Do teachers who have been teaching for different lengths of time, in different types if school, give different answers?", "Do religious teachers differ from lay teachers in what they consider they should be doing?", and "Do teachers vary from one to another in any systematic ways in terms of the goals they seek to achieve in education?". We will take this last question first.

THE FACTOR ANALYSES

Teachers obviously vary from one to another in the educational goals they consider most important. Is there any systematic structure in that variation? That is to say: Is there any pattern in the variation - are teachers who tend to think one thing is important more likely than other teachers to think that certain other things are important? Can one discern in the apparently endless variety of teachers' concerns a more limited set of more basic variables which serve to summarise much, if not all, of the variety?

These are the questions to which factor analysis addresses itself.

As a result of intercorrelating every item with every other item and then applying factor-analytic techniques to the material it becomes possible to discover whether there are groups of items made up of items which are moderately correlated with other items in the same groups but only slightly correlated with items falling into the other groups. If there are such clusters of moderately inter-correlated items one can assume that the items falling into each group are tapping some common concern. One can then make the further assumption that a teacher who endorses all the items in any one cluster must have a very high level of concern with the commnn characteristic tapped by

all the items in the cluster. To take an example derived from our own work, if there is, as there appears to be, a group of items whose common characteristic is that they tap a concern to develop a love of academic subjects, then one can expect any teacher who thinks each of these things " very important" to be much influenced in his decisions concerning what to do in his lessons (and what to say in response to interviewer's questions as to what should go on in schools) by his high level of concern with developing a love of academic subjects. The consideration of whether a particular course of action would help to reach this goal will come to dominate over other possible considerations. He may even be said to be pre-occupied with this consideration.

Further details, both of the rationale for this procedure and of the statistical techniques used, will be found in Raven, Ritchie, and Baxter (1971). Nevertheless it may be important to draw attention to the fact that we have used factor analysis in this survey, not so much as a means of "explaining" the entire pattern of co-variances found in the data, as a means of developing a set of "attitude scales".

One implication of this is that, in reporting our results, we have focussed on the internal consistency of the clusters of items rather than on the proportion of total variance explained by each factor. We have done this because it seems to us that the latter statistic is so dependent on the range of variables one starts out with. In practice our variables were pruned at the pilot stages by omitting both many of the items which correlated with none of the others (and which were, therefore, probably, ambiguous) and items which were highly intercorrelated (and which were, therefore, virtually the same question phrased in different ways). For our purposes the things that seem to us important are the degree of overlap of the factors (indicated by the ordered correlation matrix as given in tables SA 7 and SA8 in the special appendix) and the internal consistency of the clusters, also shown in the correlation matrix, and indexed more succintly by the coefficient which is generally considered acceptable if it exceeds .5.

The Data

We had six sets of data which were susceptible to such an analysis:

1. Ratings of "Importance", separately for the "more" and for the "less" academic pupils.
2. Ratings of "Own effort to achieve", again separately for the more and for the less academic pupils.
3. Ratings of the overall success of education in achieving these objectives, again separately for the more and for the less academic pupils.

Results

Only the first two sets of data, for more and for less academic pupils, were factor analysed.

With one important exception these four analyses produced very similar pictures - that is, one obtained the same factor structure whether one looked at the more or the less academic pupils or ratings of importance or effort.

The exception was that a quite different factor structure was obtained for "importance" in relation to the less academic pupil. It was not that there was no structure, but that there was a different structure. The actual pattern of intercorrelation of the items changed. This correlation matrix, arranged as indicated by the factor analysis is given in table SA7.

We have not thought of a satisfactory explanation for this, but it would seem to indicate that teachers do, after all, feel that the more and the less academic pupils should be treated differently, but are not in fact able to treat them differently within the current system. Under these circumstances additional considerations come into play, and the variance between teachers structures itself differently for this group.

Because of the consistency between the other three sets of results it was decided to use ratings of "Own effort to achieve" to develop a classification of teacher concerns.

Teachers seem to vary on the 7 basic clusters of variables which are given below. The names given to the clusters of items were provided, post hoc, by the authors; the clusters of items were generated by the factor analysis, and the factor scores are completely defined by the items making up the clusters. They have no existence apart from the items which make them up. The factor names, or labels, merely serve as a convenient shorthand summarizing what appears to be the common element running through the items making up each factor and causing them to intercorrelate.

Factor 1. The effort put into developing Personality and Character (α = .88)
This factor was scored from the following items:

Help them to get on with other people.

Help them to develop their characters and personalities.

Make sure they are confident and at ease in dealing with people.

Encourage them to have opinions of their own.

Encourage pupils to be independent and able to stand on their feet.

Give them experience of taking responsibility.

Encourage them to have a sense of duty toward the community.

Ensure that they leave school confident, willing and able to take the initiative in introducing changes.

Help them to think out what they really want to achieve in life.

Make sure that they really enjoy the lesson.

Help them to develop a considerate attitude toward other people.

Factor 2. Their Concern with providing a preparation for home life, (α = .79)

This factor was scored from the following items

Provide the pupils with sex education in school.

Advise parents to give sex education to their children.

Help them to understand the implications and responsibilities of marriage

Teach them about bringing up children, home repairs, decorating and so on.

Factor 3. The effort they put into providing a wide academic education and developing a real love of academic life (α = .79)

This factor was scored from the following items:

Introduce them to new subjects e.g. philosophy, sociology, archaeology etc.

Teach them about a wide range of cultures and philosophies so that their own can be seen to be one of many.

Enable them to develop an interest in subjects other than those studied for examinations.

Ensure that they are aware of aspects of your subject which they do not have to know for examinations.

Help them to take an interest in and understand what's going on in the world now.

Make sure that they get an education that is so interesting, useful and enjoyable that they will be keen to continue their formal education in adult life.

Factor 4. Their stress on the Vocational aspects of education and, in particular, on vocational guidance, (α = 76).

This factor was scored from the following items;

Tell them about different sorts of jobs and careers so that they can decide what they want to do.

Give them information about the courses of further and higher education that are open to them.

Help them to think out what they really want to achieve in life.

Teach them things which will be of direct use to them when they start work in their jobs or careers.

Factor 5. Their Concern with Academic Skills (α =.72)

This factor was scored from the following items;

Ensure that all students can express themselves clearly in writing.

Ensure that all students can speak well and put what they want to say into words easily.

Make sure that they are able to read and study on their own.

Factor 6. The effort they put into religious education and developing Nationalism (α = .72)

This factor was scored from the following items:

Ensure that they are aware of the prolonged struggle for Irish freedom and are determined to uphold the ideals which inspired it.

Make sure that they go out into the world determined to make Ireland a better place in which to live.

Make sure that they get a thorough religious education

Teach them about right and wrong.

Factor 7. The effort they put into developing a Scientific Attitude. (α = .57)

This factor was scored from the following items:

Ensure that all pupils feel at home with figures and numbers

Ensure that they know how to apply the facts and techniques they have learned to new problems.

Ensure that they can formulate hypotheses, seek evidence, and reason logically.

It would seem from the αs, that we have obtained seven reasonably strong factors which, to some extent, summarise the variance picked up in this study between the things teachers said they put effort into achieving. The factors are relatively independent in the sense that it is possible to have high or low scores on any one of them without necessarily having high or low scores on the others.

Two of the factors, that concerned with developing personality and character, and that concerned with providing a preparation for married life, are closely echoed in the pupils' data. Some of the other factors are also echoed, but much more faintly.

Heads were much more likely than other teachers to say they put effort into religious education and developing Nationalism, preparing pupils for home life, preparing pupils for work, developing their personalities and character, and developing a scientific attitude.

Discussion

The fact that some of the factors were replicated in the pupils data suggests that some of the differences of opinion between teachers reflect basic differences in values among the members of society.

The main applications of our results would seem to be that the factors would be expected to be useful in future research: Barker-Lunn and others (see Raven, 1973 for a review of further studies) have shown that teachers' concerns and attitudes seem to be much stronger determinants of educational outcomes outside the areas measured in traditional examinations (and to some extent within those areas) than the particular educational structures in which the teaching is carried out. Mixed ability teaching *per se* has little effect; teachers who favour mixed ability teaching get very different results from teachers who favour streaming both when the teachers concerned teach in the type of school they favour and when they do not.

Knowing that teachers vary in these ways should enable one to answer questions concerning the effects that different types of teachers have on different types of pupils. But, in carrying out such studies, it should be borne in mind that Stern's (1962) work suggests that the effects that teachers have are likely to be different depending on the pupils' values; pupils seem to work best with a teacher who shares their values and concerns.

Without this research what implications seem to follow from the data to hand? One might suggest that, in selecting a school for their children parents ought to pay attention to teachers' concerns in these terms - for, as Barker-Lunn's work shows, they are bound to influence the outcomes for their children. The same would apply when managerial bodies and headmasters are selecting teachers for their schools. And the same might apply when the community as a whole is considering the range of educational programmes with known differences and consequences which ought to be set up. Conversely these groups of people

might decide that there is little variance between teachers in their concern with some values in terms of which they feel there ought to be variability within the teaching profession. Steps could then be taken to attract a wider variety of people, with concerns in other areas, into the teaching profession.

Relationship between Factor Scores and Satisfaction with the Educational System

We have suggested that these measures might be useful in studies of the differential effects of different types of teachers on their pupils. Is there any evidence within this survey that the teachers scores on these factors relate to other opinions or behaviour?

We have already reported that the teachers' views on examinations were related to their factor scores. And through the remainder of our reports we will be reporting on the relationship between the answers to the questions asked of the teachers and their factor scores.

We now turn to the question of whether there was any relationship between the teachers' factor scores and their pattern of satisfaction with the performance of the educational system.

Only selected items were investigated.

Satisfaction with the educational system's performance in attaining all the objectives investigated, except examination passes, was markedly related to the amount of effort put into achieving the goals summarized by every factor. We therefore have a situation in which those who said they put a lot of effort into achieving any of the sets of goals described by the factors reported greater levels of satisfaction with all aspects of the educational system. It will be recalled that a similar situation obtained in relation to the teachers' views on examinations, (but, interestingly enough, not their satisfaction with the extent to which the examination system attained it's objectives), where all the factor scores were positively related to thinking achievement of each of the examination objectives important. However the response tendency here (if it is a

response tendency) is more marked than that found when dealing with examinations, possibly because, in this case, the two columns were adjacent. It may therefore be that we are picking up a tendency to make extreme responses when presented with attitude scale items of this sort.

Yet this cannot be the entire explanation because it would still not be clear why someone who says he puts a lot of effort into achieving objective A, and does not say he puts a lot of effort into achieving objective B (an implication of the fact that, as can be seen from the correlation matrices, many of the items correlate less than .3 with each other), should nevertheless

be more satisfied than those who do not put a lot of effort into achieving A with the performance of the educational system in relation to objective B. The explanation may arise from quite a different source. As we shall see later head teachers were much more likely than other teachers to get high scores on every factor and, as we have seen, were also more likely to be satisfied with the educational system's performance in nearly all respects. Part of the explanation of the intercorrelations we have reported may therefore be that teachers with high scores on each factor are more likely to be heads and heads are more likely to be satisfied with the educational system's performance on all counts.

Whatever the explanation of the general tendency, it is also true that satisfaction with the performance of the educational system in relation to each objective was much more closely related to some factors than others.

Teachers who had high scores on the factor which measured the effort they said they put into developing their pupils' personality and character were, in particular, more satisfied than teachers with low scores on this factor with the educational system's ability to develop the pupils' own opinions, to develop their personality and character, to help pupils think out what they really want to achieve in life, make sure that they were confident and at ease when dealing with others, and the extent to which it encouraged pupils to be determined to make Ireland a better place in which to live.

Teachers who said they put a lot of effort into providing a preparation for home life were more likely than those who said they put less effort into achieving this goal to be satisfied with what the educational system did to develop personality and character, to develop the determination to make Ireland a better place in which to live, and to help pupils think out what they really wanted to achieve in life.

Teachers who said they put a lot of effort into providing a wide academic education were more satisfied than teachers who said they put less effort into this with what the educational system did to develop personality and character, and to make sure that pupils felt at home when dealing with others.

Teachers who said they put a lot of effort into telling pupils about different sorts of jobs and careers etc. were more likely to be satisfied with what the educational system did to develop pupils' personality and character, to help pupils think up what they really wanted to achieve in life, and to tell pupils about different sorts of jobs and careers.

Teachers who said they put a lot of effort into making sure their pupils developed the basic academic skills were more satisfied than those who said they put little effort into this with the educational system's performance in developing personality and character, in making sure that pupils developed the determination to make Ireland a better place in which to live, in the extent to which it helped pupils think out what they really wanted to achieve in life, and in the extent to which it made pupils aware of the prolonged struggle for Irish freedom.

Teachers who said they put a lot of effort into developing nationalism and religion were more satisfied with what the educational system did to develop personality and character, to make pupils determined to make Ireland a better place in which to live, to teach pupils about the implications and responsibilities of marriage, to help pupils think about what they really wanted to achieve in life, and to help them develop opinions of their own.

Teachers who were most concerned to develop a scientific attitude on the part of their pupils were most satisfied with the performance of the educational system insofar as it developed the ability to formulate hypotheses and reason logically, and the extent to which it taught people about different sorts of jobs and careers.

Differences between Religious and Lay Teachers

One of the most interesting sets of analyses we carried out concerned the differences between lay and religious teachers. In the course of our report so far we have mentioned the differences between heads and other teachers. The differences we are about to report to some extent, not surprisingly, reflect some of these differences since, to a considerable extent, though by no means entirely, as we saw in Volume 1 head teachers and religious teachers are the same people. The same also applies to more experienced teachers. We have not attempted to partial out the independent effect of these variables Yet the fact that they overlap in personnel does not mean that it is not true that heads as a group differ from others, or that religious do, or that more experienced teachers do so.

Importance attached to objectives

Religious teachers were more likely than lay teachers to think most of the objectives important (table SA 4), In particular they were more likely to stress the importance of helping pupils understand the implications and responsibilities of marriage, providing a thorough religious education, ensuring that pupils were aware of the prolonged struggle for Irish freedom and determined to uphold the ideals which inspired it, and making sure that pupils went out into the world determined to make Ireland a better place in which to live.

Effort put into Achieving the Objectives

Before turning to the results relating to the distinctive pattern in the objectives to which religious teachers devote most effort we may note that we have throughout prefixed the results relating to Teachers' ratings of the effort they put into achieving the various goals by the words "said they". In doing this we do not mean to imply that we distrust the teachers concerned: but this is the data we have and to imply that we have objective evidence of differences in behaviour might on occasion cause offence. Usually it would be a mistake to discuss the data we do have on the grounds that the teachers concerned were "merely trying to give a good impression". As we made clear earlier it may well be true that certain sub-groups of teachers (such as heads or religious teachers) may feel under greater pressure than others to depict themselves as living up to some idealised image of the "good" teacher. But this does not indicate that they are particularly prone to dishonesty, or that our results are invalid. For the same factors which would cause these groups to say that they try harder than other teachers to achieve various goals will probably also operate in such a way as to result in these groups in fact trying harder to reach these goals. We should, perhaps, also draw the cynic's attention to the fact that trying to achieve a goal does not necessarily result in conspiciously successful movement toward it ; teachers may try hard to make their lessons enjoyable without necessarily claiming to succeed, or even (if they feel themselves bound by constraints which they feel unable to change) claiming to use the teaching methods which would be most likely to succeed !

As can be seen from table A2 and A3 religious teachers say they put more effort into achieving nearly all their goals than lay teachers. In particular they say they put much more effort into providing a thorough religious education, teaching pupils about right and wrong, encouraging pupils to have a sense of duty to the community, helping pupils to think out what they really want to achieve in life, providing sex education, helping pupils to get on with others, and helping pupils to understand the implications and responsibilities of marriage. Lest these things be taken to reflect poorly on lay teachers it may be worth pointing out that religious teachers are more likely to be heads and, in addition, that the religious teachers' role may be more explicitly defined to include these things. It may also be pointed out that special roles have been created for lay teachers in this area since the survey was carried out.

Although religious teachers said they put more effort into these counselling activities than did lay teachers, when pupils were asked whether they preferred to discuss their problems with lay or religious teachers about a third of the pupils said they did not mind, and an equal number said they preferred lay and religious teachers. There was little variation in their replies with school type, except that more pupils in Protestant schools said they did not mind. It would seem that religious teachers' greater efforts at counselling do not seem to be particularly appreciated by the pupils.

Although lay teachers do not claim to devote more energy in absolute terms to them, making sure that pupils enjoy the lessons, and helping pupils to write and speak easily, come higher up on the list of things to which lay teachers, in comparison with religious, devote attention.

Factor Scores

As far as the factor scores were concerned religious teachers were very much more likely that lay teachers to say they put a lot of effort into achieving the goals making up the factors concerned with preparation for home life and religious education and Nationalism.

Success with which objectives were achieved

Religious teachers were more likely than lay teachers feel that the current system was successful in achieving nearly all its objectives but, in particular, they were more likely to think the system successful in achieving the objectives listed in the table below:

Table 6: Objectives Religious Teachers were More Likely than Lay Teachers to think the Current Educational System attained Satisisfactorily

	Percentage saying objective at least moderately well achieved with more academic pupils		
	Religious	Lay	Difference
Help them to understand the implications and responsibilities of marriage	44	11	33
Provide the pupils with sex education in the school	43	16	27
Help them to develop their characters and personalities	66	43	23
Encourage pupils to be independent and to be able to stand on their own feet	56	35	21
Give them experience of taking responsibility	59	38	21
Help them to take an interest in and to understand what is going on in the world now	58	37	21
Advise parents to give sex education to their children	31	12	19
Give them information about the courses of Further and Higher Education that are open to them.	59	41	18
To ensure that they leave school confident, willing and able to take initiative in introducing changes.	44	28	16
Teach them about bringing up children, home repairs, decorating and so on.	27	12	15
Tell them about different sorts of jobs and careers so that they can decide what they want to do.	53	38	15
Encourage them to have opinions of their own	59	44	15

It is of interest that while most of these differences also emerged in the ratings made for the "less academic" pupils, the differences were much smaller; the many differences that were smaller than those reported in this table, but which also indicated greater levels of satisfaction among religious teachers as far as more academic pupils were concerned, disappeared completely in the ratings made of the "less academic". In other words, while religious teachers are less happy about what they are doing for the less academic pupils, lay teachers do not think that the present school system is better suited to one group rather than the other.

Summary

Religious teachers were more likely than lay teachers to consider most of the objectives "very important", to say they put more effort into achieving them, and to be more satisfied with the result. They were, in particular, more concerned with, and did more to achieve, the broader social and moral objectives of education. These results were not entirely explained by the fact that more religious than lay teachers were heads, and it would seem that many of these duties are either delegated to religious teachers or pre-empted by them. The fact that religious teachers consider themselves to be more concerned about these things did not appear to be particularly appreciated by the pupils. Whereas lay teachers were as happy about what they were doing for the less as for the more academic pupils, religious teachers, although on the whole happier about the prevailing situation, were less happy about the adequacy of the educational programmes being offered the less academic.

Variation with Length of Teaching Experience

Importance of Objectives

Teachers who had been teaching for a longer period of time were more inclined than those who had been teaching for a shorter period to think more things important. In particular they were more likely to stress the importance of learning about the implications and responsibilities of marriage,

having a thorough religious education, being aware of the struggle for Irish freedom, making sure pupils passed external examinations, developing determination to make Ireland a better place in which to live, teaching pupils about right and wrong, teaching puoils about bringing up children, and ensuring that pupils felt at home with figures and numbers.

Effort put into achieving the goals.

Both in the factor scores and in the individual items making them up the effort teachers said they devoted to religious education and developing nationalism increased with length of teaching experience, as did rated effort devoted to developing independence, character and personality, confidence in dealing with people, giving pupils experience of taking responsibility, developing a sense of duty toward the community and providing a preparation for the world of work through information about jobs and careers, and teaching pupils things which would be of direct use to them in those jobs or careers.

Success with which objectives are attained

Teachers who had been teaching longer were more likely than those who had been teaching for shorter periods of time to say that education was at least moderately successful in achieving most of its objectives and, in particular, for the more academic pupils, to think that school was more successful in developing independence, developing character and personality, helping them to understand the implications and responsibilities of marriage, helping them to get on with others, giving them experience of taking responsibility, helping them to think out what they really want to achieve in life, developing a sense of duty toward the community, and making pupils aware of aspects of their subjects not required for examination purposes. (See Table A4).

Summary

More experienced teachers, who are also more likely to be religious and heads, thought it more important to achieve objectives in the character-development and vocational development areas. They said they put more effort into achieving these goals and were more satisfied with the outcomes.

Unlike heads and religious teachers they did not consider all the objectives more important or say they did more to achieve them. The impression they give is of being a more "down to earth" group than others.

Sex Differences between Teachers

Importance

Women (table SA 4) were more likely than men to attach great importance to most of the objectives, and in particular to attach more importance to teaching pupils about bringing up children, home repairs, decorating etc., to providing sex education directly and via parents, to helping pupils understand the implications and responsibilities of marriage, to provision of a thorough religious education, and to making sure that pupils really enjoyed the lesson.

Effort

Women claimed to put more effort than men into teaching pupils about bringing up children, home repairs, and decorating, into making sure that pupils were confident and at ease when dealing with people, giving pupils experience of taking responsibility, teaching pupils about right and wrong (one of the differences between boys' and girls' schools appearing on this item) helping pupils get on with others (also more emphasised in girls' schools) providing a thorough religious education (again more emphasised in girls' schools), and making sure the pupils really enjoyed the lesson.

Differences between School Types

In Importance Attached to Objectives

Teachers in Protestant schools (table SA1) placed less emphasis on helping pupils to understand the implications and responsibilities of marriage, on provision of a thorough religious education, on making sure that pupils were determined to make Ireland a better place in which to live, on making sure that pupils were aware of the prolonged struggle for Irish freedom and determined to uphold the ideals which inspired it, on making sure that pupils passed external examinations, and on teaching pupils things of direct use in their jobs. They placed more stress than did teachers in other schools on running clubs and societies and on teaching pupils about a wide range of cultures and philosophies so that their own could be seen to be only one of many.

Fewer of those interviewed in Vocational schools than of those interviewed in Catholic secondary schools thought it very important to provide a thorough religious education. However the fact that chaplains in vocational schools were not interviewed may provide part or all of the explanation. In fact teachers in vocational schools do not attach much less importance to this than the overall average for lay teachers. Teachers in vocational schools placed more emphasis on teaching pupils things of direct use in their jobs than did teachers in Catholic secondary schools.

In effort put into Achieving Objectives

Teachers in Protestant schools said they put more effort than others into introducing pupils to new subjects (for both more and less academic pupils), less effort into telling the pupils about different sorts of jobs and careers, and less effort into teaching pupils things which would be of direct use when they started work.

Teachers in vocational schools claim to put more effort into telling pupils about different sorts of jobs and careers, less effort into teaching them about the implications and responsibilities of marriage, much less effort into religious education, (even less than the overall average for lay teachers), and more effort into teaching pupils things that would be of direct use to them when they started work.

Factor Scores

Teachers in Protestant schools were less likely than other teachers to say they put a lot of effort into achieving the objectives making up the cluster concerned with preparation for home life or to put effort into achieving the goals making up the factor concerned with religious education and Nationalism.

Conclusion

Vocational schools seem to be more vocationally oriented than others. The atmosphere in Protestant schools seems to be less religious and nationalistic, less vocational, and more whole-person oriented than other schools.

Girls' compared with Boys' schools

Importance

Table SA2 shows that teachers in girls' schools placed more emphasis than teachers in boys' schools (teachers in mixed schools coming in between these two) on: helping pupils understand what's going on in the world, enabling pupils to take an interest in subjects other than those studied for exams, advising parents to give sex education, helping pupils understand the implications and responsibilities of marriage, helping pupils to get on with others, making sure that pupils enjoyed the lessons, and teaching pupils about bringing up children, home repairs, and decorating.

Urban/Rural Differences

There were few differences between urban and rural schools. (Table SA2).

Summary of Part 2

Teachers appeared to differ from one to another in terms of seven basic variables which we have termed: Concern with developing personality and character, concern with providing a preparation for home life, concern with providing a wide academic education and developing a love of academic life, concern with vocational aspects of education and vocational guidance, concern with academic skills, concern with religion and nationalism, and concern to develop a scientific attitude on the part of their pupils.

These variables are relatively independent: teachers can be very concerned with one of these things without being particularly concerned about the others.

A teacher's position in this framework depends on a number of things including whether or not he holds a headship, whether he is religious or lay, the length of time he has been teaching and whether male or female.

Teachers who fall into different cells in this framework are satisfied with different aspects of the educational system at the present time.

It was suggested that parents might select schools, and schools select teachers, who would further their own aims in these terms. Alternatively it might be felt that there should be variety within the teaching profession in terms of other goals not represented in this list. In this case a deliberate effort might have to be made to import individuals with such concerns into the teaching profession.

Heads, religious teachers, and more experienced teachers differed from other teachers in many ways. Although these three groups overlap, and although we do not at present know which of these variables accounts for the variation, the patterns are suffficiently different to make it

clear that the differences do not simply reflect one underlying variable.

Head teachers attached more importance to nearly all the objectives, claimed to put more effort into achieving them - and particularly into achieving the more general character-development goals (including vocational guidance) and were more satisfied with the educational system.

Religious teachers behaved in much the same sort of way except that whereas heads were distinguished from other teachers by the effort they said they put into vocational guidance this was not true of religious teachers : instead one found them more concerned with moral development and value clarification. Although religious teachers were in general more satisfied than lay teachers with the extent to which the educational system achieved the goals we listed they differentiated more between the more and the less academic pupils, being less happy about what they were doing for the latter. Pupils, for their part, did not seem to particularly appreciate religious teachers' efforts in the direction of guidance and counselling.

More experienced teachers seemed to be a mixture of religious teachers and heads: they said they put more effort into the goals stressed by both these groups, but added vocational preparation to the list; they were more concerned to teach things that would be of value in the home and at work. It was not true in their case that they rated <u>all</u> the objectives more important than did other teachers.

Men differed from women in their concerns and activities, and so did girls' and boys' schools.

As might be expected Vocational schools turned out to be more vocationally oriented than others. Protestant schools seemed to be less religious and nationalist, less vocational, and more whole-person oriented than catholic secondary schools.

Appendix

TABLE A 1: Percentages of Teachers Saying Various Educational Objectives Were Very Important x Length of Time Teaching and Whether Head or Other Teacher.
(Discussion P TO 7)

	OBJECTIVE	TEACHING EXPERIENCE						STATUS			
		More Academic			Less Academic			More Academic		Less Academic	
		Less than 3 years	3 but less than 10 years	10 or more years	Less than 3 years	3 but less than 10 years	10 or more years	Head	Other	Head	Other
1.	Encourage pupils to be independent and to be able to stand on their own feet.	90	92	93	90	91	89	93	92	88	91
2.	Help them to develop their characters and personalities.	89	92	96	93	93	91	96	93	91	92
3.	Give information about the courses of Further and Higher Education that are open to them.	56	63	77	57	57	65	76	66	64	60
4.	Ensure that all students can express themselves clearly in writing.	80	78	85	71	78	84	85	81	84	78
5.	Ensure that all pupils feel at home with figures and numbers.	38	39	50	38	43	53	47	44	54	45
6.	Make sure that they are able to read and study on their own.	88	92	93	78	76	88	93	91	82	81
7.	Ensure that all pupils can speak well and put what they want to say into words easily.	86	86	92	85	83	88	90	88	85	86
8.	Help them to think out what they really want to achieve in life.	77	81	85	77	81	84	88	81	88	80
9.	Help them to take an interest in and to understand what is going on in the world now.	71	69	82	63	65	73	80	74	75	67
10.	Teach them about bringing up children, home repairs, decorating and so on.	28	30	40	34	34	46	41	34	55	37
11.	Introduce them to new subjects e. g. philosophy, sociology, archaeology etc.	16	15	24	14	15	22	21	19	17	18
12.	Make sure they are confident and at ease in dealing with people.	81	71	76	69	74	78	67	76	78	75
13.	Tell them about different sorts of jobs and careers so that they can decide what they want to do.	66	74	82	75	78	82	78	76	89	78
14.	Enable them to develop an interest in subjects other than those studied for examinations.	68	62	70	57	62	65	75	65	68	61
15.	Advise parents to give sex education to their children.	61	64	63	55	65	61	60	64	65	60
16.	Provide the pupils with sex education in the school.	39	42	36	35	36	42	45	38	52	36
17.	Help them to understand the implications and responsibilities of marriage.	41	45	63	45	52	61	66	51	67	53
18.	Encourage them to have opinions of their own.	93	87	88	83	86	87	88	89	88	86
19.	Give them experience of taking responsibility.	78	79	85	80	82	83	88	80	84	81
20.	Teach them about what is right and wrong.	69	78	89	73	82	92	92	80	91	83
21.	Make sure that they get an education that is so interesting, useful and enjoyable that they will be keen to continue their formal education in adult life.	77	74	84	70	77	78	79	79	81	75

Contd.

TABLE A1: Contd.

	OBJECTIVE	TEACHING EXPERIENCE						STATUS			
		More Academic			Less Academic			More Academic		Less Academic	
		Less than 3 years	3 but less than 10 years	10 or more years	Less than 3 years	3 but less than 10 years	10 or more years	Head	Other	Head	Other
22.	Teach them to be sceptical, that is to take little on trust.	17	15	16	10	13	15	16	15	16	13
23.	Teach them about a wide range of cultures and philosophies so that their own can be seen to be one of many.	37	36	42	26	38	41	38	39	39	37
24.	Ensure that they leave school intent on being masters of their destinies.	58	52	63	45	53	63	66	57	64	54
25.	Help them to get on with other people.	76	78	82	73	77	84	85	78	85	78
26.	Make sure they get a thorough religious education.	55	74	87	54	71	83	90	74	85	71
27.	To ensure that they leave school confident, willing and able to take the initiative in introducing changes.	69	65	77	62	64	65	83	70	72	64
28.	To make sure they go out in the world determined to make Ireland a better place in which to live.	67	73	81	59	68	83	80	75	82	71
29.	Ensure that they can formulate hypotheses, seek evidence and reason logically.	65	63	72	59	61	63	76	66	64	61
30.	Ensure that they are aware of the prolonged struggle for Irish freedom and are determined to uphold the ideals which inspired it. Aspects of subjects.	67	62	73	52	61	65	72	67	58	61
31.	Ensure that they know how to apply the facts and techniques they have learned to new problems.	38	30	54	28	32	48	52	40	68	33
32.	Ensure that they know how to apply the facts and techniques they have learned to new problems.	75	75	77	78	73	79	74	76	76	77
33.	Encourage them to have a sense of duty towards the community.	85	87	94	84	86	96	96	89	95	89
34.	Help them to do as well as possible in external examinations like the Intermediate, Group or Leaving Certificates.	61	61	76	60	68	72	76	67	77	67
35.	Make sure that they really enjoy the lesson.	79	72	77	77	74	77	73	76	75	76
36.	Teach them things that will be of direct use to them when they start work in their jobs or careers.	47	42	56	50	57	56	57	48	57	55
37.	Encourage them to have a good time.	18	14	10	17	17	14	13	13	13	16
38.	Run clubs and societies (e. g. sports, hobbies, social and youth clubs) for pupils out of school hours.	56	42	50	45	49	48	53	48	44	49
39.	Help them to develop a considerate attitude towards other people.	79	86	92	76	84	90	92	87	92	84
	Weighted Base (= 100%) All Teachers	114	214	276	114	200	244	75	528	71	487

Percentage of Religious teachers who tried very hard to achieve each objective in their own lessons with the more academic pupils.

(Discussion P TO 82)

	OBJECTIVE	PERCENTAGE
1.	Encourage them to have a sense of duty towards the community.	84
2.	Make sure they get a thorough religious education.	82
3.	Teach them about what is right and wrong.	82
4.	Help them to develop a considerate attitude towards other people.	81
5.	Help them to do as well as possible in external examinations like the Intermediate, Group or Leaving Certificates.	76
6.	Encourage them to have opinions of their own.	69
7.	Help them to get on with other people.	67
8.	Make sure that they are able to read and study on their own.	66
9.	Help them to develop their characters and personalities.	66
10.	Ensure that all students can express themselves clearly in writing.	64
11.	Make sure that they really enjoy the lesson.	64
12.	Ensure that all pupils can speak well and put what they want ot say into words easily.	63
13.	Encourage pupils to be independent and to be able to stand on their own feet.	61
14.	Help them to think out what they really want to achieve in life.	58
15.	Give them experience of taking responsibility.	58
16.	Ensure that they are aware of aspects of your subject which they do not have to know for the examinations.	53
17.	Make sure that they get an education that is so interesting, useful and enjoyable that they will be keen to continue their formal education in adult life.	50
18.	To make sure they go out in the world determined to make Ireland a better place in which to live.	47
19.	To ensure that they leave school confident, willing and able to take the initiative in introducing changes.	43
20.	Help them to take an interest in and to understand what is going on in the world now.	42
21.	Make sure they are confident and at ease in dealing with people.	41
22.	Tell them about different sorts of jobs and careers so that they can decide what they want to do.	40
23.	Help them to understand the implications and responsibilities of marriage.	40
24.	Ensure that they can formulate hypotheses, seek evidence and reason logically.	40
25.	Ensure that they leave school intent on being masters of their destinies.	38
26.	Ensure that they know how to apply the facts and techniques they have learned to new problems.	38
27.	Enable them to develop an interest in subjects other than those studied for examinations.	35
28.	Ensure that all pupils feel at home with figures and numbers.	34
29.	Ensure that they are aware of the prolonged struggle for Irish freedom and are determined to uphold the ideals which inspired it.	32
30.	Give them information about the courses of Further and Higher Education that are open to them.	32
31.	Teach them things that will be of direct use to them when they start work in their jobs or careers.	31
32.	Provide the pupils with sex education in the school.	30
33.	Run clubs and societies (e. g. sports, hobbies, social and youth clubs) for pupils out of school hours.	26
34.	Advise parents to give sex education to their children.	23
35.	Teach them about a wide range of cultures and philosophies so that their own can be seen to be one of many.	18
36.	Teach them about bringing up children, home repairs, decorating and so on.	17
37.	Teach them to be sceptical, that is to take little on trust.	13
38.	Encourage them to have a good time.	6
39.	Introduce them to new subjects e. g. philosophy, sociology, archaeology etc.	5

Weighted base: (= 100%) 173

TABLE A3

Percentage of Lay Teachers who tried very hard to achieve each objective in their own lessons with the more academic pupils.

(Discussion P TO 82)

	OBJECTIVE	PERCENTAGE
1.	Help them to do as well as possible in external examinations like the Intermediate, Group or Leaving Certificates.	76
2.	Make sure that they really enjoy the lesson.	62
3.	Help them to develop a considerate attitude towards other people.	60
4.	Encourage them to have opinions of their own.	59
5.	Make sure that they are able to read and study on their own.	58
6.	Ensure that all students can express themselves clearly in writing.	56
7.	Ensure that all pupils can speak well and put what they want to say into words easily.	54
8.	Encourage them to have a sense of duty towards the community.	54
9.	Encourage pupils to be independent and to be able to stand on their own feet.	53
10.	Help them to develop their characters and personalities.	52
11.	Teach them about what is right and wrong.	52
12.	Ensure that they are aware of aspects of your subject which they do not have to know for the examinations.	50
13.	Make sure that they get an education that is so interesting, useful and enjoyable that they will be keen to continue their formal education in adult life.	45
14.	Give them experience of taking responsibility.	43
15.	Ensure that they know how to apply the facts and techniques they have learned to new problems.	41
16.	Help them to get on with other people.	41
17.	Ensure that they can formulate hypotheses, seek evidence and reason logically.	37
18.	Help them to take an interest in and to understand what is going on in the world now.	37
19.	Make sure they are confident and at ease in dealing with people.	36
20.	To make sure they go out in the world determined to make Ireland a better place in which to live.	34
21.	Help them to think out what they really want to achieve in life.	30
22.	Teach them things that will be of direct use to them when they start work in their own jobs or careers	28
23.	Ensure that all pupils feel at home with figures and numbers.	28
24.	Make sure they get a thorough religious education.	27
25.	Give them information about the courses of Further and Higher Education that are open to them.	27
26.	Tell them about different sorts of jobs and careers so that they can decide what they want to do.	27
27.	Ensure that the leave school intent on being masters of their destinies.	24
28.	Enable them to develop an interest in subjects other than those studied for examinations	25
29.	Ensure that they are aware of the prolonged struggle for Irish freedom and are determined to uphold the ideals which inspired it.	21
30.	Run clubs and societies (e. g. sports, hobbies, social and youth clubs) for pupils out of school hours.	18
31.	Teach them about a wide range of cultures and philosophies so that their own can be seen to be one of many.	16
32.	Teach them to be sceptical, that is to take little on trust.	10
33.	Teach them about bringing up children, home repairs, decorating and so on.	9
34.	Encourage them to have a good time.	8
35.	To ensure that they leave school confident, willing and able to take the initiative in introducing changes.	28
36.	Help them to understand the implications and responsibilities of marriage.	7
37.	Advise parents to give sex education to their children.	7
38.	Introduce them to new subjects e. g. philosophy, sociology, archaeology etc.	6
39.	Provide the pupils with sex education in the school.	5

Weighted base (= 100%) = 492

TABLE A4: Percentages of Teachers Saying that Education is Very Successful or Moderately Successful in Achieving Various Objectives with the "More Academic" pupils by Status and Experience of Teac
(Discussion P TO 44)

	OBJECTIVE	All Teachers	Religious	Lay	Length of Time Teaching: Less than 3 years	3 but less than 10 years	10 or more years	Head Teacher	Other
1.	Encourage pupils to be independent and to be able to stand on their own feet.	40	56	35	27	34	52	64	37
2.	Help them to develop their characters and personalities.	49	66	43	35	46	58	71	46
3.	Give them information about the courses of Further and Higher Education that are open to them.	47	59	41	37	48	53	65	44
4.	Ensure that all students can express themselves clearly in writing.	52	50	53	52	49	54	49	52
5.	Ensure that all pupils feel at home with figures and numbers.	53	55	53	66	44	54	51	53
6.	Make sure that they are able to read and study on their own.	41	49	38	36	39	46	48	40
7.	Ensure that all pupils can speak well and put what they want to say into words easily.	40	42	40	42	40	41	39	40
8.	Help them to think out what they really want to achieve in life.	33	43	30	25	27	41	38	32
9.	Help them to take an interest in and to understand what is going on in the world now.	43	58	37	33	42	48	52	41
0.	Teach them about bringing up children, home repairs, decorating and so on.	16	27	12	9	16	20	22	16
1.	Introduce them to new subjects e. g. philosophy, sociology, archaeology etc.	11	16	9	12	7	14	13	11
2.	Make sure they are confident and at ease in dealing with people.	36	43	33	29	32	42	42	35
3.	Tell them about different sorts of jobs and careers so that they can decide what they want to do.	42	53	38	34	39	49	62	39
4.	Enable them to develop an interest in subjects other than those studied for examinations.	21	30	18	14	16	29	35	19
5.	Advise parents to give sex education to their children.	17	31	12	11	14	22	18	17
6.	Provide the pupils with sex education in the school.	24	43	16	14	22	28	38	21
7.	Help them to understand the implications and responsibilities of marriage.	21	44	11	7	16	30	37	19
8.	Encourage them to have opinions of their own.	48	59	44	45	45	52	56	46
9.	Give them experience of taking responsibility.	43	59	38	34	39	52	58	41
0.	Teach them about what is right and wrong.	61	68	58	51	59	66	69	60
1.	Make sure that they get an education that is so interesting, useful and enjoyable that they will be keen to continue their formal education in adult life.	33	41	31	27	28	41	41	32

Contd.

TABLE A4: Contd.

	OBJECTIVE	All Teachers	Religious	Lay	Length of Time Teaching: Less than 3 years	3 but less than 10 years	10 or more years	Head Teacher	Other
22.	Teach them to be sceptical, that is to take little on trust.	17	21	16	17	18	21	16	18
23.	Teach them about a wide range of cultures and philosophies so that their own can be seen to be one of many.	18	27	15	11	15	24	21	17
24.	Ensure that they leave school intent on being masters of their destinies.	24	34	21	18	21	31	39	23
25.	Help them to get on with other people.	50	60	46	40	46	58	59	48
26.	Make sure they get a thorough religious education.	53	62	50	50	53	55	61	52
27.	To ensure that they leave school confident, willing and able to take the initiative in introducing changes.	32	44	28	26	24	41	48	30
28.	To make sure they go out in the world determined to make Ireland a better place in which to live.	30	38	26	20	24	36	40	28
29.	Ensure that they can formulate hypotheses, seek evidence and reason logically.	30	38	27	27	29	34	37	30
30.	Ensure that they are aware of the prolonged struggle for Irish freedom and are determined to uphold the ideals which inspired it.	36	38	36	30	34	39	44	35
31.	Ensure that they are aware of aspects of your subject which they do not have to know for the examinations.	33	39	31	25	30	41	43	31
32.	Ensure that they know how to apply the facts and techniques they have learned to new problems.	35	38	34	27	29	40	38	34
33.	Encourage them to have a sense of duty towards the community.	46	55	43	36	43	52	65	43
34.	Help them to do as well as possible in external examinations like the Intermediate, Group or Leaving Certificates.	83	81	83	80	83	83	85	82
35.	Make sure that they really enjoy the lesson.	41	47	40	34	37	48	47	40
36.	Teach them things that will be of direct use to them when they start work in their jobs or careers.	33	34	34	27	30	39	45	31
37.	Encourage them to have a good time.	16	15	17	15	16	17	22	15
38.	Run clubs and societies (e. g. sports, hobbies, social and youth clubs) for pupils out of school hours.	25	29	24	21	22	29	38	23
39.	Help them to develop a considerate attitude towards other people.	42	49	40	35	40	46	49	41
	Weighted Base (= 100%) All Teachers answering for "more academic" pupils	612	173	422	114	214	276	75	528

TABLE A5 : Percentages of Teachers Saying that Education is Very Successful or Moderately Successful in Achieving Various Objectives with the "Less Academic" pupils by Status and Experience of Te

Discussion P TO 40.

	OBJECTIVE	All Teachers	Religious	Lay	Length of Time Teaching: Less than 3 years	3 but less than 10 years	10 or more years	Head Teacher	Other
1.	Encourage pupils to be independent and to be able to stand on their own feet.	43	54	39	37	36	52	64	40
2.	Help them to develop their characters and personalities.	45	55	42	45	40	50	58	43
3.	Give them information about the courses of Further and Higher Education that are open to them.	43	52	39	40	39	48	49	42
4.	Ensure that all students can express themselves clearly in writing.	55	55	56	57	50	60	60	55
5.	Ensure that all pupils feel at home with figures and numbers.	53	50	54	49	48	58	55	52
6.	Make sure that they are able to read and study on their own.	42	45	43	41	44	44	46	43
7.	Ensure that all pupils can speak well and put what they want to say into words easily.	42	44	42	44	41	42	48	41
8.	Help them to think out what they really want to achieve in life.	37	49	33	31	30	47	50	34
9.	Help them to take an interest in and to understand what is going on in the world now.	46	48	45	36	42	53	51	45
10.	Teach them about bringing up children, home repairs, decorating and so on.	19	23	17	16	13	24	29	17
11.	Introduce them to new subjects e. g. philosophy, sociology, archaeology etc.	13	9	15	15	9	16	20	12
12.	Make sure they are confident and at ease in dealing with people.	39	46	35	34	32	46	51	37
13.	Tell them about different sorts of jobs and careers so that they can decide what they want to do.	45	47	44	42	36	54	66	42
14.	Enable them to develop an interest in subjects other than those studied for examinations.	25	27	24	20	20	31	31	24
15.	Advise parents to give sex education to their children.	17	27	13	14	12	22	28	15
16.	Provide the pupils with sex education in the school.	25	40	20	26	24	27	41	23
17.	Help them to understand the implications and responsibilities of marriage.	21	40	14	15	17	28	34	19
18.	Encourage them to have opinions of their own.	49	54	47	45	45	54	58	48
19.	Give them experience of taking responsibility.	45	46	45	46	42	48	56	43
20.	Teach them about what is right and wrong.	63	68	62	59	61	68	73	62
21.	Make sure that they get an education that is so interesting, useful and enjoyable that they will be keen to continue their formal education in adult life.	31	35	30	26	27	38	47	29

Contd.

TABLE A5. Contd.

	OBJECTIVE	All Teachers	Religious	Lay	Length of Time Teaching: Less than 3 years	3 but less than 10 years	10 or more years	Head Teacher	Other
22.	Teach them to be sceptical, that is to take little on trust.	18	19	17	18	14	21	33	16
23.	Teach them about a wide range of cultures and philosophies so that their own can be seen to be one of many.	18	17	19	22	13	21	24	18
24.	Ensure that they leave school intent on being masters of their destinies.	24	29	22	18	21	29	39	22
25.	Help them to get on with other people.	52	58	50	51	48	56	68	50
26.	Make sure they get a thorough religious education.	59	63	57	55	56	63	74	56
27.	To ensure that they leave school confident, willing and able to take the initiative in introducing changes.	34	34	33	32	28	39	49	31
28.	To make sure they go out in the world determined to make Ireland a better place in which to live.	30	36	28	26	24	36	39	29
29.	Ensure that they can formulate hypotheses, seek evidence and reason logically.	31	27	32	35	27	32	38	30
30.	Ensure that they are aware of the prolonged struggle for Irish freedom and are determined to uphold the ideals which inspired it.	37	36	37	37	33	40	42	36
31.	Ensure that they are aware of aspects of your subject which they do not have to know for the examinations.	36	37	36	33	27	46	51	34
32.	Ensure that they know how to apply the facts and techniques they have learned to new problems.	40	34	42	38	37	43	49	38
33.	Encourage them to have a sense of duty towards the community.	50	53	49	48	44	57	63	48
34.	Help them to do as well as possible in external examinations like the Intermediate, Group or Leaving Certificates.	80	78	81	82	81	78	82	80
35.	Make sure that they really enjoy the lesson.	44	45	44	40	38	51	49	43
36.	Teach them things that will be of direct use to them when they start work in their jobs or careers.	34	35	34	27	31	40	45	32
37.	Encourage them to have a good time.	21	23	21	21	21	23	28	20
38.	Run clubs and societies (e.g. sports, hobbies, social and youth clubs) for pupils out of school hours.	29	30	28	28	25	33	37	27
39.	Help them to develop a considerate attitude towards other people.	47	48	46	45	46	48	60	45
	Weighted Base (= 100%) All Teachers answering for "less academic" pupils.	562	149	406	114	290	244	71	487

TABLE A. 6. Teachers Factor Scores by Whether Head and Length of Time Teaching. (Discussion Part II).

OBJECTIVE	SCORE	Status		Length of Time Teaching		
		Head	Other	Less than 3 years	3 but less than 10 years	10 years or more
Effort put into developing personality and character.	High	52	26	19	25	37
	High Medium	29	53	38	31	32
	Low Medium	11	25	24	27	19
	Low	1	12	14	13	7
Effort put into providing a preparation for home life.	High	56	20	13	23	31
	Medium	24	31	32	30	29
	Low	11	41	47	40	32
Effort put into providing a wide academic education.	High	46	37	38	35	42
	Medium	33	33	32	33	33
	Low	13	28	29	30	21
Effort put into providing a preparation for the world of work.	High	53	25	20	25	36
	Medium	33	39	43	38	37
	Low	6	32	33	34	23
Effort put into developing basic academic skills.	High	63	54	53	53	59
	Medium	20	25	28	26	22
	Low	11	19	19	19	16
Effort put into developing Irish Nationalism.	High	65	26	15	23	45
	Medium	27	41	44	43	34
	Low	2	29	38	30	17
Effort put into developing a scientific attitude.	High	35	22	20	22	28
	Medium	31	30	33	30	29
	Low	27	44	42	45	38
Weighted Base (= 100%)		146	1,015	228	414	520

Table A7

Benefits Teachers Thought Pupils Who Left Before Leaving Certificate Derived From Having Studied Their Subject, By Main Subject Taught

(Discussion PTO 51)

	Main Subject Taught										
	Irish %	English %	French %	Latin %	Maths %	Science %	Geography %	History %	Commerce %	Home Economics %	Woodwork %
None/Few benefits	12	0	6	11	6	0	0	4	0	0	0
Personal Development-cognitive	5	26	0	25	50	27	5	24	0	0	7
Personal Development-non cognitive	8	80	68	60	5	9	42	36	0	0	21
Preparation for Life	10	33	30	11	37	32	10	0	100	90	93
General Knowledge	0	4	3	4	2	11	30	28	14	0	0
Irish Tradition	65	0	0	0	0	0	5	20	0	0	0
Future Interests	2	2	23	0	5	9	0	4	0	0	0
Physical environment	0	0	0	0	2	47	26	0	0	0	0
Weighted Base (=100%) (Teachers who completed Form Y)	50	47	29	28	65	18	20	25	14	19	14

Tab . . 8

Benefits Teachers Thought Pupils Who Left Before Intermediate Or Group Certificate Derived From Having Studied Their Subject By Main Subject Taught

(Discussion PTO 51)

Main Subject Taught

	Irish %	English %	French %	Latin %	Maths %	Science %	Geography %	History %	Commerce %	Home Economics %	Woodwork %
None/Few benefits	22	11	37	47	22	16	13	44	14	5	15
Personal Development-cognitive	3	4	0	11	24	16	0	8	0	0	7
Personal Development-non cognitive	10	43	31	33	3	9	24	20	0	0	0
Preparation for Life	6	39	3	4	34	12	10	0	86	84	70
General Knowledge	0	2	0	4	2	9	20	4	7	0	0
Irish Tradition	59	0	0	0	0	0	5	24	0	0	0
Future Interests	2	2	21	0	3	5	0	0	0	0	0
Physical Environment	0	0	0	0	3	30	18	0	0	0	0
Weighted base (=100%) (Teachers who completed form Y)	50	47	29	28	65	18	20	25	14	19	14

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