The Economic and Social Research Institute

The ESRI Survey of the Attitudes of Post Primary Teachers and Pupils

Volume I: General Background Volume: Background To and Over View of the Survey; The Setting of the Enquiry: The Schools, Teachers and Pupils surveyed; Technical Appendix on the Sample.

John Raven, Brian Hannon, Ruth Handy, Ciaran Benson, Keith Wilson and Eamonn Henry.

EI/GBV/1/2

Acknowledgements

We are most grateful to the following people without whose help this survey could not have been undertaken:

Mrs Colbert-Stanley, Mary Judge, Fiona Clarke and their teams of interviewers, coders and punch girls.

Mrs Dempsey and the Secretarial staff of the ESRI.

The ESRI advisory committee on educational research.

The UK Government Social Survey who supplied a copy of the survey-analysis programme, without which there would have been still more extensive delays in the analysis.

Mr. Brian Mac Cumhaill who translated the questionnaires into Irish.

The CEO's who supplied names of teachers.

Mr. Gillespie and other members of the staff of the Department of Education who answered numerous queries and took on extra work to make the survey possible.

And, above all, the many headmasters, headmistresses, teachers and pupils who consented to be interviewed.

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 publication 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 overall data as seem to be warranted.

In addition to the present volume three other volumes are well on the way to completion, and it is hoped to publish them shortly. These are: Volume II: Teachers' views on Examinations, Volume III: Teachers' Perception of Educational Objectives and Volume IV: Pupils' Perception of Educational Objectives.

In addition to the published volumes each volume has a companion document containing additional appendix material. These special appendixes are available on request from the ESRI. The additional tables they contain are referred to in the text with the prefix "SA". When ordering these Special Appendices it is essential to state the volume for which they are required.

CONTENTS

Purpose of this volume

The purpose of this volume is to serve as a companion volume to the series of papers that are emerging from this survey. Although it presents basic data about the educational system which is not available elsewhere it has a still more important purpose in the context of the present survey: it presents material which may be of considerable importance in that, in the light of this data, readers may arrive at interpretations of the data to be presented in the other volumes which are very different from those we have presented. The report describes the way in which the survey came into being; it describes the topics to be covered in the subsequent reports; it discusses the level of statistical significance which may be attached to the results; it attempts to give a birds-eye view of the schools, the teachers, and the pupils involved in the survey (and as such may lead to interpretations of the data which have escaped our attention); and it describes the way the sample was drawn and gives evidence concerning its representativeness.

Chapter 1. Background to the Survey, its Purpose, and Overview of General Procedure

Origin and Advisory Committee

In the Spring of 1969 the Development division of the Department of Education approached the ESRI concerning the possibility of conducting a survey of post-primary teachers' attitudes, role definitions, and the problems they encountered in the course of their work. Funds for the fieldwork, but not Institute staff or supporting services, would be provided by the Department. The stimulus to their enquiry was Sean Kelly's (1967) study of National School teachers. The Department made it clear that they wished the enquiry to be objective in the sense that neither the data collected, nor the reporting of the results, should be subject to the sort of distortion which might creep in if the enquiry was conducted by someone directly attached to one of the main bodies concerned with the administration of education in Ireland.

Once the ESRI had expressed a tentative interest in the enquiry a meeting was held with members of the Department. A preliminary list of topics which it might be desirable to investigate emerged from that meeting. Thereafter, in order to extend this list, that is/to assist the Institute ensure that the enquiry did not neglect to cover issues which one section or another of the teaching profession considered important, and subsequently to ensure that the researchers did not overlook aspects of the data which contained material of importance to one or other sectors of the teaching profession, an Advisory Committee was set up. On this there are representatives of the Joint Managerial Body of Secondary Schools, The Teaching Brothers Association, The Conference of Convent Secondary Schools, The Irish Vocational Education Association, The Vocational Teachers Association,

the Association of Secondary Teachers of Ireland, the Irish School Masters Association, the Association of Irish Headmistresses, the Catholic Headmasters Association, the Federation of Catholic Lay Secondary Schools and the Department of Education.

The preliminary list of topics to be covered was circulated to the Advisory Committee and the contents of the survey discussed with them and modified in the light of the opinions expressed. In particular it was felt that the enquiry would greatly benefit from extension to include material collected from pupils. Although the Department of Education had no funds available for such an extension the ESRI felt that, if the survey was to be carried out at all, it would be a mistake not to make use of this opportunity. Funds were therefore made available from the ESRI budget to finance collection of this data by means of self completion questionnaires from the pupils. Although it would have been far preferable to collect this material through personal interviews with pupils the ESRI unfortunately did not have sufficient funds to finance the enquiry on this basis. As will be seen later this has had unfortunate consequences for the quality of the material obtained from the pupils.

Exploratory Phase

In addition to setting up an Advisory Committee of senior people to draw the researchers' attention to topics and problems which the researchers had overlooked, the Institute also carried out its own exploratory work at the "grass-roots" level among teachers and pupils.

Such programmes of exploratory work represent one of the most crucial stages of any social survey: one can distort what appear to be the results of an enquiry as much by not asking the right questions as by suppressing results.

The execution of this exploratory work is no simple matter. One is looking for topics which one has not yet noticed but which ought to be included in the enquiry; one is looking for hazards which will impede one in distant days in reaching a goal which is not yet clearly formulated. One cannot ask people to draw one's attention to these things, not only because they do not know what one knows, but also because they are so familiar with many of their problems that they come to regard them as inevitabilities of life.

Under these circumstances the best that can be done is to try to interview a wide range of different sorts of people in the hope that the contrast between what one person says and what another says (or does not say) will somehow force important issues upon one's attention. In the early stages these discussions are allowed to range freely: often these conversations move away from a specific focus on the topics covered in the stated purpose of the survey to others which are important to the informants in their lives as a whole. These conversations are not so irrelevant as they often appear to informants, since the attainment of general life goals is for many people intimately tied up with their jobs, and their problems and satisfactions in their jobs can only be understood in the wider context of their life goals.

Examples of Question Formulation 1: "The Department"

We may illustrate the process of question formulation and development with two examples which are particularly important in the context of this survey. One concerns attitudes to the Department of Education, the other the list of objectives in education.

It became clear very early that "The Department" (of Education) was a salient feature in the minds of teachers. At first brush it seemed that attitudes toward the Department were in general negative. It would have been very easy to have included in the survey a question concerning attitudes to the Department, the answers to which would have shown that the teaching profession, did, in general, hold negative attitudes toward the Department. However further listening revealed that such a conclusion would have been entirely misleading. For in some ways teachers thought very highly of the Department. The problems we were then left with were, first, to decide what were the minimum number of dimensions that it would be necessary to cover if one was to obtain a fair picture of what teachers thought of the Department, and, second, how to phrase the questions concerning each dimension in such a way that teachers' feelings concerning one dimension did not contaminate their answers concerning other dimensions. Although unambiguous statements made by teachers were utilized in framing the questions, the results of the pilot survey in relation to a few items were felt by some advisors to be too sensitive and open to misinterpretation. These items were duly altered.

(2) Origin and Purpose of the List of Educational Objectives

As has already been mentioned one of the main objectives of the survey was to discover what teachers perceived their role to be; what they considered their aims and objectives to be. Clearly a single question such as "What do you consider your main goals to be?" would provide some information on this topic. But it is very difficult to interpret the answers to such a question. Suppose four answers were common: "To get pupils through their examinations"; "To develop their characters", "To develop their whole person", and "To introduce them to a wide range of cultures so that they can decide what they want to do in life". If one found that about 95% of teachers gave each of these answers one could conclude that all four were equally salient in the minds of teachers. But one would never know how many of the other 75% would have thought each of these things was very important had they thought of mentioning it at the moment when the question was popped. Furthermore since one would get answers at different levels of generality, one would not know whether some of the answers encompassed, or were identical to, others.

If one wishes to minimise these difficulties it is necessary to ask about each aspect in turn. But that does not get one out of the difficulties entirely. For one cannot possibly ask about all possible objectives, and some objectives, although likely to receive general assent (e.g. "To develop the whole person") are too global to be useful. Different informants will include different things in their understanding of such a phrase. One therefore has to compromise between objectives which are so general as to be uninformative and objectives which

are so specific that they entail a very long list. There was an additional constraint in that we hoped to extend the enquiry to pupils. This entailed that the objectives be phrased in words that they, too, would understand. Complex educational concepts had therefore to be re-phrased in relatively simple terms. Fortunately, during the exploratory work with pupils, many of these same ideas were expressed by the pupils themselves in words which could be used in the main survey.

The list of objectives utilized in this survey, has, in fact, evolved through exploratory work carried out, not only in connection with this survey, but also in connection with the British Young School Leavers (Morton Williams et al 1968) and Sixth Form (Morton Williams et al 1971) enquiries (both these age groups being represented in the single Irish enquiry) and the statistical analyses carried out in these two previous surveys.

Once a revised list for use in the Irish survey had been obtained it was tried out on a pilot basis and items which were highly correlated with each other (and therefore similar in content) or uncorrelated with anything else (and therefore probably meaningless) removed in order to ensure that we had a list which was as short but as comprehensive and meaningful as possible.

Special Objectives of the Survey of Pupils

The survey of pupils had, in some ways, more fundamental aims than the survey of teachers. The survey of teachers' attitudes was guided by the broad aim of assessing their perception of educational objectives, with a view to helping educationalists take a step back from their everyday tasks and ask "if these are the objectives we should be aiming at, are we going about it in the best way?". (Or, alternatively, "Should teachers be mainly concerned about these things?").

This may be contrasted with the aim of the pupils' enquiry which was basically to collect information which would make it easier to generate educational programmes geared to the pupils' felt needs, the backgrounds from which they came, their attitudes and values and to their career aspirations and the life styles they were likely to adopt and which could take into account their reactions to the subjects they were studying at the time of the enquiry, their reactions to the existing school system. It was hoped, too, that it might be possible to use the data to distinguish between different groups of pupils who appeared to have different needs. In addition to collecting data relevant to this basic aim information was sought concerning the development of their perceptions of a number of careers.

Stages of the Enquiry

As has already been indicated the enquiry went through exploratory, pilot, and main survey stages. At each stage the material to be collected and the results obtained to date, were discussed with the advisory committee.

1. Exploratory Stage: Population Interviewed

During the exploratory stage Raven and Hannon visited a number of schools selected to cover most of the groups which would eventually be represented in the main survey, but not in proportion to the total number of pupils in those types of school. These schools, which were located in various parts of the country, included Secondary, Diocesan and Religious Order schools, Convents, Teaching Brothers Schools, Vocational Schools, Comprehensive Schools, and Protestant Schools. Large and small schools in both

urban and rural locations were selected with a wide geographical distribution. In these schools free-ranging discussions were held with individual teachers and groups of pupils. In all some 50 teachers and 100 pupils were interviewed. These discussions mostly lasted one school period, but sometimes much longer. Following these discussions pilot questionnaires were drafted.

2. Pilot Stage

Pilot work, carried out with the intention of cutting down the length of the questionnaires and spotting ambiguous questions, was conducted in eleven schools. 72 teachers were interviewed and 175 pupils completed questionnaires. Statistical analyses were made of the answers to most questions and the results discussed with the Advisory Committee. It should be noted, however, that the sample was once more not representative of the total population, but drawn to cover the main types of school present in the different areas of the country. As a result of this work the length of the questionnaires was reduced by about one-third. Part of this saving was achieved by dropping a section which was concerned with trying to gather some data to answer the question "Who are the teachers, what are their general attitudes to life"? Items in this section were drawn from a battery of attitude items in the course of development as part of the Institute's general research programme. It was dropped from the Education survey mainly because it failed to produce a clear factorial structure at the pilot stage. However further work on this pilot data has been carried out and has turned out to be of considerable value and has since been published.*

---

* Human Relations, December 1972.

3. Main Survey

We first give an overview of the enquiry and then move on to give more details. During October - December 1970 1,245 teachers were interviewed and 4,222 pupils in their third or subsequent year of post-primary education completed questionnaires. The sample excluded teachers and pupils in secondary tops, Domestic Science Colleges, Commercial Colleges, and Religous Seminaries. The informants were located in a national representative sample of 161 schools. In addition to being interviewed, teachers (but not head teachers) also completed written questionnaires in which further topics were covered.

The interviewing was carried out by trained interviewers from the ESRI survey unit who has been briefed over a 2 day period in connection with this particular survey.

In order to keep the length of interviews to a minimum there were three alternative versions of the teacher interview, two of the teachers self-completion booklet, and three alternative versions of the pupil questionnaires. These various versions had several topics in common, but in other respects the different versions covered different subject matter. As a result certain important data has been obtained from the whole sample while other material has been obtained only from a third or half of the informants.

Irish language versions of the Teachers' Interview schedule (version X) and form 1 of the pupil questionnaire were prepared by Brian MacCumhaill.
16 Pupils in two schools completed Irish language versions of the questionnaires and 7 teachers were interviewed in Irish.

The Samples and Weighting of Responses

The samples were drawn on a multi-stage, multi-stratified basis with oversampling of small but important categories. Details are given in the Appendix entitled "Technical Appendix on the Samples".

Sampled teachers were teaching more than 15 hours per week (unless they were head teachers) and pupils were in their third or subsequent year of post primary education. The weighted distribution of the samples of schools, teachers and pupils correspond closely to National statistics, giving one every confidence in the respresentativeness of the samples. Attention should be drawn to the fact that, although the sample is representative of pupils in their third or subsequent year it is not representative of pupils aged 13, 14, 15, 16, and 17 in the school going population.

The 13 and 14 year olds included in the sample cannot be anything other than a-typical 13 and 14 year olds.

In all 1246 teachers were interviewed, and 4222 pupils completed questionnaires, in 161 schools.

Since it was important to get large enough numbers of teachers and pupils within Protestant and comprehensive schools, and 3rd year plus pupils in Vocational schools, to permit us to generalise about the views of teachers and pupils falling into these categories these populations had to be over sampled. In Comprehensive schools 5 teachers and pupils were interviewed for every one that should have been interviewed on a proportional basis. In Protestant schools the figure was 5 to every 3. Among Vocational school pupils it was 2 for every 1. In calculating the final figures, therefore, the responses of these teachers and pupils had to be weighted downwards to the true proportions. The result is that the 53 teachers interviewed in Comprehensive schools were treated as if they were only 11 and the 73 teachers interviewed in Protestant schools were weighted down to 44. The effect of this is that, although we can attach much more significance to the results relating to these groups than would otherwise be the case, the overall figures are not biassed in their favour. The "weighted" figures given in the text are the figures obtained after this correction has been made.

The Interview Schedules and Questionnaires

The interview schedules and questionnaires will be found in the special appendix.

These comprise:

1. A form on which information about the school was recorded.
2. Three alternative forms, X, Y and Z, used for the interviews with the teachers. A list of the questions common to X, Y and Z and the questions specific to each is also given in the appendix. In was necessary to have three alternative forms of the teachers' questionnaire in order to cut down the amount of time needed for the interviews and to ensure that sufficient data was collected on the most important topics.
3. Teachers Self Completion Forms A and B. Again, for the same reason it was necessary to have two alternative forms, each teacher being asked to complete only one.
4. Four forms, 1, 2, 2 C.B. and 3 for pupils. These forms are again very similar. In particular there is a very slight difference between Forms 2 and 2 C.B., the latter being a special form for use in schools run by the Teaching Brothers Association.

The data collected falls into the following main areas:

Teachers:

1. Their perceptions of educational objectives and the success with which they feel they attain these.
2. Their perceptions of examinations, the functions these are thought to perform, and the subject sylabii.
3. Their perceptions of their pupils' values and the lives for which they think they are preparing their pupils.
4. Their satisfaction with school teaching as a career.

5. Their feelings about educational policy, its formulation, and administration.
6. Their involvement in, and understanding of, curriculum developments and educational innovations.
7. Their attitudes toward, and involvement in, pupil guidance and discipline.

Data was collected from teachers on two occasions: once in the personal interviews (forms X, Y and Z) and once by means of a self-completion questionniare. Head teachers were not asked to complete the latter; 893 (weighted) teachers did so.

Pupils:

1. Their perception of educational objectives and their school subjects.
2. Their educational and occupational aspirations.
3. Their values and the sorts of satisfactions they would like out of their careers.
4. There reactions to rewards and punishments in school.
5. Their use of libraries, clubs and social facilities.
6. The images they hold of themselves and of various careers.

Chapter II

The Setting of the Enquiry: the Schools, the Teachers and the Pupils Surveyed

The object of this chapter is to present a general picture of the schools in which the pupils involved in the survey studied and in which the teachers worked. It provides a context for what is to come later, a context which may suggest interpretations of the attitude material which are very different from those we offer. It also provides basic data about the educational system which is not available elsewhere.

Although, within school types, the sample is representative of the total population of post-primary schools in Ireland, the number of Protestant and Comprehensive schools is small. Since all comprehensive schools in the country at the time of the survey were included in the sample the information concerning them is complete. Although one can be fairly confident that the samples of Catholic secondary and Vocational schools are representative of the total populations of such schools this is less true of Protestant schools, because only 10 such schools were included in the sample.

Although the findings may not generalise because of the small numbers of Protestant schools in the sample we describe the characteristics of these schools in some detail because these characteristics may explain some of the difference between the responses of informants in different types of schools which will be discussed later in this report. Likewise we give details of the Comprehensive schools; idiosyncratic responses of the teachers and pupils in such schools may be due, not to the fact of being comprehensive, but to the particular characteristics of such schools in this sample.

I The Schools

Of the 161* schools which took part in the enquiry 65 were co-educational, 45 of these being vocational schools. The percentages of pupils attending co-educational and single sex schools of the various types were:-

*As 1 school had 3 separate campuses it was dealt with in the analysis as 3 separa schools so future tables refer to 163 schools.

TABLE 1. Percentages of pupils attending mixed and single sex schools of each type.

	BOYS					GIRLS				
	Catholic Secondary Schools	Vocational Schools	Com-prehensive Schools	Protestant Schools	Total	Catholic Secondary Schools	Vocational Schools	Com-prehensive Schools	Protestant Schools	Total
Single Sex	92	17	-	79	77	88	-	-	69	73
Co.-ed.	8	83	100	21	23	12	100	100	31	27
Unweighted base (=100%)	1,252	633	64	120	2,069	1,454	550	70	79	2,153

Location and Size

For the purpose of this survey rural schools, which might better be described as "country" schools, were defined as schools outside educational centres containing more than 1,000 post primary pupils. This is roughly equivalent to schools outside towns of 4,000 people.

It can be seen from table A1 (in the appendix to this chapter) that, by this definition 61% of the schools were rural, although only 46% of the pupils attended them. Of these rural schools over half were small, consisting of 200 or fewer pupils. In this they were unlike the urban schools of which only 20% fell into that category (Table A2). Most of the vocational schools, and 57% of the Catholic secondary schools were rural as compared with only 10% of the Protestant schools. A slightly higher proportion of the Protestant and vocational than Catholic secondary schools had 200 or fewer pupils. (Table A3)

Subjects, Facilities, and Societies Available

The choice of subjects and the facilities and educational equipment available to pupils appears to depend both on the type of school which they attend and, to a lesser extent, on the size of the school (Tables A4 and A5). In our sample, the pupils attending Protestant schools appeared to come off best on both of these counts as 80% of such schools offered a relatively wide range of subjects, including science and at least 2 modern languages other than Irish, up to Leaving Certificate standard, while 44% of the Catholic, 50% of the comprehensive and only 6% of the vocational schools, did so. The latter of course were more likely to offer a wider selection of practical subjects than the other types of schools with the exception of the comprehensives. Table A6 gives the percentages of schools not teaching the main subjects regarded as optimal extras by the Minister for Education. Obviously the figures available for the various science subjects must be treated

with care as a school which teacher science A, for example, may not have indicated that botany and zoology were taught although they in fact form an integral part of the syllabus for science A. It is interesting to note that 39% of the schools in the sample did not teach art and 45% did not teach music.

The comprehensive schools in our sample were all relatively well supplied with equipment, specialist rooms, gymnasia etc (Table A7). Thay all had at least 5 items of basic equipment such as record players, T.V. sets, projectors etc, a library, a staffroom, a dining room and/or a hall with stage, a science laboratory, at least one hand/eye room and one or more other specialist rooms, a gymnasium and/or playing fields. The Protestant schools were twice as likely to have such facilities as the Catholic schools, while the vocational schools and schools of 200 or fewer pupils fared least well under this heading. It is interesting to note that 96% of the schools had tape recorders, 84% T.V. sets, 83% slide projectors but only 48% had radios. As expected the specialist room least frequently available was an equipped language laboratory (10% had one) but surprisingly this was closely followed by an equipped gymnasium, which 24% of the schools in the sample possessed, the figure being 13% in vocational schools. It is probably advisable to point out that we had no means of assessing the quality of the equipment and facilities provided: "equipped gymnasium", for example, can mean a number of different things.

As would be expected most vocational schools had adult education classes but otherwise the schools provided little by way of adult education or community activities (Table A11). Two fifths had no such activities. Only 14% had a parent-teachers association.

39 of the 163 schools had some pupils as boarders but of these only 14 had more than 50% of their total numbers as boarders and these 14 were nearly all smaller schools of 300 pupils or less (Table SA 1, in the special Appendix available from the ESRI).

The size of the schools seems to be an important factor determining the number and variety of clubs and societies available to pupils (Table A 8), the larger schools in the sample being much more likely to organise such cultural pursuits as Debating Societies, Drama Clubs, Special Interest Societies and Crafts and Hobbies. Two thirds of the schools had some form of Sports Club and size did not seem to have much influence in this respect. The vocational schools (Table SA 2) on the whole seemed to offer the least variety of types of clubs, although slightly fewer of them than of the Catholic secondary schools, organised no clubs or societies. Almost a quarter of the Catholic secondary schools had no clubs or societies while all the comprehensive and Protestant schools had some form of society or club.

As might be expected, the smaller schools, that is those with 200 or fewer pupils, had the best staff/pupil ratios, almost half of them having 1 teacher to 15 or fewer pupils as compared with only 16 per cent of the schools with more than 400 pupils (Table A. 9). So far as school type was concerned, the Protestants and comprehensives were most likely to have the best ratios while the Catholic secondary schools were more likely than the other school types to have 1 staff to 16 or more pupils.

Reference to Table SA 4 hows that Catholic secondary schools and Protestant schools were more likely than

vocational and comprehensive schools to have more than a quarter of their staff aged over 40. They were less likely to have more than half of their staff aged between 26 and 40, and less likely to have more than 20% aged 25 or less. Thus the general age of the staff in these schools was unmistakably older.

Allocation of Pupils to Classes

In about one third of the schools the 1st year classes were streamed but there were quite large differences between the school types, the comprehensive and Protestants schools in the sample being much more likely to have mixed ability classes without either setting or streaming in the 1st year./ (Table SA 5) However, the majority of the schools which did not have streaming or setting in 1st year, did not persist with a common course throughout the junior cycle but used setting, streaming or group teaching after an initial period of settling down. Just under one third used setting or streaming while the same number used group teaching methods after the first year.

II: The Teachers

Within the sample of schools just described 153 head teachers and 1,093 other full-time teachers were interviewed individually. When responses from teachers in the over-sampled comprehensive and Protestant schools were weighted downward the final figure emerges as a total of 1,175 of whom 146 were head teachers. The majority of this weighted sample (67%) were teaching in Catholic secondary schools, 29% were attached to vocational schools and only 4% and 1% respectively were in Protestant and comprehensive schools. They were relatively evenly distributed amongst the single sex and co-educational schools, and between urban and rural schools. The greatest number (47%) taught in schools of between 201 and 400 pupils with 28% in schools of 200 or fewer pupils.

Of the total sample 56% were men. 36% of the women were nuns and 21% of the men belonged to religious orders. In Catholic secondary schools all the head teachers were religious although religious teachers comprised only 43% of the total staff of some schools. (Table A10).

The average age of the teachers was 36. The staff interviewed in vocational schools were on average younger than the others (table SA 7). In spite of the fact, that, as we have seen, the total staff of the comprehensive schools were younger than others, this was not true of the sample of teachers interviewed, 34% were married. 95% were Catholics.

78%, in comparison with 69% of the pupils, had fathers whose occupations fell into Hall Jones categories 1 - 4. However, in relation to the total population, social classes 3 & 4 were over represented in the teachers' backgrounds, and classes 7 & 8 underrepresented (table A14). Again, in comparison to the total population, proportionately fewer teachers came from Dublin and more from the rest of Munster, from Galway and from Mayo. (Table A15). Nevertheless the social origins of post-primary teachers are obviously not so strikingly different from those of the total population as those of National School teachers (Kelly, 1970).[1]

1. Sean C. Kelly, Teaching in the City, Gill and Macmillan, 1970, Chap. V.

Teachers who were not heads were asked if they held any position of responsibility. 64% said they did not. Teachers in Protestant schools were most likely to say that they did and those in comprehensive schools least likely to say they did (table SA 6), These differences may arise from differential understanding of "posts of responsibility", although the following random selections from the posts of responsibility listed by the teachers suggests that this is not the case. At the time of the survey, while much discussed, posts of responsibility had not yet been allocated in comprehensive schools.

Protestant Schools	Catholic Schools	Vocational Schools
Head of English Department	Bursar	School organiser (time table etc.)
Editor of school magazine	In charge of rolls	Book buyer for school
Senior teacher for exam classes	Head of Science Department	Matron
House master and senior master for modern languages	Form master. In charge of time-tables, games etc.	In charge of discipline for half the school
Tutor	Guidance teacher	Exam secretary
Form mistress	Librarian	In charge of garage apprentices
Senior Latin teacher	Games master	Registrar
Teacher in charge of discipline	Senior Layman	Promoter of Irish activities

Twenty head teachers were not teaching at all and 13 of them were teaching less than 9 hours per week. 39% of the total sample of teachers taught between 21 and 24 hours per week, and 30% over 24 hours, 67% of the vocational school teachers falling into the latter category. 36% of the men as against 23% of the women taught more than 24 hours per week. (Table SA 8).

Experience and Training

Almost a third of the teachers had never taught in any other school than the one they were in at the time of the interview. A quarter had been teaching there for more than 1 but less than 3 years. 44% of the teachers in the sample had taught for over 10 years while over a third had from 3-10 years experience of teaching as a career (Table SA 9) Almost a third had taught in another type of school from the one in which they were teaching at the time of interview.

32% had held jobs outside of teaching which they felt had been of particular value to them as teachers such as carpentry, joinery and building, (23% of those who had other jobs) or office work, (21%) The vocational school teachers were the most likely to have had this experience particularly of skilled manual type jobs, and the Secondary Catholic/school teachers the least likely (Table SA 10). The main value of such jobs was that it gave teachers some experience of actual working conditions, particularly appreciated by vocational school teachers, and some knowledge of how the adult community thinks and works.

The teachers qualifications were varied. The majority (64%) had a degree and H. Dip. Ed., but there were a few who had attended a 2 year Teacher Training Course only and some 9% with no teacher training whatsoever (Table A. 12). Others had additional qualifications such as Licentiate in Philosophy or a Diploma in Public Administration. Very few teachers had not had experience of teaching the examination classes in their present schools, only 7% and 8% of those who taught in schools offering such courses had never taught the Group or Intermediate Certificate classes respectively and only 13% of those who taught in schools which took the Leaving Certificate had not had the experience of teaching the examination classes.

Subjects Taught

A wide variety of subjects was taught by

the teachers, on averagé each person teaching 2-3 subjects. The most frequently taught subject was English (27%) closely followed by Religious Instruction (27%), Mathematics (25%) and Irish (24%). Mathematics appears to be more common among male teachers than amc females, the respective figures being 30% and 18% while the teaching of French is obviously regarded as a more suitable feminine occupation, the figures there being 8% and 21% respectively. On the basis of their answers to the question asking them to list the subjects they were teaching currently, the teachers were classified as Language and Humanity specialists, Mathematics and Science specialists, practical/ subject specialists or those who taught subjects (apart from Religious Instruction and Civics) drawn from 2 or more of these groups. The following table shows the percentages falling into each category.

TABLE 2.

Subject Areas Taught

	% of all Teachers
Humanities and Languages only	44
Mathematics and Science only	16
Practical subjects only	14
Non specialists	26
Not Teaching	1
Weighted base (=100%)	1,174

There were interesting combinations of subjects taught. For example the subjects combined most frequently with Latin were English, Irish and history; with geography, history, English and Irish, and those teaching art or music most often combined this with English, geography or Latin. Rather surprisingly only 9 of the 220 geography teachers also taught one of the sciences.

The Pupils

The 4,222 pupils, who were in their 3rd or subsequent year of post-primary education (intercert year plus), was made up of 2,069 boys and 2,153 girls. As previously explained, the vocational school pupils and the comprehensive and Protestant schools having been over sampled, it was necessary to weight the responses of such pupils by 1/2, 1/5 and 3/5 respectively to make the proportions in each school type in the sample correspond with national statistics.

The numbers and percentages of pupils attending each type of school included in our sample is as follows:

TABLE 3 Numbers of sampled pupils in each school type

	Catholic Secondary Schools		Vocational Schools			Comprehensive Schools			Protestant Schools			Total
	No.	%		No.	%		No.	%		No.	%	
Boys	1,252	75.7	Actual	633		Actual	64		Actual	120		2069
			Weighted	317	19.1	Weighted	13	0.8	Weighted	72	4.3	1654
Girls	1,454	81	Actual	550		Actual	70		Actual	79		2153
			Weighted	276	14.8	Weighted	14	0.7	Weighted	47	3.6	1791

The pupils interviewed ranged in age from 13 to 19, the majority being 15 or 16, and they were all in their 3rd or subsequent year of post-primary education. Their age distribution is shown in the following table:-

TABLE 4

Age distribution of pupils by sex

	Boys	Girls
	%	%
Age in years		
12 - 13	2	2
14	15	15
15	31	31
16	29	30
17	18	16
18+	4	5
No answer	1	1
Weighted base (=100%)	1,654	1,791

It will be seen that to all intents and purposes we were dealing with a sample of 14 to 17 year olds (Table A. 16).

Social Class Backgrounds

The pupils were asked to state the name of their fathers job and give a brief description of the work done by him. Later these occupations were classified according to the Hall-Jones Scale of Occupational Prestige for Males,* which uses 8 categories. The social class groupings used, with a few examples of the occupations in each, were:-

* See, for example, Oppenheim, A.N. Questionnaire Design and Attitude Measurement, Heinemann, London, 1966.

Soc. Class 1. Professionally Qualified and High Administrative, e. g. Doctor, Dentist, Bankmanager, University Lecturer.

Soc. Class 2. Managerial and Executive. e. g. Bank clerk (Senior) Chemist, Optician (qualified),Personnel Manager, ,Chief Inspector or Superintendent (Police).

Soc. Class 3. Inspectional Supervisory (Higher Grade). e. g. Advertising agent, Auctioneer, Commercial Traveller, Farmer, Inspector (police), Salesman,.

Soc. Class 4. Inspectoral Supervisory (Lower Grade), e. g. Department Manager, Guesthouse owner, Shopkeeper, Sergeant (Police), Shop Walker.

Soc. Class 5. Routine Non-manual e. g. Barman, Caretaker, Foreman, Rate Collector, Shop Assistant.

Soc. Class 6. Skilled Manual e. g. Baker, Bread Salesman, Cabdriver, Bricklayer, Builder, Painter, Welder.

Soc. Class 7. Semi-skilled Manual, e. g. Army private, Boilerman, Bus conductor, Car park attendant, Fitter's mate, Post-man.

Soc. Class 8. Manual, routine e. g. Cattle driver, Farm labourer, Factory worker, Porter.

For much of the analysis Social Classes 1 and 2, 3 and 4, 5 and 6 and 7 and 8, had to be combined as the numbers concerned were small.

The pupils in our sample belonged to the following social classes :

TABLE 5

Fathers' occupational status by sex of pupil.

	Boys	Girls
	%	%
Social Class 1	11	12
" " 2	6	6
" " 3	36	40
" " 4	10	11
" " 5	6	6
" " 6	13	11
" " 7	7	4
" " 8	6	4
Unemployed	1	1
Deceased	1	3
No Answer	3	1
Weighted base (=100%)	1,654	1,791

It is clear that the category containing by far the highest percentage of both boys and girls in Social Class 3 - the category composed largely of farmers, but also including salesmen and primary and vocational school teachers.

It must be remembered that our sample is not a true reflection of the socio-economic structure of the total population in that we were concerned only with those pupils who were still attending schools and not with those who had already opted out of the educational system. Approximately 14% of 14 year olds and 29% of 15 year olds had discontinued their education and,

as we only included in our sample pupils in the 3rd and subsequent year of post-primary education, we not only excluded all these early leavers but also those who had not reached the intermediate certificate year by the time they were 14.

The distribution of these social classes amongst the school types is interesting and should be borne in mind when the analysis of the remainder of the survey is being discussed. The small numbers of pupils belonging to the higher social classes in the vocational schools and to the lower social classes in the Protestant schools meant that any attempt to partial out the relative importance of school type and social class was likely to prove inconclusive. (Table 6)

TABLE 6 : Fathers' occupational status by school type.

	BOYS				GIRLS			
	Catholic Secondary Schools	Vocational Schools	Com-prehensive Schools	Protestant Schools	Catholic Secondary Schools	Vocational Schools	Com-prehensive Schools	Protestant Schools
	%	%	%	%	%	%	%	%
Social Class 1 & 2	18	3	6	46	20	1	4	51
" " 3 & 4	49	36	54	48	52	42	64	44
" " 5	7	6	8	1	7	7	7	-
" " 6	12	20	8	3	10	19	14	3
" " 7 & 8	9	30	15	1	6	24	7	-
Unemployed	1	2	4	1	1	2	-	2
Dec'd	3	2	6	-	3	3	4	-
No Answer	1	1	-	-	-	2	-	-
Unweighted base (=100%)	1,252	633	64	120	1,454	550	70	79

While 70% of the Catholic Secondary School pupils and almost all Protestant school pupils have fathers whose occupational status falls within categories 1-4, only 40% of the vocational school pupils belong to these social class groupings. It should be stressed, of course, that this does not mean that all high social class pupils are studying in Protestant schools: far from it, only 10% of pupils from social classes 1 & 2 were studying in Protestant schools.

Very few of the sampled pupils were only children or had one brother or sister only. Almost 30% came from families of seven or more children and 4% had 10 or more brothers or sisters. As might be expected, of the schools in the sample the Protestant ones had a much smaller percentage of pupils having four or more siblings, over 50% of them coming from families of only 3 or 4 children (Table A. 18).

Table A.17 provides a comparison between the family size of pupils in the survey sample (1970) with the national population data of the 1961 Census. This total population data naturally does not deal solely with those in their third or subsequent year of post primary education. One would expect those who persist in education to their third or subsequent year of post-primary education to be a very select group. In fact this does not appear to be the case. The selectivity is certainly less marked than that found among British pupils in relation to leaving school at age 15 (and it must be remembered that most pupils in this survey were aged over 15). Although table A 18 which analyses early leaving in England by social class and bedroom deficiency, does not analyse the data in the same way as in table A 17 it presents an impression of a degree of selectivity in excess of that found in Ireland. Perhaps the explanation is that a higher proportion of pupils enter Irish secondary schools than enter English grammar schools, and that fewer are thereby cut off from the possibility of real academic success. Perhaps there are fewer alternative openings for pupils coming from working-class backgrounds or fewer opportunities to earn substantial amounts of money. Perhaps social class and family size are less good indices of the values and attitudes that are indexed by these things in England. Although this last hypothesis is

Table A 17 (a) compares the social class and family size composition of the sample with that of the total population of "children" at the time of the 1961 census. There are a number of problems in interpreting the similarities and differences between the sample and the census data.

First it should be noted that the census data deals with all children born to the adults concerned; it therefore includes many children who would themselves have been adults at the time of the census, and many who would not yet have reached an age to enter the senior cycle of post primary education. As a result, from one point of view, since the census data includes many all-adult, and therefore complete, families, one would expect the census family sizes to be larger than those in the sample. However, as a result of the second difference between the bases of the tables, since the census table also includes young families, none of the children in which have reached the stage of post-primary education, and which are therefore more likely to be incomplete, the families of the children in the census would be smaller than those in the sample. We do not know to what extent these two contrary differences cancel each other out.

Secondly it should be noted that, quite apart from the sorts of considerations discussed in the last paragraph, there have been several demographic changes, documented by Walsh (1972), and Hutchinson (1972), since the time of the 1961 census. Average family sizes have become smaller and the distribution of the population among the social classes has changed.

Thirdly, in order to make the CSO table comparable with our own, the Census column headed "Farmers, farmers' relatives and farm managers" has had to be incorporated into Hall Jones classes 3 and 4, and the census column "other agricultural occupations and fishermen" has been incorporated in Hall Jones classes 7 and 8.

In spite of these problems the comparison between the survey and the census data is interesting. Quite clearly pupils from the higher socio-economic classes are over-represented, and those from the lower social class backgrounds under-represented, among those who find their way into the senior cycle of post-primary education. The trends with family size are not so marked.

To facilitate comparison between the survey and the census data table 17b has been prepared from the data in table 17a. The figures in this second table give the ratio of the obtained to the expected proportions of pupils in each cell, the expected proportions being based on the assumption that pupils from all backgrounds have equal talents and equal opportunities to stay on.

It will be seen that pupils from social classes 1 and 2, and from families of 5-6 children are present 2.7 times as often as would be expected on a proportionate basis, and that only 3 out of every 10 children who would be expected on a proportionate basis from families of 7 or more children of social classes 7 and 8 are in fact present in the schools.

To make the comparison still more striking table 17c gives the ratios in table 17b converted to make the ratio for large, low social class families equal to unity. The effect of this is that all the participation ratios shown in the table are in terms of the number of times the observed proportion exceeds that which would be expected if the pupils in the cell had the same chances of entering the senior cycle of post-primary education as low status children from large families. As a result it is obvious at a glance that children from families of 5 or 6 children of social classes 1 or 2 are present 9 times as often as would be expected if the same proportion of them as of children from large families of social classes 7 and 8 found their way into the senior cycle of post-primary education.

Attention must, however, immediately be drawn to the extreme sensitivity of these figures to the way in which they are calculated. Had the lowest ratio in table 17b been .4 instead of .3 (as it might well have been, given the figure of .6 in the cell above), the highest figure in table 17c would have been 6.8, not 9.0. Furthermore, had social classes 1-4 been grouped together, as they have been in the English data presented in tables 18a and b, the largest figure in the whole table would have been 4.

Whatever the defects of the table, it is quite clear that, unless there have been really dramatic changes in family sizes since 1961, social class is a much more important correlate of participation in the senior cycle of post-primary education than family size. As a result it may be questioned whether economic constraint is in general a major deterrent from participation in the senior cycle of post primary education(which is not to say that it may not be important in particular cases). The relative unimportance of family size as a correlate of educational performance among Catholics has been documented by Cullen (1969) in Ireland and, as a correlate of participation rates, by Floud (1956) in England.

Before moving on it may be worth asking whether there might not be better ways of examining participation rates than through these ratio procedures. Indeed there would be ... if additional national statistics were available. If the census data by family size and social class were also available by age of child, and if a reasonable estimate of the total number of children, eligible on an age basis alone, for the senior cycle of post-primary education could be obtained, it would be possible to compare these figures with the sample figures grossed up to give the numbers actually participating.

In practice the relevant population figures cannot be reliably estimated. Although census data giving the number of children of each social class is available by age, one cannot in fact specify the beginning and the end of the senior cycle accurately in age terms. Some of the relevant age group of pupils may be lower down in the school; others may have moved on into other forms of education. Even if rough age limits were selected there is no way of finding out accurately how many of each social class fall into each family size category, although they could, of course, be estimated using the proportions given in table 17a. As a result of the number of approximations that would have to be made one would be but little more certain of the answers than at present.

In the light of these considerations, and in the light of the fact that data being collected for the Minister of Education's Intermediate Certificate committee will enable participation ratios by social class at the time of the Intermediate Examination to be accurately estimated, we have not continued with this work. Had we done so the one thing it might have added to the Intermediate Examination committee's work would be the relationship with family size. Yet this would be the most shaky part of the work, and we have already shown that, as far as can be judged from the present data, this appears to be a relatively unimportant variable.

How does this selective participation in Ireland compare with other countries?

Table 18a gives the participation rates in England, as assessed in our sister survey. The table gives the actual proportion of the pupils who fell into each category in the table who stay on at school after 15 years of age. As we have indicated we would have liked to have collected

exactly parallel data in Ireland but this was not possible.

Table 18b gives the English data converted to base rates calculated on the lowest cell in exactly the same manner as in table 17c.

Attention should immediately be drawn to the fact that the categories used in the analysis of the English data are much cruder than those used in the analysis of the Irish data: classes 1-4 in the Hall Jones classification have already been merged together, and, as we have already indicated, if this had been done for the Irish data the participation differentials would have been markedly reduced. Attention should also be drawn to the fact that the index of economic constraint used in the English study is a much better index of this construct than that used in the Irish survey.

In spite of these problems it would seem reasonable to conclude from a comparison of tables 18b and 17c that, if the appropriate Irish data could be obtained, it would seem probable that it would reveal a still more striking relationship than that documented for England in table 18a. Whether or not such a relationship is justified on the grounds of ability to profit from the senior cycle of secondary education is a question that cannot be answered from this data. It is a question which we examine in part elsewhere in the survey.

supported by the data of Floud (1956) and Cullen (1969), who found that only among very large families did one find that family size had important implications for educational persistence or performance among Catholics in England and all pupils in Ireland respectively. It fails to explain why, as we shall see later, we do find relationships just as strong as those documented in table A 18 when we study pupils' aspirations to go to university. Thus, although we do not know what the explanation of the difference may be, it does seem that, by British standards at least, entry into the higher levels of post-primary education seems to be quite unselective by these variables.

There were no significant differences between the trends for boys and girls of the same social class and family size. Thus it appears from table A 17 that social classes 1 and 2 are over represented in the later stages of post-primary education, that children from classes 5-8 are under represented and that families of more than seven children are under represented, particularly among children from social classes 7 and 8.

The figures presented in table A17 are particularly noteworthy in view of the fact that there are a number of factors which might, in themselves, explain the observed discrepancies between the sample characteristics and the national statistics used, without any allowance being made for selective emigration from, or retardation in, education by family size or social class. One factor is that the average size of family has fallen since 1961, when the census data was gathered.(1) Average family sizes would therefore have been smaller if the national data had been collected at the time of the survey. Another factor is that the 1961 census asked for all children born alive to the present marriage. This would therefore include entire families of children who had already left school. Since these would more often be complete families they would be larger than the (moreoften incomplete)families included in the survey. Since these families were older they would, in view of the decreasing family size, also be larger on that count too.

There is, however, a counter trend at work: The survey addressed itself to children in the third or subsequent year of post-primary education. Younger children (and therefore families) would, as a result, have been excluded. These would naturally have been more likely to be incomplete, and therefore smaller, families.

As a result all one can really say is that entry into the later stages of post-primary education, while somewhat selective by family size, is not so closely related as one might have expected.

---

(1) Walsh, Brendan M., "Irelands Demographic Transformation, 1958-'70", The Economic and Social Review, Vol. 3, No. 2, January 1972.

As far as social class is concerned the Hall Jones classification was used to classify occupations in the survey instead of the Central Statistics Office classification. In order to make the CSO table comparable with our own, the Census column headed "Farmers, farmers' relatives and farm managers" was incorporated in Hall-Jones classes 3 and 4 and the percentages re-calculated: also the census column headed "Other agricultural occupations and fishermen" was incorporated in Hall-Jones classes 7 and 8.

Just as there have been changes in national statistics relating to family size between the time of the census and our survey, so, too, there have been changes in the proportion of the population falling into the higher social classes.[1] These trends, like those operating in relation to family size, are also in the direction of reducing the apparent selectivity of the senior cycle of post-primary education by social class.

Educational and Occupational Aspirations

These variables will be analysed as dependent variables in a later report. Here we wish simply to give a picture of the pupils in the sample. As can be seen from table 7 eighteen plus is marginally the most popular school leaving age; 48% of the pupils (who, it will be remembered, had already reached inter cert year) hoped to remain at school until then. Boys studying in vocational schools were the most likely to intend to leave early (table A20), but it should be stressed that only about half of those intending to leave at 14, 15 and 16 were studying in vocational schools. Such pupils are not the monopoly of vocational schools.

(1) Hutchinson, B., Social Status and Inter-Generational Social Mobility in Dublin, Dublin : Economic and Social Research Institute, Paper No. 48, Table 3, p. 5.

TABLE 7

Intended Age of Leaving	Boys %	Girls %
14 - 16	13	9
17	38	44
18 +	49	47
Weighted base (=100%)	1,654	1,791

When they leave school quite a large percentage of the pupils in the sample intend continuing with some form of further education, 33% of the boys and 25% of the girls hoping to go to university while 16% and 25% respectively hope to have some other form of full time further education, such as teacher training. Protestant school pupils were the most likely to be aiming for university while the pupils in the vocational schools were the most likely not to be aiming at anything or to be aiming at part-time further education (Table A. 21).

The careers and jobs they hope to enter on leaving school include most of the occupations listed on any register of socio-economic status. Some pupils were very precise in their aspirations stating exactly the type of work they intend doing and the conditions under which they envisaged themselves working, e.g. "cooking in a hotel," "running a fire fighting equipment business," "junior partner to a solicitor," while others were much more vague preferring something such as an "outdoor job where you would be outdoor some of the time and indoor the rest", or "something to do with maths" or "work which involves deep concentration and is very important to the community". The main jobs they hoped to enter are listed below and it is interesting to note that in both cases the teaching profession heads the list.

TABLE 8

Jobs hope to Enter	Boys %	Jobs hope to Enter	Girls %
Teaching	14	Teaching	24
Building	9	Nursing	15
Prof. Occupations (Barrister)	7	Secret. /Shorthand typist	11
Fitter, Mechanic	7	General Office Work	9
Clerical and Office Work	5	Childrens Nanny, Air hostess	6
Engineering	5	Medicine	4
Medicine	4		
Weighted base (=100%)	1,654		1,791

A more detailed analysis of these aspirations will be presented later, but it is worth remarking that, as would be expected, a much higher proportion of vocational school pupils hoped to go into the building trade and occupations such as fitters or mechanics among boys and secretarial/clerical occupations among girls.

Membership of Clubs, Societies and Libraries

In an attempt to examine some of the ways in which pupils occupy themselves outside the classroom they were asked to name any clubs or societies that they belonged to and also to indicate whether or not they were members of a library. As may be seen from table 9, considerably more of the girls belonged to some type of library than did the boys and they were very much more likely to make use of the school library.

Both boys and girls at vocational schools were very likely not to belong to any library, followed by boys at Catholic secondary schools (Table SA12)but the fact that only 46% of the vocational schools in the sample had libraries (Table A. 7) ought to be remembered. Library membership varied little with intended age of leaving.

TABLE 9 .

Library Membership	Boys %	Girls %
School	27	40
Other	21	17
Both	10	20
None	37	19
No Answer	5	3
Weighted base (=100%) All pupils	1,654	1,791

Although many schools provided quite a variety of clubs and societies, pupils were more inclined to belong to societies that were not organised by their schools, only 30% not being members of some organisation externally run, while one half of them did not belong to any of the school clubs or societies, although only 19% of the schools did not organise some type of society. However, in some cases the choice may have been very limited or the actual quality of the societies poor. By far the most popular types of society were those concerned with sport, followed by externally run Youth Clubs including Scouts, Guides, etc. and then school-based Literary and Debating Societies (Table A23 & 24). Protestant school pupils were very much more likely to be members

of the latter and boys from such schools were more often members of Arts and Crafts clubs than pupils from other schools but reference to Table A8 shows that their schools were much more likely to have them than the other schools. Girls attending vocational schools were proportionately the most likely to say that they were not members of any school based society or club while Protestant schools pupils, particularly boys were the least likely to be non-members but again this is probably due more to the availability of clubs than to a deliberate policy of non-commitment.

Appendix to Chapter II

Table A 1

Location of School by School Type

Discussion P. ST & P 3

	Catholic Secondary Schools	Vocational Schools	Comprehensive Schools	Protestant Schools	Total
	%	%	%	%	%
Urban	43	25	-	90	39
Rural	57	74	100	10	61
Unweighted base (All Schools) (=100%)	101	48	4	10	163

Table A 2 (a) Discussion P. ST & P 3

Location of School by School Size

	1-100	101-200	201-300	301-400	401-500	501+	N.A.	Total
	%	%	%	%	%	%	%	%
Urban	-	23	28	54	82	100	50	39
Rural	100	77	72	46	18	-	50	61
Unweighted base (=100%)	11	56	36	33	17	8	2	163

TABLE A. 2 (b) School Size by Location of School. Discussion P. ST & P 3.

	Urban %	Rural %	Total %
1 - 100 Pupils	-	11	7
101 - 200 "	20	44	35
201 - 300 "	16	26	22
301 - 400 "	28	15	20
401 - 500 "	23	6	11
500 + "	13	0	5
No Answer	2	1	1
Unweighted base (=100%)	64	99	163

TABLE A. 3. School Size by School Type. Discussion P. ST & P 3

	Catholic Secondary Schools.	Vocational Schools	Comprehensive Schools	Protestant Schools	Total
	%	%	%	%	%
1 - 100 Pupils	4	13	-	10	7
101 - 200 "	31	42	-	40	35
201 - 300 "	24	19	-	30	22
301 - 400 "	19	23	75	-	20
401 - 500 "	12	4	25	20	11
501 + "	8	-	-	-	5
No Answer	2	-	-	-	1
Unweighted base (=100%)	101	48	4	10	163

TABLE A. 4. Subjects Available by School Type. (Discussion P. ST. & P3)

	Catholic Secondary Schools	Vocational Schools	Comprehensive Schools	Protestant Schools	Total
	%	%	%	%	%
Inter or Group Cert only	1	56	-	-	17
Leaving Cert. No Science	8	4	-	-	6
Leaving Cert with science but only 1 Mod. Lang. and Few Hand/Eye	28	2	-	20	20
Leaving Cert. Science only 1 Mod. Lang. 3 or more practical	17	31	50	-	21
Leaving Cert. Science. 2 or more Mod. Langs. Few practical	31	-	-	60	23
Leaving Cert. Science. 2 or more Mod. Langs. 2 or more	13	6	50	20	12
No Answer	2	-	-	-	1
Unweighted base (=100%)	101	48	4	10	163

TABLE A. 5. Subjects available by School Size. (Discussion P. ST & P3)

	1 -200 pupils	201-200 pupils	201-300 pupils	400+ pupils	N. A.	Total
	%	%	%	%	%	%
Inter or Group Cert. only	31	11	9	-	-	17
Leaving Cert, No Science	6	8	9	-	-	6
Leaving Cert with Science, but only 1 Mod. Lang. and few practical	22	19	9	24	-	20
Leaving Cert with Science, only 1 Mod. Lang. but 3 or more practical	25	17	27	8	-	21
Leaving Cert with Science, 2 or more Mod. Lang. Few practical	9	31	33	40	-	23
Leaving Cert with Science, 2 or more Mod. Lang. 3 or more practical	6	14	12	28	-	12
No Answer	-	-	-	-	100	1
Unweighted base (=100%)	67	36	33	25	2	163

TABLE A 6. (Discussion P. ST & P3)

Percentages of schools not teaching main non-compulsory subjects.

Subjects not taught	Boys Only %	Girls Only %	Co-Educational %	All Schools %	Subjects not taught	Boys Only %	Girls Only %	Co-Educational %	All Schools %
French	8	0	19	10	Physiology and Hygiene	98	83	62	79
German	81	46	92	74	Geology	79	85	79	81
Italian	92	88	98	93	Economics	63	92	73	75
Spanish	79	33	81	66	Environmental Studies	85	83	86	85
Latin	12	4	65	30	Arts & Crafts	88	48	68	68
Greek	88	98	100	95	Art	48	10	54	39
Chemistry	19	48	75	49	Music	42	15	71	45
Physics	25	50	67	49	Commerce	29	23	6	18
Physics & Chemistry	67	58	83	70	Shorthand	100	65	33	64
Science A	10	29	44	20	Typing	100	52	21	55
Science B	88	88	60	76	Home Economics	100	2	5	34
Agricultural Science	88	100	81	88	Metalwork	81	100	41	70
General Science	98	88	89	90	Woodwork	58	100	22	55
Biology	35	25	54	39	Mechanical Drawing	42	98	22	50
Botany	79	85	89	84	Building Processes	94	100	76	86
Zoology	98	94	98	95	Theory and Practice of Engineering	96	98	79	89
					No Answer	-	-	-	1
Unweighted base(=100%)	52	48	63	163		52	48	63	163

TABLE A. 7a

Facilities and Equipment available by school type. (Discussion P. ST&P4a :

	Catholic Secondary Schools	Vocational Schools	Comprehensive Schools	Protestant Schools	Total
	%	%	%	%	%
Radio	63	13	25	80	48
T.V.	94	58	75	100	84
Tape Recorder	98	92	100	100	96
Moving Film Projector	61	38	100	80	56
Slide Projector	85	81	100	100	85
Record Player	85	52	100	100	76
[illegible] rhead Projector	49	42	100	50	48
Dining Room	52	8	75	70	41
Hall with Stage	54	15	75	70	44
Library	69	46	100	80	64
Wood/Metal work room	20	38	100	50	44
Arts and Crafts room	50	42	100	40	48
Home Economics room	57	83	100	30	64
Science Laboratory	88	77	100	100	86
Geography room	28	35	100	80	35
Language Laboratory	10	6	50	10	10
Music room	48	-	100	50	35
[illegible] asium	23	13	100	60	24
Playing fields	85	33	25	100	70
Staff room	88	60	100	100	81
Other	23	25	75	20	25
No Answer	2	-	-	-	1
Unweighted base (=100%)	101	48	4	10	163

Discussion P ST & P 4

TABLE A. 7b Summary of Facilities and Equipment Available by School Type.

	Lay and Catholic Secondary Schools %	Vocational Schools %	Comprehensive Schools %	Protestant Schools %	Total %
*1. Very poor equipment and facilities	-	8	-	-	2
2. Poor equipment and facilities	19	33	-	10	22
3. Sparse equipment and facilities	28	44	-	10	31
4. Adequate equipment, sparse facilities	16	13	-	10	14
. Adequate equipment and facilities	30	2	75	60	25
. Good equipment and facilities	5	-	25	10	4
No Answer	2	-	-	-	1
Unweighted base (=100%)	101	48	4	10	163

Discussion P. ST & P 4

TABLE A. 7c. Summary of Facilities and Equipment available by School Size.

	1-200 pupils %	201-300 pupils %	301-400 pupils %	401+ pupils %	N. A. %	Total %
Very poor equipment and facilities	4	-	-	4+	-	2
Poor equipment and facilities	33	14	24	4	-	22
Sparse equipment and facilities	39	33	24	16	-	31
Adequate equipment, sparse facilities	10	11	18	24	-	14
Adequate equipment and facilities	12	39	21	48	-	25
Good equipment and facilities	1	3	12	4	-	4
No Answer	-	-	-	-	100	1
Unweighted base (=100%)	67	36	33	25	2	163

*1. 1 or no pieces of basic equipment (e.g. radio, tape recorder), 1 or no standard room (e.g. library, staff room) 1 or no specialist rooms (e.g. science lab., arts a crafts room).
2. 2 or more types basic equipment, 1 standard room, 1 specialist room.
3. 3 or more types basic equipment, 1 or more standard rooms, 1 hand/eye room and science, geog. or lang. lab.
4. 4 or more types basic equipment, 2 or more standard rooms, 1 hand/eye room or science lab, 1 other specialist room.
5. 5 or more types basic equipment, 3 or more standard rooms, 1 hand/eye room, science lab, 1 other specialist room, gym., or playing field.
6. 6 or more types basic equipment, all standard rooms, 7 specialist rooms including gym. and playing field.

+ This new school's equipment and facilities have not been completed at the time of the survey.

TABLE A. 8 Societies and Clubs available by School Size. (Discussion P. ST & P. 5)

	1-200 pupils	201-300 pupils	301-400 pupils	401+ pupils	N. A.	Total
	%	%	%	%	%	%
Sports Clubs	61	72	67	76	-	66
Debates/Public Speaking	28	44	36	48	-	37
Drama/Film Appreciation	10	28	9	32	-	18
Music Societies	7	17	18	32	-	15
Special Interest Societies e.g. History	9	11	18	36	-	16
Scouts, Guides, Youth etc.	15	17	9	12	-	14
Projects, Crafts, Hobbies	9	17	15	40	-	17
Religious	4	6	9	32	-	10
Students Union, etc.	9	14	24	8	-	13
Other e.g. Non-smokers	3	8	9	20	-	8
None	27	17	18	8	-	19
No Answer	-	-	-	4	100	2
Unweighted base (=100%)	67	36	33	25	2	163

TABLE A. 9. Staff/Pupil ratio by School Size. (Discussion P. ST & P5)

	1-200 pupils	201-300 pupils	301-400 pupils	401+ pupils	N. A.	Total
	%	%	%	%	%	%
Staff/Pupil Ratio						
1:10 or less	12	3	3	-	-	6
1:11 - 1:15	34	31	24	16	-	28
1:16 - 1:20	46	53	58	64	-	52
1:21 or more	7	14	15	12	-	11
No Answer	-	-	-	8	100	2
Unweighted base (=100%)	67	36	33	25	2	163

Table A 10. Teacher Status by School Type. (Discussion P ST & P 7)

School Type	Catholic Secondary			Lay Secondary			Vocational			Protestant			Comprehensive			Total		
Teacher Status	Religious	Lay	Total	Religious	Lay	Total	Religious	Lay	Total	Religious	Lay	Total	Religious	Lay	Total	Religious	Lay	Total
Head	93	0	94	0	5	5	0	41	41	0	10	10	1	3	4	95	59	158
	29%	0%	12%	0%	36%	36%	0%	12%	12%	0%	14%	14%	20%	6%	8%	28%	6%	12%
Other	232	438	669	0	9	9	5	297	302	0	63	63	4	45	49	240	852	1,093
	71%	100%	88%	0%	64%	64%	100%	88%	88%	0%	86%	86%	80%	94%	92%	72%	94%	88%
Total	325	438	763	0	14	14	5	338	343	0	73	73	5	48	53	335	911	1,246
(Unweighted Base)	43%	57%	100%	0	100%	100%	1%	98%	100%	0%	100%	100%	9%	91%	100%	17%	73%	100%

TABLE A.11. Adult education and community activities in the schools by school type. (Discussion P.ST & P 4)

	Catholic Secondary Schools. %	Vocational Schools %	Com-prehensive Schools %	Protestant Schools %	Tot
Education Available					
Adult Education classes	10	90	50		3
Cultural/Aesthetic Activities	15	17	25	20	1
Debates/Discussions/Lectures	6	21	25	10	1
P. T. A.	17	4		30	1
Local Org. Meetings e. g. I. C. A.	20	17	25	10	1
Special Interest Clubs e. g. Horticulture	5	8		10	
neral Clubs e. g. Macra, Red Cross	6	2			
Religious or Church Activities	15				
Games and Pasttimes	7	6		10	
Others	3	4		10	
None	55	6	25	60	4
No Answer	2	-	-	-	
Unweighted base (=100%)	101	48	4	10	16

TABLE A.12. Type of training by school type. (Discussion P. ST & P

	Catholic Secondary Schools %	Vocational Schools %	Comprehensive Schools %	Protestant Schools %	T
2 year teacher training	1	23	11	-	
2 year teacher training + degree	-	1	-	-	
2 year teacher training + degree + H. Dip. Ed.	8	1	11	5	
3 year teacher training course	5	10	11	-	
Degree(s). No teacher training	2	28	11	-	
Degree(s) and H. Dip. Ed.	78	25	44	95	
College of Art	1	1	-	-	
Others	4	11	11		
Unweighted base (=100%)	775	345	53	73	12

TABLE A. 13. Father's occupation by school type. (TEACHERS) (Discussion P. 87 & P7)

Soc. Class of Father	Lay and Catholic Secondary Schools %	Vocational Schools %	Comprehensive Schools %	Protestant Schools %	Total %
1 & 2	13	7	11	26	11
3	56	55	67	49	56
4	7	4	-	14	6
5 & 6	19	25	11	12	21
7 & 8	3	8	-	-	5
N. A.	1	-	11	-	1
Unweighted base (=100%)	775	345	53	73	1,246

Table A. 14 Social Class of Respondents father compared with Percentage Distribution of Total Population (1961).

(Teachers) (Discussion P ST & P 7)

Social Class of Origin	Sample %	Population %
1 and 2	11	8
3 and 4	62	42
5 and 6	21	24
7 and 8	5	26
N. A.	1	-
Total	100 (n = 1, 246)	100 (n=1, 545, 405)

Table A. 15. Location of Home of Respondents father compared with Percentage Distribution of Total Population (1961).

(Teachers) (Discussion P. ST & P 7)

	% (Sample)	% (Population)*
Dublin (city and country)	13	25
Rest of Leinster	16	22
Clare/Kerry	7	7
Rest of Munster	28	23
Galway/Mayo	16	9
Rest of Connacht	6	5
Donegal/Cavan/Monaghan	8	8
Other (including N. Ireland)	6	-
Total	100 (n=1, 236)	100 (n=2, 818, 341

* 1961 figures.

PUPILS

TABLE A 16. Age distribution of pupils by school type. (Discussion P. ST & P 12)

	BOYS					GIRLS				
	Catholic Secondary Schools	Vocational Schools	Com-prehensive Schools	Protes-tant Schools	All	Catholic Secondary Schools	Vocational Schools	Com-prehensive Schools	Protestant Schools	All
	%	%	%	%	% (weighted)	%	%	%	%	% (weighted)
12 - 14	17	19	25	13	17	17	14	10	15	17
15	31	33	23	24	31	32	27	32	32	31
16	30	29	20	28	29	30	30	34	30	30
17	19	13	22	26	18	17	16	16	17	16
18+	3	5	10	8	4	4	12	8	6	5
No Answer	-	1	-	-	1	-	1	-	-	1
Unweighted base (=100%)	1,252	633	64	120	1654 (weighted)	1,454	550	70	79	1791 (weighted)

*Table A 17. Family Size and Social Class of Sample and the Family Size and Social Class of the Total Population of Children in the 1961 Census.
(Sample Numbers are weighted)

(Discussion P ST & P 17)

Family Size \ Social Class		1 and 2		3 and 4		5 and 6		7 + 8		Total	
		Census	Sample	Census+	Sample	Census	Sample	Census◇+	Sample	Census	Sample
1 - 2	No.	21,531	54	73,727	139	47,977	71	38,593	44	181,828	308
	%	1.4	1.7	4.7	4.3	3.1	2.2	2.5	1.4	11.7	9.6
3 - 4	No.	44,427	247	172,063	468	102,509	205	88,753	83	407,752	1003
	%	2.9	7.6	11.1	14.3	6.6	6.3	5.7	2.5	26.3	30.7
5 - 6	No.	32,170	188	176,804	521	93,050	195	100,218	121	402,242	1025
	%	2.1	5.6	11.4	15.9	6.0	6.0	6.4	3.7	25.9	31.2
7 +	No.	22,945	90	230,272	549	127,934	177	182,432	117	563,583	933
	%	1.5	2.6	14.9	16.8	8.2	5.4	11.7	3.6	36.2	28.4
Total No.		121,073	579	652,866	1,677	371,470	648	409,996	365	1,555,405	3,269++
	%	7.8	17.7	42.0	51.3	23.9	19.8	26.4	11.2	100	100

*Base for Percentages: all children and all pupils respectively (excluding those whose social groups or family size is not known).
+ This includes the Census column headed "Farmers, farmers relatives and farm managers".
+◇ This includes the Census column headed "Other agricultural occupations and fishermen".
++ This total for the sample is less than the combined totals in Table 5 "Father's Occupational Status by sex of pupil" since it excludes those whose family size or social class are unkmown.

Table A 17b.

Ratios of proportions of the sample falling into each category to proportions of all children falling into the category.

Family Size \ Social Class	1+2	3+4	5+6	7+8	Total
1-2	1.2	.9	.7	.6	.8
3-4	2.6	1.2	1.0	.4	1.2
5-6	2.7	1.4	1.0	.6	1.2
7+	1.7	1.1	.7	.3	.8
Total	2.2	1.3	.8	.4	1.0.

Table 17c.

Relative Participation rates with lowest participation ratio = 1.

Family Size \ Social Class	1+2	3+4	5+6	7+8	Total
1-2	4.0	3.0	2.3	2.0	2.7
3-4	8.7	4.0	3.3	1.3	4.0
5-6	9.0	4.7	3.3	2.0	4.0
7+	5.7	3.7	2.3	1.0	2.7
Total	7.3	4.3	2.7	1.3	

A 18 a (Revised)

Percentage of British Pupils Staying on after 15 years of age

Bedroom Deficiency \ Social Class	Non Manual	Skilled	Unskilled
Above standard no. of bedrooms per child	83	59	50
Standard	76	53	43
Bedroom deficiency of 2 or more	81	33	24

Participation rates in England, taking Unskilled Overcrowded as 1-0

Bedroom Deficiency \ Social Class	Non Manual	Skilled	Unskilled
Above standard no. of bedrooms per child	3.5	2.5	2.1
Standard	3.2	2.2	1.8
Bedroom deficiency of 2 or more	3.4	1.4	1.0

TABLE A 18 (Discussion P. ST & P 17)

PERCENTAGE OF ENGLISH PUPILS LEAVING AT AGE 15*

From families with :	Unskilled	Skilled	Non-Manual
Bedroom deficiency of two or more rooms	76	67	19
Standard number of bedrooms	57	47	24
Above standard number	50	41	17

* From Raven, J. Young School Leavers, Studies, Winter 1968.

TABLE A 19 Size of family by school type. (Discussion P. ST & P. 17)

	BOYS					GIRLS				
	Catholic Secondary Schools	Vocational Schools	Com-prehensive Schools	Protestant Schools	All	Catholic Secondary Schools	Vocational Schools.	Com-prehensive Schools	Protestant Schools	All
	%	%	%	%	%	%	%	%	%	%
No. of children					(Weighted)					(Weighted)
1 - 2	9	8	8	26	10	9	7	7	21	9
3 - 4	30	23	18	55	30	32	22	28	51	31
5 - 6	32	32	30	13	31	31	29	29	23	30
7 +	27	38	44	5	28	27	42	36	6	30
No Answer	1	-	-	-	1	-	-	-	-	-
Unweighted base (=100%)	1,252	633	64	120	1,654 (Weighted)	1,454	550	70	79	1,791 (Weighted)

ST & P 38

TABLE A. 20 Intended age of leaving by school type. (Discussion P. ST & P20)

	Boys				Girls			
School Type / Intended Age of Leaving	Catholic Secondary Schools %	Vocational Schools %	Comprehensive Schools %	Protestant Schools %	Catholic Secondary Schools %	Vocational Schools %	Comprehensive Schools %	Protestant Schools %
14, 15	2	10	7	-	-	3	-	-
16	8	29	1	4	7	15	7	13
17	39	29	35	40	45	37	32	56
18+	51	32	51	56	48	45	61	34
Unweighted base (=100%)	1252	633	64	120	1454	550	70	79

TABLE A.21 . Further Education by School Type . (Discussion P ST & P 21)

	Boys					Girls				
	Catholic Secondary Schools %	Vocational Schools %	Comprehensive Schools %	Protestant Schools %	All (Weighted) %	Catholic Secondary Schools %	Vocational Schools %	Comprehensive Schools %	Protestant Schools %	All (Wei - te %
Further Ed.										
None	12	28	25	9	14	8	29	25	9	11
University	35	9	15	54	32	28	4	12	41	2
Teacher Training	6	3	11	3	6	13	4	12	5	1
Other Full Time	10	6	8	7	9	15	4	10	19	1
Other Part-Time	13	24	18	8	14	12	19	12	9	1
No Idea	21	27	22	17	22	24	37	28	9	2
No Answer	3	3	-	2	5	-	3	-	6	
Unweighted base (=100%)	1252	633	64	120	1659 (Weighted)	1454	550	70	79	179 (Wei - te

Table A. 22 *Main Jobs hoped to enter and School Type (Discussion P ST & P 21)

	Boys						Girls				
	Catholic Secondary Schools %	Vocational Schools %	Com-prehensive Schools %	Prot-estant Schools %	All (weighted) %		Catholic Secondary Schools %	Vocational Schools %	Com-prehensive Schools %	Prot-estant Schools %	A (weighted) %
Job Aspiration						Job Aspiration					
Farming	4	5	3	6	4	Artistic	3	2	-	4	3
Teaching	16	7	13	5	14	Teaching	27	10	26	20	2
Medicine/Dentistry/Vet.	5	1	1	5	4	Medicine/Dentistry/Vet.	5	0	-	6	
Professional - Accountant, Barrister, Architect	7	3	-	14	7	Professional - Accountant, Barrister, Architect	2	1	1	5	
Scientific professional	4	1	3	9	4	Scientific professional	3	-	1	4	
Administrative/Management	4	-	-	10	3	Nursing	15	13	10	21	1
Engineering	5	2	5	7	5	Social Work	2	1	-	4	
Draughtsman/Technician	4	6	6	2	4	Technician	3	1	3	5	
Clerical	6	3	8	4	5	Beautician/Shopkeeper	1	3	3	1	
Fitter/Mechanic	4	18	5	1	7	Buyer, Rep. Air hostess Children's Nanny	6	5	7	4	
Builder & Constructor	5	26	16	2	9	Secretarial	6	36	24	4	1
Other Manual inc. Chef, factory work",	1	5	4	2	2	General Clerical	8	16	10	1	
Armed Forces, Police, Fire services	3	2	4	4	3	Manual inc. "Factory Work"	1	4	-	3	
Unweighted base (=100%)	1252	633	64	120	1654 (weighted)	Unweighted base (=100%)	1454	550	70	79	17 (Weig

Occupations which less than 2% of the sample hoped to enter have been omitted.

TABLE A23 Membership of School Clubs and Societies by School Type. (Discussion P ST & P 22)

	Boys					Girls				
	Catholic Secondary Schools %	Vocational Schools %	Com-prehensive Schools %	Protes-tant Schools %	All (weighted) %	Catholic Secondary Schools %	Vocational Schools %	Com-prehensive Schools %	Protestant Schools %	All (weighted) %
Youth Clubs/Scouts, etc.	5	4	15	8	5	4	4	7	9	4
Rural Organisations	0	3	0	3	1	0	4	0	0	1
Literary and Debating Societies	6	1	1	26	6	11	1	4	23	10
Religious Societies	7	0	3	1	5	12	2	2	3	10
Social Action Clubs	1	1	5	3	1	4	1	2	7	4
Cumann na Gailge, etc.	1	0	1	0	1	1	1	0	5	1
Musical Societies	2	0	0	5	2	2	1	2	1	2
Arts and Crafts	1	0	0	12	2	0	0	0	1	0
Dance Clubs	1	0	0	0	1	1	1	0	1	1
Science/Geography/Nat. Hist. etc.	3	2	0	12	3	1	1	0	0	1
G. A. A. /Football, /Sports	18	15	21	26	18	10	5	7	13	10
Riding	0	0	0	0	0	0	0	1	1	0
Water Sports	0	0	0	1	0	0	0	0	0	0
Indoor Sports	1	1	3	16	2	0	0	0	2	1
Other Special Interest	5	5	10	13	6	4	3	5	5	4
None	52	57	54	25	52	46	62	50	37	48
Unweighted base (=100%)	1252	633	64	120	1654 (weighted)	1454	550	70	79	1791 (weighted)

TABLE A 24

Membership of Non School Clubs and Societies

(Discussion P ST & P 22)

	Boys	Girls
Clubs and Societies	%	%
Youth Clubs/Scouts, etc.	27	26
Rural organisations	4	4
Literary and Debating Societies	1	2
Religious Societies	6	6
Social Action Clubs	5	3
Cumann na Gaeilge, etc.	1	0
Musical Societies	2	2
Arts and Crafts	0	0
Dance Clubs	2	2
Science/Geog./Nat. Hist. etc.	0	0
G. A. A. /Football/Sport	33	16
Riding	1	2
Water sports	2	2
Indoor sports	4	2
Other special interest	5	1
None	26	33
Weighted base (=100%)	1654	1791

APPENDIX I

GENERAL NOTES ON TABLES AND STATISTICS

WEIGHTED BASE : As explained earlier teachers and pupils in Comprehensive and Protestant schools, and pupils in vocational schools, were oversampled. In order to correct for this the responses of teachers and pupils in these schools were given less weight than teachers and pupils in other schools when making the statistical analysis. As a result the base on which the percentages are actually calculated are greater than the number listed as "weighted base". The result is that differences between groups are statistically more significant than would otherwise appear. The real base on which the percentages are calculated is given when the material is analysed by school type. This is the only case in which the true base is known.

TOTAL PERCENTAGES : In very many cases informants could give more than one answer, with the result that percentages add to more than 100. Also, in most cases, as is inevitable in survey work, a small number of informants failed to answer each question. The result is that percentages do not always add to 100. The amount by which the total percentages fall short of 100% can be taken as the non-response rate for each individual question.

STATISTICAL SIGNIFICANCE : In view of the large sample size, in the majority of cases small percentage differences are statistically significant. The question then becomes, not one of statistical significance, but one of practical importance. In general we have not commented on differences unless they exceed 10-15%. There are, however, other cases in which, even with a sample of this size, the sub-groups in terms of which the analysis had to be carried out if it was to have any meaning are very small. In these cases two questions present themselves: (1) Are the observed differences between the groups statistically significant; that is, what is the probability that one would get differences as large as those we have obtained if one drew the sub-groups on a purely random basis from the total sample? and (2) How near are the observed figures to the total population figures for each category of teachers or

Significance of Differences

It is difficult to answer the first question (a) because in many cases we have not analysed the whole distribution of answers but only one category e.g. those who thought each objective "very important", and (b) because we often had several sets of data for each group of informants - thus we have 8 sets of data relating to history teachers' responses to the intermediate examination. It would therefore not be entirely appropriate to examine one aspect a time. Rather one should ask whether the overall pattern of history teachers' responses to this set of questions differed from the overall pattern of responses given by teachers of other subjects.

In spite of what has been said a general guide to the statistical significance of differences between percentages, which varies with the size of the groups involved and whether the percentages are in the centre or the tail of the distribution, is given in the following table.

Significance of Difference Between Two Groups

Size of groups	% Difference required for significance at 5% level around:				
	10 or 90%	20 or 80%	30 or 70%	40 or 60%	50%
35	15	19	22	23	24
50	12	14	17	19	20
100	9	11	12	13	14
200	6	7	9	10	10
300	5	6	7	8	8
400	4	5	6	6	7

As a guide to the use of the table one may give as an example two groups, each composed of 35 teachers, in which, on average, 90% of the teachers felt that the examination system performed a particular function "Very Well". In this case it would be necessary for the percentages

to differ by at least 15 (e.g. to be 80 and 95) for the difference to be significant at the 5% level. If the average for the two groups was in the general range of 50% they would need to differ by at least 24% (e.g. to be 40% and 64%).

Confidence Intervals

It is also difficult to answer the second question, that concerned with the confidence intervals to attach to the observed figures when generalizing to the total population from which the sample was drawn, since we have made use of a multi-stage, multi-stratified, clustered and weighted sample. Nevertheless the following figures may be given as a guide.

95% Confidence Intervals.

Size of Sample	True (Population) probability (%)				
	10 or 90	20 or 80	30 or 70	40 or 60	50
50	±8½	±11½	±13	±14	±14
100	±6	± 8	± 9	±10	±10
200	±4	± 5½	± 6½	± 7	± 7
300	±3½	± 4½	± 5½	± 5½	± 6
400	±3	± 4	± 4½	± 5	± 5

Though this table is deductive in type, i.e. designed for making inferences about the sample from the population it may be used approximately for the much more useful inductive process, i.e. for making inferences about the population from the sample. Thus if the sample size was 50 and the observed figure 10%, then the true (population) figure has a 95% probability of lying between 1½% (10-8½) and 18½% (10 + 8½) ; if the observed figure was 50% the 95% confidence interval would be 36% - 64%.

It should, of course, be borne in mind that the margin of error would be considerably smaller than that indicated in the table when, as with our sample of comprehensive school teachers, the sample contains a high proportion of the total population falling into that category.

General Comments on Significance

More powerful statistical techniques than those we have used are, of course, available. However due to some difficulties at the time of the analysis, these techniques were not readily applicable to our data. This, coupled with our desire to avoid unnecessary delays in publication and further costs, is the reason we did not employ these more powerful statistical tools.

In addition, although more powerful statistical techniques would, of course, have been valuable, it is important to bear in mind that, in work of this sort, the basic data with which one is dealing does not justify elaborate discussion of fine detail. As a result tests of significance only become important when, although apparently striking results have been obtained, the numbers on which they are based are too small to give one great confidence in them. The remedy involves, not more elaborate tests of significance, but either or both more powerful techniques of analysis or, more probably, replication of the relevant part of the study with a purpose-drawn sample.

We would like to stress this last point particularly : where apparently important results have been obtained, but the sample size is too small to give one great confidence in the generalizability of the results, we would ask readers to avoid the sleight of hand involved in equating "not statistically significant" with "an insignificant result", and instead, to seek to initiate further studies which would find out, most probably by collecting additional data whether what appears to be the case is in fact the case.

Appendix II : Technical Appendix on the Samples

Populations to be sampled: All head teachers, full time Post-Primary Teachers (i.e. those teaching 15 or more hours per week) and full time Post-Primary pupils. Heads, teachers and pupils in secondary tops, commercial and domestic colleges, and religious seminaries were excluded. (The population of pupils was later reduced to those in their third or subsequent year of post-primary education)

Sample Size: Previous experience suggested that a sample size of 1,200 teachers and 3,500 pupils would allow a reasonable exploration of most of the issues to be investigated. Although samples of this size would not make it possible to trace emerging relationships to their ultimate causes (such analytic studies commonly demand enquiries based on "experimental design" samples), it was felt that they should make it possible to speak with confidence about the situation prevailing in the population as a whole, and in the main sub groups within it. Having once obtained sound factual information it would be more reasonable then to move on to design analytic studies to tease out emerging relationships and to investigate potentially important topics in more detail.

Since it was envisaged that we would be expected to make statements about the situation existing within comprehensive, vocational, and Protestant schools, it was essential to obtain large enough samples of teachers and pupils within these school types, to permit confident generalisation. It was therefore decided to over-sample these groups.

As the data to be collected was expected to be of more than academic interest, in that it would probably be used in the formulation of policy, it was essential that it should accurately represent the views of the populations being studied. Not only does such a requirement entail large samples, it also entails that they be carefully drawn in order to be representative of the populations from which they are drawn. This in turn means that the non-contact and refusal rates have to be kept to an absolute

minimum. Postal surveys, conducted even where good-will exists, are inclined to encounter high rates of non-response. A more recent educational enquiry conducted by the ESRI in association with IEA can be used to illustrate this problem. This (postal) survey encountered non-response rates of 21.7% of schools, and within the schools that took part, 40% of the teachers and 12% of the pupils.

Such response rates obviously make it impossible to have any confidence in the generalizability of the results obtained. In practice the only way to avoid such rates of return is to utilize person-to-person interviews.* Unfortunately personal interviews are extremely costly, especially if the sample to be interviewed is randomly dispersed through the whole country. As a result it is normal to draw the sample in such a way that, although all areas of the country are proportionately represented, the interviews are clustered together within these areas.

Initially it was intended to cluster the samples of teachers and pupils in 50 schools. However, owing to the small size and diversity of the schools, this number had to be increased and the sampling unit in rural areas had to be changed from schools to clusters of educational centres (each containing several schools). In all 181 schools were picked for the sample. Of these, 2 were novitiates, 3 were closed and one involved interview difficulties. Consequently the number of schools in the sample was reduced to 175. Two extra convent schools were added to make the sample more representative. This brought the total number of schools to 177. Nine of these 177 schools were for one reason or another unable to participate in the enquiry, leaving 168 to be visited by the interviewers. At this stage a further 7 found that the survey made too many demands on them, giving a final return of 161 schools. One of these however, had 3 campuses which had to be treated separately with the result that most of our report speaks of 163 schools. See Table 1.

* These, of course, have many other advantages over postal surveys.

Table A 1. Schools, both Sample and Population, by School Type.

School Type		Population*	Target$^{\phi}$ Sample	Obtained$^{/}$ Sample
Catholic Secondary	No :	558	116	101
	% :	64.66	65.54	62.73
Vocational	No :	261	47	46+
	% :	30.24	26.55	28.57
Comprehensive	No :	4	4	4
	%	0.46	2.26	2.48
Protestant	No :	40	10	10
	%	4.64	5.65	6.21
Total	No :	863	177	161
	% :	100	100	100

* These figures are a mixture which were obtained from the Department Educations' 1967-'68 figures for Vocational Schools and 1968-'69 figures for the rest. They exclude secondary Tops.

\+ One vocational school had three campuses and was regarded as three schools in the analysis. This brings the obtained sample for vocational schools to 48 and the overall obtained sample to 163.

ϕ i.e. the sample as originally drawn

$/$ i.e. the sample of schools who returned data.

Response Rates. The above figures amount to a refusal rate of 4.4% of schools. 79 of the teachers who were approached felt unable to be interviewed, giving a refusal rate of 7.9% of the teachers. The response rate for the pupils is not known.

Sampling Procedure: General

The original aim was to obtain representative samples of all full time post-primary teachers (i.e. those teaching 15 or more hours per week) and pupils. However, as a result of experience at the pilot stage, (which showed that many pupils in the first two years of post primary education were unable to cope with the questionnaires), it was necessary, in the absence of the funds needed to carry out personal interviews with pupils, to abandon the attempt to obtain data from a sample of all post-primary pupils and, instead, to concentrate on pupils in their third or subsequent year of post-primary education (Intermediate Certificate year and above).

For sampling purposes it was unfortunate that data of the detail we needed concerning the number of teachers in each school and the number of pupils in their third and subsequent year of post-primary education in each school were not available in the form required in centrally compiled statistics. (This is in no sense a criticism of the Department's statistics; merely a statement that they were not available in the form in which we needed them for our, unusual, purposes.) As a result, when drawing a sample of schools, the size of both of these populations had initially to be estimated from total school size. This appeared to be a reasonable proxy variable for the number of teachers per school (especially since it was believed that the teacher-pupil ratio was 1 : 22 in secondary schools, and 1 : 15-20 in vocational schools, although our own data was subsequently to modify the overall ratio to 1 : 16) (see Table A2). However total school size was seriously misleading as an index of the number of pupils in their third or subsequent year in vocational schools: there were not even any national data (let alone in relation to each school in the country) concerning the number of pupils in each year of post primary education in such schools. The best proxy that could be obtained to the number of vocational school pupils who fell into the category we wished to sample was: all pupils in the senior cycle in such schools plus all intermediate Certificate candidates, plus half the Group Certificate candidates. Furthermore, since 1967, the number of pupils in the senior cycle of Vocational schools has been increasing so rapidly that any statistics available at the time of the survey were seriously out of date. As will be seen later, this absence of accurate national information made it difficult to check on the accuracy of our final samples in vocational schools.

Using school size as an index of the size of the two populations in which we were interested, samples of schools were drawn separately for Protestant schools, comprehensive schools and other schools. All samples except those of comprehensive schools, which in any case comprised all schools of that type, were stratified by Urban-Rural and Area of the Country.

More Protestant and comprehensive schools were included in the sample than would have been justified on a strictly random basis. This was done in order to get large enough numbers in these schools to permit generalisation about them. In fact whereas one in five of all post primary pupils in their third and subsequent year were studying in the selected non-Protestant, non-comprehensive schools, one in three of all pupils studying in Protestant schools were in the selected schools, and, of course, all pupils studying in comprehensive schools were studying in comprehensive schools included in the study. This oversampling was later corrected by statistical weighting when the material was being analysed.

In rural areas, for reasons which will be discussed later, the primary sampling unit was clusters of educational centres rather than schools. In urban areas the sampling unit was the individual school. Within strata, schools (or clusters of educational centres) were selected with equal probability of selection, regardless of size. The weighted sample of schools is therefore statistically representative of all schools.

Within all types of school, three-fifths of the teachers were selected for interview. The teachers to be interviewed were selected at random by ESRI staff from lists supplied by the Department of Education in the case of Catholic Secondary & Protestan schools and from lists supplied by the Vocational Education Officers in the case of vocational schools. One-fifth of the pupils in their third or subsequent years were asked to complete questionnaires in all except vocational schools, where two-fifths were asked to do so, owing to the erroneously anticipated small numbers involved. The detailed sampling procedure followed within schools is described below

Although the general sampling procedure described here may seem logical, it is by no means automatically the best sampling procedure to use because, as can be seen for example from Tables A3 and A4 it results in the pupils (and therefore the teachers) from the large schools being concentrated in a few large schools - which may be highly untypical of other large schools. Two other alternative sampling strategies were therefore considered. One way to avoid the problem is to proceed, as we did in the previously mentioned IEA inquiry, to first sample schools with probability of selection varying with school size (probability proportional to size) and then take equal-sized samples of teachers and pupils within schools, whatever the size of the school. This means that the sample of teachers and pupils from large schools is spread over a larger number of schools. This approach has the disadvantage that the sample of schools (although not of pupils or teachers) becomes unrepresentative and, in view of the small size of many of the schools, very many schools have to be visited to obtain a large enough sample of teachers This happens because small schools contain only a few teachers and this number determines the number of teachers to be interviewed in each school, whatever its size. The second alternative, which avoids this difficulty, was used in the British sixth form inquiry.(1) In it, the sample was first stratified according to school size. Within strata schools were sampled with unit probability but the sampling fraction for both proportion of schools, and proportion of teachers and pupils within schools, varied with the strata such that, among the larger schools, the chances of the school being in the sample were higher than for small schools, and proportionately fewer of the teachers and pupils in such schools were interviewed (although the absolute number interviewed in any one large school was still greater than the total staff of the small schools).

In Ireland this refinement was not introduced, partly because one could only apply it to the urban half of the sample, and also partly because there were few very large schools. Nevertheless

(1) Morton-Williams, R, Raven, J. and Richie, J. (1970), Sixth Form Pupils and Teachers, Schools Council Publication, London.

the source of bias mentioned, namely that the 13 relatively large schools that appear in the sample may not be typical of all large schools (which between them cater for 20.3% of the total population of pupils) should be borne in mind. (cf. Tables A3 and A4). Indeed 37% of the sample of non-Protestant, non-comprehensive, urban pupils (in Dublin) are located in only 12 large schools. This figure of 37% is based on school sizes in 1967-68 and 1968-69 and not on the actual size of the school at the time of the survey. The number of relatively large schools (i.e. 401+) at the time of survey was 25 (cf. Table A11 (a) in the section on "The sitting of the Enquiry: the schools, the teachers, and the pupils").

Sampling Schools: Rural Areas

The sampling procedure followed for non-Protestant, non-comprehensive schools in rural areas was to calculate the total number of pupils in all schools in each of the Department of Education's educational centres. These centres were then plotted on a map using a colour code to indicate size. Rings were then drawn around groups of centres in such a way that each cluster contained approximately 1,200 pupils - and hence, since the pupil-teacher ratio in rural schools was believed to be 20 : 1, approximately 60 teachers. When two-thirds of these were selected at random for interview the result would be that each interviewer would have to interview 40 teachers. In practice, once the lists of teachers names were obtained it was found (Table A2) that there was actually one teacher to sixteen pupils, with the result that, in order to avoid obtaining too large a sample of teachers, the sampling fraction for teachers was reduced to 3 out of 5.

Random sampling of clusters of educational centres was carried out within the four rural areas (or strata) into which the country has been divided. The representativeness of each of the samples so drawn was checked against regional statistics for school size. Tables A5 and A.6 compare population and sample data for rural and urban areas.

Sampling of Schools : Urban Areas

In Urban areas the sample was a three-stage one. First urban areas excluding Dublin were sampled (with unit probability), then within the selected urban areas, schools, instead of clusters of education centres, were used as the sampling unit and again selected with unit probability.

Protestant Schools

Protestant schools were sampled in the same way as urban schools - that is separately by 4 regions, using schools as the sampling unit, with unit probability sampling. (see Tables A7 and A8).

Comprehensive Schools

All comprehensive schools in the country at the time of the survey were included in the sample.

Sampling of Teachers within Schools

Having satisfied ourselves that the sample of schools was reasonably representative of the total population, samples of teachers and pupils were selected within schools. It can be said, therefore, that the sample, in addition to being stratified, was a two-stage one. (three in urban areas) The procedure for sampling teachers within schools was described on P4.

Sampling of Pupils within Schools

Whereas the Department of Education had supplied lists of the names of teachers in the selected schools, names of pupils could not be obtained without visiting the schools. The selection was therefore made by ESRI interviewers on arrival in the schools following the instructions given below.

Interviewers Instructions for Selection of Pupils

All pupils in the Intermediate year or equivalent, the Post-Intermediate year, or equivalent, the Leaving Certificate Year or equivalent, and any subsequent year are to be included in the groups to be sampled for the survey. If the school or any section of it does not take the Intermediate or Leaving Certificate examination all pupils who would have been in these years are to be included. The pupils do not have to be taking courses leading to these examinations; it is the relevant age group that we are interested in.

Another way of saying the same thing is to say that we wish to include a sample of all pupils in the 3rd, 4th, and 5th years of secondary education. However this must not be confused with the school's method of numbering its classes unless the 3rd year is so called and is the Intermediate year and the 5th year is the Leaving certificate year. Any pupils staying beyond the 5th, that is Leaving Certificate year, are to be included in the sample.

First obtain the class registers for each year. (If there is more than one class or stream in each year with a separate register obtain both (or all) registers for that year).

Secondary, Comprehensive and Protestant Schools

In schools of this type we would like 1/5th of the pupils in the 3rd, 4th, 5th or 6th years of secondary education to complete questionnaires.

In order to ensure that these pupils are taken at random start with any register and count down from the first pupil on the list until you come to the fifth. This pupil should be included in the sample. Count 5 again, and again take the fifth, that is the 10th on the list, and so on to the 15th, the 20th etc. Unless the number of pupils on the register is a simple multiple of 5 there will be some

pupils left at the end when you have sampled the whole list. Write this remainder on a scrap of paper and start counting from that number when you come to sample your second register. For example, if there are 3 names left at the end of the first register you would count the first pupil on the second register as being pupil no. 4 and the second as no. 5, and thus include him or her in the sample. Thus in this case the second person on this register would be included in the sample as would the 7th, the 13th, the 15th etc. If at the end of sampling all registers for the school you find that there are only one or two pupils left do not include any of them in your sample; if there are three, four, or five, include the last name on the register in your sample. It is not necessary to sample boys and girls or to sample years separately.

Vocational Schools

In Vocational Schools we would like 2/5ths of the pupils in the 3rd, 4th, 5th, or 6th year to complete questionnaires.

A sample of this size will be achieved as follows: take the first register to hand, and count down until you come to the 3rd pupil. He should be included in your sample. Then count 2; this second pupil (the fifth on the list) should also be included in the sample. Then 3, then 2 etc. so that you include in your sample the following pupils: Pupil no: 3, 5, 8, 10, 13, 15 etc. Again note the number of pupils remaining at the end of the first register and bear this in mind when you start counting on the second register.

It does not matter in which order the registers are sampled, the object being to obtain a random sample.

At the end of the last register if two names remain after the last pupil has been sampled include the last pupil in the list in the sample.

Examples

	Secondary, Protestant or comprehensive school		Vocational School
1		1	
2		2	
3		✓3	
✓4		4	
5		✓5	
6		6	
7		7	
8		✓8	
9		9	
✓10		✓10	
11	XXXXXXXXXXXXXXXXXXXX	11	XXXXXXXXXXXXX
12		12	
13		✓13	
14		14	
✓15		✓15	
16		16	
17		17	
18		✓18	
✓19		19	

✓ = to be drawn for sample.

Substitution of Absent Pupils

If pupils are absent on the day you have arranged for them to complete the questionnaire or if their parents do not agree to let them complete questionnaires, do not substitute another pupil; return the uncompleted questionnaire stating reasons for non contact.

Reason for Over-Sampling Vocational Pupils

The reasons for oversampling vocational school pupils was that it was originally estimated on the basis of secondary school experience that only senior cycle pupils and those taking the intermediate certificate examination would be in their third or subsequent year of post-primary education. This would have yielded less than 300 pupils in vocational schools, distributed throughout the country. In order to increase confiden in this sample the sampling fraction within schools was doubled, and this was expected to yield 500 to 600 pupils. In point of fact it yielded 1,183 **This is partly explained by the fact that the number of pupils in the senior cycle of vocational schools increased from 3,080 at 1 Feb. 1969 (The latest figures available prior to the survey) to 7,739 at 1 Feb. 1971 (The group of pupils we** contacted **in the previous October).**

Our original estimate of the numbers of pupils in the third or subsequent year in Vocational schools had been based on: All Senior Cycle Pupils + All Inter-cert candidates. On the basis of secondary school experience it was assumed that group - cert was taken from the second year, and no group-cert pupils were included in this estimate, although it is clear that they should have been. The proportion to be included remains doubtful. But it is clear that when they are added, and allowance is made for the increasing numbers of senior cycle pupils in vocational schools, the number we have obtained is not unreasonable.

Checks on the Representativeness of the Samples

Attempts were made to check on the representativeness of the samples at various stages.

As has already been reported the sample of schools was checked against population data prior to the schools being approached for co-operation (see Tables A3 to A8). Thereafter every effort was made to obtain the co-operation of the selected schools. Nevertheless, for a variety of reasons, not all the selected schools felt able to co-operate in the enquiry. Although it is a departure from rigorous sampling practice, substitutes were drawn for 2 of the schools who felt unable to cooperate. These substitutes were drawn from sub-samples of schools of the same size, type and area. This was done because of the distorting effect that the absence of up to 80 pupils and 12 teachers (in the case of large schools) might have on the representativeness of the sample in one of the strata. The reason why this represents departure from rigorous sampling practice is that schools who refuse to cooperate are clearly, by that very fact, different from more cooperative

substitute schools. It will never be known whether the differences generalise to matters that are relevant to the survey.

Once we knew which schools had agreed to cooperate a further check was made on the representativeness of the sample. The 1967-68 statistics for Vocational schools and the 1968-69 statistics for Secondary schools were again used, and total number of pupils in the school was again used as a proxy for both number of teachers and number of pupils in third, fourth, fifth and sixth years of post-primary education. Examples of this material is given in Tables A5 and A6 (under the heading actual cooperating sample).

A final series of checks were made once all the material had been processed and weighted. These are given in Tables A9, to A13.

Summing up

In conclusion, then, we may say that the sample of teachers appears to conform very closely to the total population of teachers insofar as it can be estimated from total school size. The sample diverges little from the estimate in terms of region, school size, school type, or urban-rural characteristics.

We can be less certain about the quality of the pupils' sample owing to the difficulty of estimating the number of pupils in the third or subsequent year of post-primary education.

In spite of this the sample of schools from which the pupils were drawn closely mirrors the characteristics of the total population of schools.

Although it is no fault of the sample it must continuously be borne in mind that, owing to the fact that we have sampled only pupils in their third or subsequent year of post-primary education, the 13 and 14 year old pupils included in the sample are highly a-typical of 13 and 14 year olds in the total population.

Notes on the Tables

The figures given in most of the following tables are based on 1967-68 statistics in the case of vocational schools and pupils and 1968-69 statistics in the case of secondary schools and pupils. This arose because the 1968-69 list of recognized post primary schools did not contain pupil numbers in vocational schools.

The tables were drawn up to examine the representativeness of the samples. Most of the columns were obtained from official statistics and do not represent the situation in the schools at the time of the survey. Thus it had to be assumed that if the samples were representative of the populations from which they were drawn the changed populations in the schools at the time of the survey would be representative of the changed total population at the time of the survey. The figures which appear in the columns labelled "target sample" and "actual cooperating sample" are therefore all in terms of the same basic statistics; they do not refer to the situation prevailing at the time of the survey.

The figures in the "obtained sample" columns do give the figures at the time of the survey. However, since the purpose here is to examine the adequacy of the sample, the analysis here is in terms of the 1967-68 or 1968-69 size of school, and not in terms of size of school at the time of the survey.

Notwithstanding what has been said table A9, which does not involve reference to the detailed strata involved in the survey, is based on 1969-70 statistics and on the actual returns from the survey in October-November 1970.

The numbers used in the diagram for the school system are from a table supplied by the Department of Education and titled "Number of Persons Receiving Full-Time Education on 1st February 1969".

The population figures for Tables A10 to A13 are based on statistics for 1969-70 . The numbers in the columns and cells headed "Obtained Sample of Post-Primary Pupils" for Tables A10 and A11 were weighted as follows -

vocationals X $\frac{1}{2}$: comprehensives X 1/5 : Protestants X 3/5

In the Tables A12 and A13 the word "Secondary" means Catholic Secondary and Protestant school teachers. The numbers of Protestant teachers included were weighted by 3/5. No similar data was available for the Population of vocational and comprehensive teachers. The only available and relevant breakdown were by (a) sex and (b) religious or lay, and this only for secondary school teachers. Further comparisons of obtained sample data with relevant Population data would have been illuminating, had such Population data been centrally available.

Tables A2 to A6 exclude Protestant and comprehensive schools.

Table A2. Teacher: pupil ratio in schools selected for the sample (excluding Protestant and Comprehensive schools) by Urban/Rural and region.

	URBAN			RURAL	
	Teachers	Pupils*		Teachers	Pupils*
Cork	107	1902			
Dublin	567	8532			
North	113	1668	North	155	2068
South	57	3252	South	406	6881
East	135	362	East	217	3353
West	184	3240	West	288	4813
Total	1163	18,456		1066	17,115
Ratio	1: 15.9			1: 16.1	
Overall ratio	1 16				

(1) Urban is defined as it is in the Census.

(2) Dublin includes Dublin City, the Borough of Dun Laoghaire and some schools in Co. Dublin.

(3) Note that the figures for the pupils are from the year 1967-68 for vocational schools and 1968-69 for secondary school pupils whereas those for teachers are from the year 1969-70 for vocational school teachers and 1970-71 for the rest of the teachers. By these later dates the numbers of pupils in the schools would, of course, have increased, thus increasing the number of pupils per teacher. This would particularly have been the case in vocational schools.

Table A. 3. Schools: Distribution by school size for total population and sample (excluding Protestant and Comprehensive schools)

	School Size (in terms of pupil numbers as of 1967-'68 for Vocationals and 1968-'69 for Secondary).					
	1-99	100-199	200-299	300-399	400+	Total
Population	127	369	166	93	64	819
%	15.5	45.1	20.3	11.4	7.8	100
Obtained Sample	12	72	29	21	13	147
%	8.2	49.0	19.7	14.3	8.8	100

Table A4 : Pupils: Distribution by School Size for Total Population and sample (excluding Protestant and Comprehensive Schools)

	School Size (in terms of pupil numbers as of 1967-'68 for vocational pupils and 1968-'69 for secondary pupils)					
	1-99	100-199	200-299	300-399	400+	Total
Population	8920	54,768	40,709	31,232	32,089	167,718
%	5.3	32.7	24.3	18.6	19.1	100
Obtained Sample	117	1,388	866	734	791	3,896
%	3.0	35.6	22.2	18.8	20.3	100

Table A5: Schools (excluding Protestant and Comprehensive) in Urban/Rural strata.

Urban/Rural	Population	Initial Target Sample	Cooperating Sample of Schools	Actual Obtained Samp
Rural	544	105	99	94
%	66.4	64.4	64.3	64.0
Urban	138	32	30	29
%	16.9	19.6	19.5	19.7
Dublin	137	26	25	24
%	16.7	16.0	16.2	16.3
All	819	163	154	147
%	100	100	100	100

Table A. 6. Pupils (excluding Protestant and Comprehensive) in Urban and Rural strata.

Urban/Rural	Population	Initial Target Sample	Numbers in cooperating sample of Schools	Obtained Sample of Pupils
Rural	88,117	17,115	15,473	1,983
%	52.5	48.1	47.4	50.9
Urban	40,620	9,924	9,265	1,019
%	24.2	27.9	28.4	26.2
Dublin	38,981	3,532	7,934	894
%	23.2	24.0	24.3	22.9
All	167,718	35,571	32,672	3,896
%	100	100	100	100

Table A. 7. Protestant Schools: Distribution of School Sizes in Total Population and Sample

	School Size (in terms of pupil numbers)					
	1-99	100-199	200-299	300-399	400+	Total
Population	11	16	8	1	3	39*
%	28.2	41.0	20.5	2.6	7.7	100
Obtained Sample	1	6	1	-	2	10
%	10.0	60.0	10.0	-	20.0	100

* One large girls school which in official statistics is classed as two schools is here included as one school.

Table A. 8. Pupils in Protestant Schools : Distribution by school size in Population and Sample

	School Size (in terms of pupil numbers)					
	1-99	100-199	200-299	300-399	400+	Total
Population	710	2,349	1,823	307	1,369	6,558
%	10.8	35.8	27.8	4.7	20.9	100
Obtained Sample	5	96	15	-	82	198
%	2.5	48.5	7.6	-	41.4	100

Table A. 9. General Summary Table for Teachers and Pupils

	Pupils in Total Population (1969-70)		Estimated Total Population figures for 3rd, 4th 5th + year of Sec. Ed. based on 46. 5% of pupils in Sec. and Comprehensive and 15. 8% of pupils in Vocational schools[+]		Total Pupils in Selected Schools (1969-70 figures)		Estimated No. of Pupils in 3rd year + in selected schools		Estimated No. of teachers in Total Population (16:1)		Estimated Total No. of teachers in selected schools (16:1)		Estimated No. of teachers to be interviewed in selected schools		Actual No. of teachers interviewed in selected schools		Estimated No. of pupils to be obtained in selected schools allowing for different sampling fractions in Vocational schools.		Actual No. of questionnaires completed by pupils in selected schools		Weighted totals for teachers interviewed		Weighted for pupils obtained	
	No.	%	No.	%	No	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%	No.	%
Secondary	138,079	72. 64	64,206	85. 8 (77. 7)*	28,496	68. 1	13,251	80. 6 (72. 9)*	8,630	72. 6	1,761	68. 1	1,069	64. 2	775	62. 26	2,850	73. 7 (81. 7)*	2,706	64. 1	775	66. 02	2,706	78.
Vocational	44,246	23. 28	6,982 (14,778)	9. 3 (17. 9)*	9,865	23. 6	1,557 (3,295)*	9. 5 (18. 1)*	2,765	23. 3	617	23. 8	370	23. 6	345	27. 64	623 (1,318)	17. 3 (30. 7)*	1,183	28. 0	345	29. 31	593	17.
Comprehensive	1,409	0. 74	655	0. 9 (0. 8)*	1,409	3. 4	655	3. 9 (3. 6)*	88	0. 7	68	3. 4	53	3. 4	53	4. 25	131	3. 6 (3. 1)*	134	3. 2	11	0. 93	27	0.
Protestant	6,346	3. 34	2,951	3. 9 (3. 6)*	2,083	4. 9	969	5. 9 (5. 3)*	397	3. 3	140	4. 9	78	4. 9	73	5. 85	194	5. 4 (4. 5)*	199	4. 7	44	3. 74	119	3.
Totals	190,080	100	74,794 (82,590)	100 (100)	41,853	100	16,432 (18,170)*	100 (100)	11,880	100	2,616	100	1,570	100	1,246	100	3,598 (4,293)*	100 (100)	4,222	100	1,175	100	3,445	100

In 1969, 15. 8% of Vocational pupils were senior cycle and Inter-Cert pupils.

The numbers in brackets include half the group-cert candidates and an allowance for the increase in senior cycle pupils in vocational schools. The percentages in brackets are based on the revised estimates of numbers of vocational school pupils.

Marker Variables - Pupils (weighted).

Table A. 10 Sex of Pupils 1969 - 70.

	* Population of Post Primary Pupils%		Obtained Sample of Post Primary Pupils (i.e excluding Pupils in Sec. Tops) %
	Excluding Pupils in Sec. Tops.	Including Pupils in Sec. Tops.	
MALE	50.0	49.3	48.0
FEMALE	50.0	50.7	52.0

* Population figures are those from 1969 - '70 statistics. They are for all Post-Primary pupils whereas those in the sample are for the 3rd - year plus pupils.

Table A. 11. Number of pupils by Sex and Sex-Type of School, 1969 - 1970.

	Single Sex Schools			Co-Educational Schools		
	Population of Post-Primary Pupils (%)		Obtained Sample of Post-Primary Pupils (i.e, excluding Pupils in Sec. Tops)%	Population of Post-Primary Pupils (%)		Obtained Sample of Post-Primary Pupils (i.e. excluding pupils in Sec. Tops) %
	Excl. Sec. Tops	Incl. Sec Tops		Excl. Sec. Tops	Incl. Sec. Tops	
MALE	49.1	48.2	49.0	52.0	51.8	45.0
FEMALE	50.9	51.8	51.0	48.0	48.2	55.0

Marker Variables - Teachers

Table A. 12. Sex of full-time SECONDARY teachers (i. e. excluding Secondary Top, Vocational and Comprehensive Teachers) 1969-'70.

	Population* of Secondary Teachers (%)	Obtained Sample of Secondary Teachers (%)
Male	46. 5	48. 9
Female	53. 5	51. 1

* Population figures are those for 1969-'70 statistics.

Table A. 13. Religious/Lay breakdown for full-time SECONDARY teachers (i. e. excluding Secondary Top Vocational and Comprehensive teachers) 1969-'70.

	Population of Secondary Teachers (%)	Obtained Sample of Secondary Teachers (%)
Religious	36. 8	39. 6
Lay	63. 2	60. 4

Table A. 14. Pupils and Teachers: Distribution by rural regions for total population and sample (unweighted).

	RURAL REGIONS									
	North No	%	South No.	%	East No.	%	West No	%	Total No	%
Pupil Population	8,169	9.3	34,181	38.8	19,869	22.5	25,898	29.4	88,117	100
Target Sample Pupils	2,068	12.1	6,881	40.2	3,353	19.6	4,813	28.1	17,115	100
Target Sample Teachers	155	14.5	406	38.1	217	20.4	288	27.0	1,066	100
Obtained Sample Pupils	245	12.4	725	36.6	421	21.2	591	29.8	1,983	100
Obtained Sample Teachers	72	12.7	190	33.5	128	22.6	177	31.2	567	100

Table A. 15. SECONDARY/VOCATIONAL RATIOS

	Population	Sample
Dublin	5.3/1	4.8/1
N. Urban	4/1	3/1
E. Urban	3.6/1	3/1
W. Urban	5.3/1	5/1
S. Urban	4.5/1	4/1
Cork City	13/1	7/0
N. Rural	1/1	6/5 (1.2/1)
E. Rural	1.5/1	1.4/1
W. Rural	1.8/1	1.6/1
S. Rural	1.9/1	2.4/1

CHART 1.

Percentage of each age cohort in Primary, Secondary, Comprehensive and Vocational Schools at February 1969.