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An examination of the pastoral needs of students and the needs of their teachers as providers of pastoral care

Philip A. Crane
Edith Cowan University

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**AN EXAMINATION OF THE PASTORAL NEEDS OF STUDENTS AND THE
NEEDS OF THEIR TEACHERS AS PROVIDERS OF PASTORAL CARE.**

by

Philip A. Crane. B.Ed., Post-Grad. Dip. Ed. St. (Admin.)

**A Thesis Submitted in Partial Fulfilment of the
requirements for the Award of
Master of Education**

at the School of Education, Edith Cowan University.

Date of Submission: 8 : 11 : 90

-oOo-

ABSTRACT.

The problem addressed by this research project is expressed in two parts. Firstly an examination of the pastoral care needs of students at a particular independent secondary school. Secondly, an examination of the needs of the teachers (as providers of pastoral care) who are attempting to understand and deal with the pastoral needs of the students.

The research takes the form of a bounded case study, employing techniques of data gathering and analysis from each of the positivistic and naturalistic paradigms. As such then the study is described as mixed - mode research allowing for the triangulation (Jick, 1979. p.602) of both qualitative and quantitative data.

Data were gathered from students by means of an attitude survey and through the use of personal interviews. Information was collected from teachers by means of two rounds of interviews and through a whole-staff seminar. Methods of analysis of these data were appropriate to the types of data involved. The quantitative data were analysed via the application of a computer-based data analysis programme and the qualitative data were analysed through emergent categorisations. The findings from each set of data were then examined side by side to provide a broad understanding of the case.

The findings of the research, provided useful information about the attitudes of the students to a wide range of aspects of school-life, and highlighted general and specific areas of pastoral care related need. Similarly, for the teachers, attitudes, needs and indications of strengths and weaknesses of the school's pastoral care provisions became apparent. Significant amongst the specific needs of teachers was the need for increased and improved training in pastoral care skills at both the pre-service and in-service levels.

-oOo-

DECLARATION

"I certify that this thesis does not incorporate, without acknowledgement, any material previously submitted for a degree or diploma in any institute of higher education and that, to the best of my knowledge and belief, it does not contain any material previously published or written by another person except where due reference is made in the text."

Philip A. Crane.

8 : 11 : 90.

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I must first say thankyou to my wife, Penelope, and my three children, Joshua, Timothy and Zoë for their unflagging support and patience through the twenty months spent in the preparation of this thesis and most particularly for encouraging me to continue when I was ready to give up.

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-oOo-

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CHAPTER ONE.

INTRODUCTION TO THE STUDY.

1.1: Introduction.

This research project has been designed to identify the pastoral care related needs of secondary students presently enrolled at an Anglican, independent, secondary school, and within a context of the needs of their teachers as providers of pastoral care (i.e. the care givers). The research problem at the basis of this study relates to the degree to which teachers in this particular school are able to meet the pastoral care related needs of the students.

In order to specify the types of need at the focus of the study, an umbrella term, "pastoral needs", is used hereafter to encompass and describe a broad set of needs pertaining primarily to the well-being of students both as children and as pupils of the school in question. Initially these needs were conceptualized as belonging to the following broad descriptive categories:

- * Intellectual and academic needs.
- * Physical needs.
- * Social needs.
- * Emotional & psychological needs.
- * Moral & spiritual needs.

Each of these categories of need is broad, and between each one there is considerable overlap. It is not considered necessary within the framework of this study to attempt to

provide a detailed description of the categorizations. Indeed, to attempt to do so would cause divergence from the major focus of the study. However, an assumption is made that all school students have needs which could be described within these categorisations. (Beazley 1984. Dettman, 1969, pp 31 - 34).

Working Definitions of the terms "need", "pastoral need" & "pastoral care" may be found at Chapters 3 and 4 of this report.

1.2: Background to the Study.

As well as aiming to satisfy the requirements for the award of Master of Education, this study is intended to form a part of a long term process of evaluation of the pastoral care provisions within the school at the focus of the study. The contextual aspects of the study are described in some detail in Chapter 2.

Pastoral care in schools is the subject of much rhetoric (Lang & Hyde, 1985) and has been frequently cited in recent major reports on education (Beazley, 1984; Dettman, 1972; 1969) by school principals, school - development officers, members of school councils, and in school prospectuses, as being a significant factor in the school's attitude toward and provision for the welfare of students. However pastoral care remains for many, educators and non-educators alike, rather a misunderstood term. Nonetheless, pastoral care tends to be perceived as being "good" and "of value", and is, therefore, an expected part of a school's ethos and activity.

Much of the past and current work and study in the area of pastoral care has taken place in England, Canada and more recently in Singapore. The vast majority of Australian schools may claim to have well developed systems of pastoral care in operation, yet detailed studies and evaluations of the nature and effectiveness of these systems and structures are relatively uncommon.

1.3: The Research Focus.

This study has two foci. The primary focus is upon an understanding of the pastoral needs of students both from the perspectives of the students themselves and from the viewpoints of their teachers.

The second focus of the study is an examination of the needs of the teachers as they, within the context of the school, the structures and provisions, are expected to meet the pastoral needs of the students.

1.4: The Research Problem.

The background to, and development of, the research questions are described in some detail in the context of an initial conceptual framework which forms the content of Chapter 4 in this report.

In brief, however, the major research problem is stated as follows:

The school at the focus of this study claims to provide pastoral care for its students and that the teachers have

major roles in these provisions. Essentially, the school allocates significant levels of resources to pastoral care. However, anecdotal evidence suggests that the needs to be met are ill-defined and that many teachers are uncertain as to the nature of their roles as providers of pastoral care.

The generic research question about these circumstances was formulated in the following terms:

To what extent, and in what ways are the teachers in a particular Independent, Anglican Church School able to meet the pastoral care needs of their students?

A number of significant research questions were generated from this problem statement, the generic question and the initial conceptual framework (see Chapter 4). These were:

- * What are the pastoral needs of the students?
- * What do the teachers understand by the terms "pastoral care" and "pastoral needs"?
- * What are the nature and extent of the school's policies and provisions for pastoral care?
- * To what extent are the school's policies and provisions adequate and relevant for the effective delivery of pastoral care?
- * In what ways do the teachers consider themselves to be adequate and/or inadequate in providing for the pastoral care aspects of their work?
- * What interventions are necessary to alleviate teachers' own perceived inadequacies?

1.5: Research Design and Methodological Procedures.

A full discussion and description of the methodology employed in the study is presented in Chapter 5 of this report. Only a brief overview of methodology is provided at this point in the research report.

The Research Paradigm and Research Mode.

Essentially, the study was established in a "mixed mode" bounded case study of one school, with elements of both the positivistic (quantitative) and naturalistic (qualitative) research paradigms. The quantitative approach was adopted in respect of a major data collection instrument, namely: "Project Baseline: Attitudes Towards School" (see Appendix 1) which was used in a survey of students. Qualitative approaches were used in respect of interviews with students and teachers, a group discussion with teachers, analysis of documents and personal observations.

Determination of the research mode as a "bounded case study" was based upon the consistency of the research focus and boundaries with the definition by Adelman et al. (1976, p.141) that: "...a bounded system (the case) is given, within which issues are indicated, discovered or studied so that a tolerably full understanding of the case is possible."

Acceptance of this definition placed certain restrictions on the study. Broadly, these determined that generalisations from the data may be made about the case - with only tenuous generalisations about the class to which the case belongs, that is similar Anglican, independent schools.

Methodological Approaches.

The methodological approaches, described in detail in Chapter 5 were based upon the identification of three units for analysis, and attendant frames of reference from the initial conceptual framework. These were:

- * The students, in terms of their attitudes toward school.
- * The teachers, in terms of their understandings of students' pastoral needs and perspectives of their potential to meet these needs.
- * Official school documents, in terms of the warrants and grounds relating to pastoral care.

Data Collection Techniques.

The processes of data collection and analysis were undertaken in two phases. The steps taken at each phase are outlined below.

Phase 1.

The first phase of the study comprised:

(i) A pilot or trial of an attitude survey with a small group of students, for the purpose of discovering flaws in the survey instrument.

(ii) The administration of a full survey of student attitudes with a stratified random sample of approximately 20% of the student body.

(iii) Interviews with twenty students; loosely structured about the issues addressed by the attitude survey.

(iv) Interviews with fifteen members of the teaching staff to gain some perception of their understanding of students' pastoral needs.

(v) Statistical analysis of student-attitude survey data.

(vi) Categorisation and analysis of interview data.

(vii) Primary collation of findings.

(viii) Documental analysis of the school's "Staff Handbook" with respect to statements of philosophy, aims and policy relative to pastoral care provisions.

Phase 2.

Phase two of data collection and analysis was based upon the findings of phase one, and followed the procedures outlined below:

(i) A discussion/seminar session with secondary teaching staff aimed at raising issues arising out of data emerging from Phase 1, and gaining a preliminary understanding of teachers' perceptions of their own needs for the effective delivery of pastoral care.

(ii) Direct interviews with ten teachers to gain individual perceptions of pastoral care roles and teacher-needs.

(iii) Content analysis of seminar and interview data.

Data Analysis.

The processes of data analysis were determined by (a) the types of data gathered (i.e. qualitative or quantitative), and (b) the types of information required from the raw data.

From the "Project Baseline" attitude survey, a four - point Likert response-scale was adopted with simple statistical analysis in the form of item-response frequencies for the whole sample, and cross-tabulations on the basis of gender groupings and age/year groupings.

Further to this, statistical information relating to the validity and reliability of the survey instrument were determined, in the forms of "alpha coefficients" and correlation coefficients for each item-category. The alpha coefficient is, in the words of the "Lertap 3 Technical Reference Manual" (Galan and Nelson, 1986) "an internal consistency estimate of test reliability. A test is said to have high reliability if alpha has a value of .90 or more (the maximum possible value is 1.00)". Further descriptive statistics in terms of mean scores and standard deviations for each item and category were also calculated.

The open-ended items included in the survey, along with the student-interview data, were analysed according to the categories arising from the data itself. Having categorised the raw data, the categories were scrutinised for significant convergent and divergent trends in accordance with the foci of the study and the original research questions.

1.6: Significance of the Study.

The outcomes of this study are deemed to be significant to three potential interest groups. These include:

(i) The school at the centre of the case study. The school and its staff, at the time of the study, were involved in a long term and wide ranging evaluation of the school's pastoral care system, with the intention of making changes seen by the staff and administration to be valid and workable. The Principal has indicated strong interest in the outcomes of this study as it is expected to offer valuable input to the wider and long term evaluation process. The expected area of contribution is related to staff development and in-service training in some of the practicalities of pastoral care.

(ii) Teacher training institutions, such as the Western Australian College of Advanced Education, Curtin University, the University of Western Australia and Murdoch University, may be interested in the outcomes as they are likely to bear some relation to teachers' perceptions of the level of pre-service training in pastoral care offered by these and similar institutions.

(iii) The Association of Independent Schools (W.A.), and The Anglican Schools Commission are known to be interested in the outcomes of the study as pastoral care, traditionally, is granted a relatively high status in virtually all non-Government schools, and often cited as a strong 'selling point' for these schools.

1.7: Delimitations of the Study.

In terms of generalisability, the following limits have been set:

- * As a bounded case study, generalisations from the data are, primarily, about the case itself.

- * Broader generalisations about the class of school, i.e. Independent, Anglican, Co-educational schools, have also been made where appropriate.

- * Some general observations with respect to the pre-service training of teachers as givers of pastoral care and of the institutions, within Western Australia, which have the responsibility for providing this training.

- * No generalisations have been made beyond these points, e.g. to Western Australian Ministry of Education schools, Catholic Education Office schools or other independent schools, as these are considered to be significantly different to the class described.

- * The views of parents were not sought in this study as they were deemed not to be relevant to the case. The research was primarily concerned with understanding the needs of students and teachers within the context of the school. The researcher considered that parents' perceptions of students' needs and attitudes would tend to be somewhat "second-hand" and perhaps inaccurate within these contexts.

- * The research deals only with the needs and attitudes of the secondary students in the school. The secondary school context is considerably different to that of the primary

school, in terms of the needs and attitudes of the students and the practicalities of the provision of pastoral care for the students.

1.8: Format and Content of the Research Report.

The remainder of the research report is arranged in the following order:

Chapter 2: The Contexts of the Study.

Chapter 3: Review of Literature.

Chapter 4: An Initial Conceptual Framework.

Chapter 5: Methodology: Research Design and Procedures.

Chapter 6: The Research Findings.

Chapter 7: Discussion of Findings.

Chapter 8: Conclusions of the Research.

Appendices and List of References.

1.9: Summary

This chapter has set forth the basic parameters of the study in outline form. Subsequent chapters contain details and discussions that are consistent with the titles of respective chapters listed in Section 1.8.

CHAPTER 2

CONTEXTS OF THE STUDY.

2.1: Introduction.

The purpose of this chapter is to describe the setting in which this case study was conducted. Descriptions are provided of the school, its student population, organisation and teaching staff. This is followed by a brief overview of policies and structures of the school as these relate to the provision of pastoral care for students.

2.2: The School.

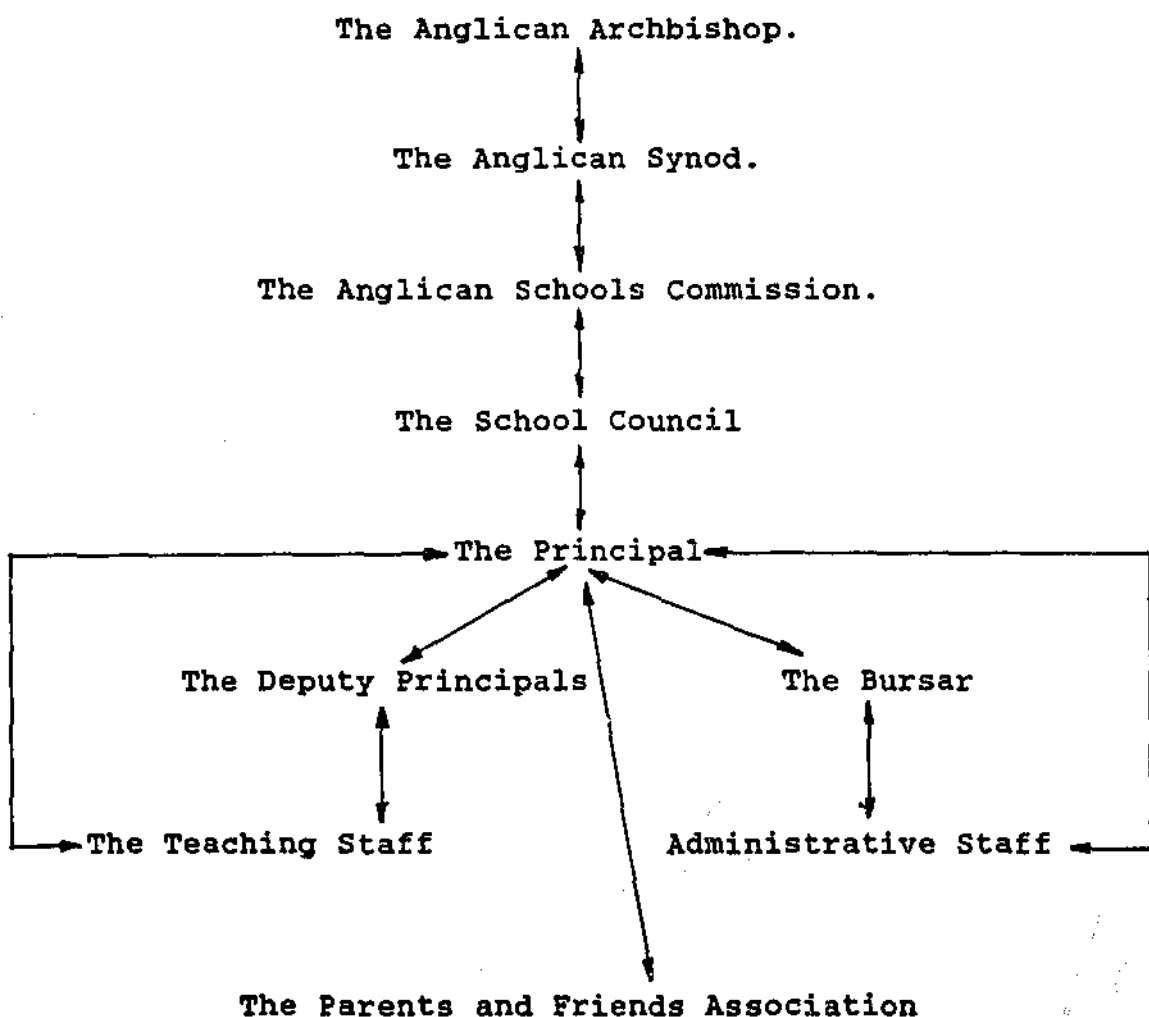
Opened in 1986, the school is located in Perth's outer suburbs and is one of a group of independent and co-educational schools. These schools were planned by the Anglican School's Commission with the approval of the Synod of the Diocese of Perth. One of the prime intentions of the Commission was that these schools would have low-fee structures, thereby making independent, Christian schooling accessible to a wide socio-economic spectrum of the community.

School Governance and Administration.

The administrative and executive structures of the school are shown in the Table 2.1. An important characteristic of these structures is that all policy decisions and actions relevant to the educational programme (curriculum) of the school are taken by the Principal and the teaching staff. Policy

formulation and decision-making relating to the physical growth and financial operation of the school are the responsibilities of The Anglican Schools Commission, the School Council, the Principal, the Bursar and the Parents and Friends Association. The teachers are often consulted on such matters and are kept well informed of important decisions and developments. In short, there exists a healthy and cooperative relationship between people at all levels of the organizational, administrative and executive structures.

Table 2.1: The School's Administrative Structure.

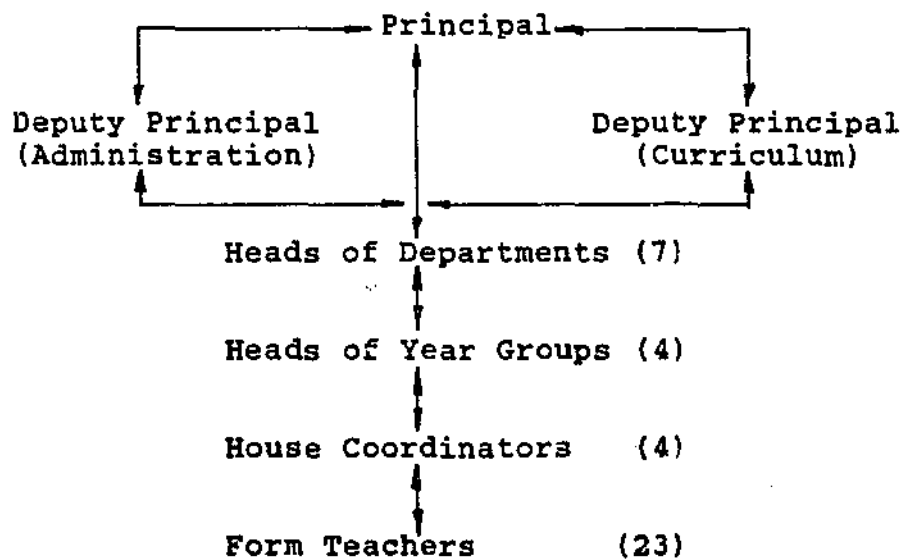


Organisation of the Secondary Teaching Staff.

The school had a pre-primary to Year 11 structure in 1989 with both primary and secondary schools on the one campus. The teaching staff in both sections of the school share facilities and are encouraged to be a single, corporate body of teachers rather than two separate groups. While many of the pastoral care structures of the school affect both the primary and secondary departments, only the secondary school has been included within the bounds of this study. Consequently all data have been gathered from secondary students and teachers.

The secondary teaching staff (at the time of the data collection) comprised 30 full time, and 2 part time teachers. The organisational structure of the secondary teaching staff is set forth in Table 2.2.

Table 2.2: Organisational Structure of the Secondary Teaching Staff.



Note: Some teachers hold more than one position of responsibility.

Clientele.

Students at the school are drawn from a wide range of sections of the community. The children of practising Anglicans and other Christian denominations are given high priority in admission to the school. This practice is in accordance with the policy of the Anglican Schools Commission and is highlighted in the school's admissions policy. In addition, given available places, the children of families who are supportive of the ethos and aims of the school are also admitted. A certain number of places are made available each year to children with physical or learning disabilities. All students live within an approximate ten kilometer radius of the school.

The student population represents a broad socio-economic spectrum; ranging from families that bear many of the advantages of wealth, to those who need assistance to pay tuition fees, uniform costs and book and equipment expenses. The school's council has made provision for a certain percentage of families to be assisted financially each year.

The Student Population.

At the time of the present study, the school was in its fourth year of operation. By this stage, the school had developed into a pre-primary to Year 11 (K - 11) school, with year twelve to be added in 1990. The composition of the student population is illustrated in Table 2.3.

This study is concerned with the pastoral needs of the secondary students, together with the policies, structures

and other provisions designed to meet those needs. Hence when reference is made to the school, the specific target of that reference is the secondary school. The secondary school itself is divided into (i) lower secondary [years 8, 9 & 10], and (ii) upper secondary [at this stage only year 11].

Table 2.3: Description of the student population. (1989).

PRIMARY SCHOOL	
Pre-Primary (K)	25 students
Year 1 (age 6).....	25 "
Year 2 (age 7).....	25 "
Year 3 (age 8).....	25 "
Year 4 (age 9).....	30 "
Year 5 (age 10)	30 "
Year 6 (age 11)	30 "
Year 7 (age 12)	30 "
SECONDARY SCHOOL	
Year 8 (age 13).....	128 students
Year 9 (age 14).....	128 students
Year 10 (age 15).....	128 students
Year 11 (age 16).....	110 students

2.3: The School's Philosophy.

According to the official School Handbook (1989, p.3), the school offers families "the opportunity of an education based on Christian practice and faith.". The 'community' aspect of the school is emphasised also through the encouragement of "participation of parents, friends and other community members in the life of the School." (p.3). In respect of pastoral care, the statement warrants that:

The School practices the Christian belief through its concern for each individual member of the total school community...by developing a philosophy and practice of pastoral care, discipline, outdoor and physical education and in academic studies. (p.3.)

The Aims of the School.

The specific aims of the school are founded upon the statement of philosophy. A significant number of these aims refer directly or indirectly to the development of "the student" as a fulfilled and confident person who is also a valuable member of the wider community. It is an aim of the school to provide a broad based education suitable to all of its students "in a caring environment" (p.5), and to develop within each student a positive self-concept and respect for other people. More specifically: "[The School aims] to develop a system of pastoral care based on Christian beliefs and values and involving all staff and students at every level of the school community." (p.5.)

It is clearly an intention (a stated aim) of the school that pastoral care shall be pervasive throughout all levels of the school. Operationalisation of the school's aims in total, is reflected in the pastoral care structures within the school.

2.4: Pastoral Care Structures.

Quite well defined operational structures exist within the school which are designed to facilitate the delivery of pastoral care to all students. Essentially, the structures comprise a horizontal year/form system and a vertical house system. Each of these facets of the pastoral care system has experienced problems during the first three years of operation. Because of this, these structures have been subject to considerable scrutiny and change since their inception in 1986. The nature of, and reasons for, these changes are considered separately below.

The (horizontal) Form System (1986-1989).

The fundamental pastoral care unit in the school, since foundation in 1986, has been the form class (initially called the tutorial group). Each form class, at the time of the study, consisted of approximately one sixth of its year group (i.e. 21 - 23 students). The number, and hence the size of form classes, was dictated by the number of teachers available to fill the role of form teacher. The composition of each form class was, apparently, quite random and it was intended that the membership of each form class should remain largely unchanged from year to year. This was in line with a

decision taken during the school's first year of operation, that form groups should remain consistent and have the same form teacher (ideally) from year eight to year twelve. It quickly became apparent, however, that the follow-through system (Years 8 to 12) was practically impossible due to staffing changes, students leaving the school, and, on some occasions, student or teacher dissatisfaction with a particular form group.

Up to and including 1988, all secondary teachers also were form teachers. This changed in 1989 as the staff numbers were such that Year Heads were relieved of form class responsibilities thereby enabling them to function more effectively in their prescribed roles.

The primary functions of the form class system were: (i) to provide a convenient means of performing daily administrative tasks such as checking attendances, distributing notices and the like, (ii) to provide a "home base" for each student in which he/she would (ideally) feel comfortable, and (iii) to help develop peer co-operation, acceptance and belonging through group-identity.

The (vertical) House System (1986-1989).

The house system had, by the end of 1989, assumed a minor and largely unstated pastoral role in that it was seen to offer opportunities for students to achieve success in a range of sporting and cultural activities, and to develop relationships with students in year groups other than his/her own. The primary function of the house system was to provide

divisions, vertically through all year groups, which allowed for certain administrative functions and the organisation of inter-house competitions.

The form and house systems were organised independently of one another in that the structure of form classes bore no relationship to house membership.

Some problems with the independent form / house structures.

The independent organisation of these parallel systems created problems which led some staff to question the credibility of the separate arrangement of the form and house structures in terms of the overall effectiveness of the pastoral care system. The types of problems created were largely due to:

- a) Some confusion which existed amongst teachers as to the pastoral roles of house coordinators and house teachers.
- b) Logistical problems which existed for form teachers when attempting to organise house - based activities with house - mixed form classes.
- c) Some students experienced confusion due to divided loyalties between form classes and houses.
- d) Time provided for the organisation of house - based activities often appeared adhoc which led some teachers and students to devalue the house system.

The overt dissatisfaction expressed by some teachers, and the very cumbersomness of the pastoral care structures led to the initiation of a year long, school-wide evaluation of "the pastoral care system" during 1989.

Evaluation of the Pastoral Care System. (1989).

Early in 1989, the Principal initiated a major evaluation of the existing pastoral care structures within the school. The aim of the evaluation was to examine the existing pastoral care system critically and to devise appropriate changes to enhance the effectiveness of the system. The whole of the teaching staff were to be involved in the evaluation process.

The evaluation framework and procedures were arranged as follows:

- * March: A seminar was conducted to familiarise staff members with the apparent strengths and weaknesses of the existing pastoral care structures, and to introduce the need for review and evaluation to improve and strengthen the structures where and how appropriate. A major outcome of the seminar was intended to be collective decisions about the best way to conduct the evaluation.

- * April - August: Staff-year groups (e.g. Y8 Form Teachers and the Year Head) met on several occasions to discuss strengths, weaknesses and proposed changes to the form system. The outcomes from these meetings, generally in the form of recommendations, were discussed by the whole staff at a final plenary session.

* April - August: House - teacher groups met to examine the existing and potential roles played by the house system in the overall pastoral care system. As with the form teacher groups, the recommendations were tabled at the final session.

* April - August: Year Heads and House Coordinators (separately and collectively) met to examine their existing roles and potential roles in the pastoral care system.

* August: An anonymous questionnaire-survey was administered by the Deputy Principal (Curriculum), to all secondary teachers, aimed at gaining general understandings of, and attitudes towards, pastoral care, pastoral structures and teachers' caring roles. The outcomes of this survey provided significant information to the final plenary session in the areas listed above. (Note: It was not considered appropriate to present the detailed outcomes of the above survey within this report).

* September: A staff-development seminar (related to the Phase 1 findings of this study) was conducted and aimed at gaining an understanding of teachers' perceptions of students' pastoral needs. The seminar also initiated discussion regarding the needs of the teachers as providers of pastoral care. The outcomes of this seminar are outlined and discussed in Chapters six and seven of this report.

* October: A final plenary seminar, involving all of the teachers, was directed at the presentation of the findings of all of the small group meetings and the survey. Proposed modifications to the existing system were tabled and discussed and whole of staff decisions were made about the nature and implementation of changes.

Certain changes were introduced on the bases of these deliberations and data. These are described in subsequent sections of this chapter.

2.5: Changes made as a result of the evaluation.

The major changes and modifications made to existing pastoral care structures, due to the evaluation process, are described below.

The House - Form System 1990.

A strong recommendation arising from the evaluation was that houses and forms should become closely linked in order to facilitate a more effective and shared pastoral role. Teachers felt that this horizontal and vertical linking (see Table 2.4) would enhance the efficiency of the pastoral care network. The immediate advantages were deemed to be: (i) for years eight to ten, that the number of form groups being increased from six to eight would reduce the number of students in each form; and (ii) that re-organisation of form classes, according to each student's house membership, would increase representativeness across houses and year groups.

Under the new structures, two forms from each year group (Y8 - Y10) belong to each house. This structure was deemed to provide greater flexibility for the form teachers to undertake pastoral care activities and to team-teach at times when they considered it appropriate or advantageous.

Table 2.4: The modified form - house "network" as at the beginning of 1990. (Note the inclusion of year 12).

HOUSES:		BLUE	GREEN	RED	YELLOW
F	Y8	8.1	8.3	8.5	8.7
		8.2	8.4	8.6	8.8
O	Y9	9.1	9.3	9.5	9.7
		9.2	9.4	9.6	9.8
R	Y10	10.1	10.3	10.5	10.7
		10.2	10.4	10.6	10.8
M	Y11	11.1	11.2	11.3	11.4
		11.2	11.3	11.4	11.5
S	Y12	12.1	12.2	12.3	12.4
		12.2	12.3	12.4	12.5

Form Periods.

A second major recommendation from the evaluation was that form meeting times should be changed. Several formats had been tried over the previous four years:

- i) Form-periods of twenty minutes duration at the beginning of the day (1986).
- ii) Form-periods of thirty minutes during mid-morning; immediately after recess (1987-8).
- iii) Form-periods of ten minutes at the beginning of the day (1989).

The intended functions of the form periods were deemed to provide:

- * time for the form teacher to check and record student attendances;
- * time for the teacher to disseminate information;
- * time for the form teacher to talk with students about academic performance and other relevant issues and problems;
- * time and opportunity for members of the form to socialise with each other and with the form teacher;
- * opportunities for students' problems and queries to be discussed as a group or individually;
- * opportunities for the form teacher to observe and assess the general state of wellbeing of his/her students.

Dissatisfaction had been expressed at various times by teachers that form-periods were either too long, too short or at the wrong time of the day. A recommendation from the

evaluation was that form-periods should be of fifteen minutes duration and scheduled at the beginning of each day. This structure was installed in 1990 and, at the conclusion of the present study, was said to suit a majority of teachers and students.

The Role of the Form Teacher.

Prior to the evaluation, evidence existed to suggest that some teachers were confused about their pastoral roles, and about the practicalities of what they were supposed to do with their classes during form-time. While certain teachers appeared to be able to provide worthwhile activities and valuable experiences for their classes, others often expressed anxiety about the forthcoming form period. One teacher's comment was that her form-time was usually "twenty minutes of chaos".

Certain prescribed administrative and pastoral tasks, outlined in the previous section, are required to be completed during each form period. The individual teacher's level of control and administrative efficiency will often determine the length of time spent on these tasks, while the teacher's attitude toward his/her form class and pastoral care generally, and his/her 'pastoral care skills' may determine the quality of the time spent with each form class.

Further to these 'in - class' tasks, the form teacher is also required to maintain records relating to each student's academic and social progress. Information about students is passed on to form teachers from various sources and they are

expected to collate and act upon this information in the most appropriate way. Hence, the form teacher may have to talk with students about problems which have arisen, telephone or arrange to meet parents, discuss students' problems with other teachers or superordinates, directly discipline or reward students, offer practical help to "disorganized students", and the like. The counselling role of the form teacher is a prominent element of the pastoral care provisions.

The role of the form teacher, therefore assumes a multiplicity of skills. These include:

- * Basic administrative skills (e.g. recording and filing information;
- * The ability to recognise student problems;
- * Some basic counselling ability;
- * Ability to communicate directly, honestly and firmly with parents;
- * Ability to provide appropriate and meaningful activities for the form class;
- * Ability to quickly "get to know" all members of the form class and treat each one as a known-individual;
- * The ability to be a "friend" to each member of the form while maintaining "professional distance" and without allowing the relationships to become unduly familiar.

Such skills seem to be "second nature" to some teachers while, for others they are quite foreign and threatening. For the latter, the need to develop and apply these skills may be a source of personal anxiety and stress.

However, it is assumed generally by school administrators, parents and fellow teachers, that all teachers will be able to competently fulfill the role of the form teacher.

The Roles of Year Heads and House Co-ordinators.

Year Heads were first appointed by the Principal in 1988. Under the new structures, the primary tasks of the Year Head are, (i) to organise the pastoral care programme for their year-groups, (ii) to oversee the work being done by form teachers and (iii) to provide support and resources for form teachers, as and where appropriate. As part of the evaluation process, the Year Heads, along with the Deputy Principals, examined and modified their existing duty statements to make them more appropriate in the light of other proposed changes to the pastoral care structures. The most significant of these modifications has enabled the Year Heads to play a much more active role in disciplinary matters.

House coordinators were appointed in the first year of the school primarily to organise the extra - curricular activities programme for each of the four houses. Most of these activities were of a competitive, inter-house nature. The role of house co-ordinators, since the evaluation in 1989, has expanded somewhat into the realm of pastoral care. Currently there is more direct contact between Form - Teachers, Year Heads and House Co-ordinators with the aim of co-ordinating and enhancing the delivery of pastoral care to students.

2.6: The Widening of Pastoral Care Provisions.

During the numerous meetings and staff development sessions, which constituted the evaluation process, teachers were encouraged to re-examine their understandings of and attitudes toward pastoral care. One such session was organised as a part of the data collection process of this study. This session, in the form of an open seminar, undertaken by the researcher at the invitation of the Principal, included all of the secondary teaching staff and took the following format:

i) A summary presentation was made to the teachers, of the information gained from the students through the "Project Baseline" (Education Department of Western Australia, 1985) attitude survey and personal interviews (see Chapters 5 and 6 for descriptions of these). The information was used to indicate to staff members the students' perceptions of areas of priority and importance in relation to pastoral care.

ii) Using this information, staff were asked to indicate which of these areas represented pastoral needs. The term "pastoral needs" was defined as a situation or state of affairs which represented the "bottom line" of acceptability in relation to the general well-being, happiness and performance of individual students in the school environment. This produced a list of teachers' perceptions of students' pastoral needs.

iii) A brief summary presentation was made also of the information gathered from teachers in relation to their

definitions and understandings of pastoral care.

iv) The teachers then were divided into four groups. The structure of the groups was determined according to years of teaching experience (i.e.: 0 - 5 years, 6 - 10 years, 11 -15 years, 16 or more years). Each group was given the same set of questions for discussion and were asked to write down their answers and report-back to the whole group. The questions posed related to teachers' roles, responsibilities and needs in relation to providing effective pastoral care in the school's environment. (The precise formats of the questions are included in Appendix 3).

A major thrust of the evaluation process was to broaden teachers' perspectives with the intention that they would see pastoral care as being much more than just "form-time", and that pastoral care should be pervasive in all encounters between teachers and students no matter what the setting or the circumstances. To this end, two overlapping structures were introduced. (Note: The first of these structures was introduced during 1988, the second in 1989, as result of teachers' inputs to the evaluation process.) The structures, relating to discipline and positive reinforcement are discussed below.

An Assertive Discipline Programme. (Canter, 1976)

The basic premises of this programme are that (a) the teacher has a right and a duty to teach, (b) all students have a right to learn and (c) no student has a right to behave in such a way as to hinder the teaching - learning process.

Several in-service sessions were organised early in 1988, in which teachers became familiar with the strategies and techniques of the programme. During the period the system has been in operation, teachers have deemed it most successful. There is an acknowledgement that teachers and students alike have clearer understandings of the rules and rewards of acceptable behaviour and the sanctions which follow unacceptable behaviour.

The "Positive Reinforcement" Policy.

Derived from, and running in tandem with, the Assertive Discipline Programme, is a policy of positive reinforcement. Through the use of stated strategies, teachers are encouraged to reward students in various and appropriate ways for good behaviour, academic achievement, sporting achievement, good citizenship, and any other reasons that are deemed valid and relevant. The types of rewards given range across simple verbal praise, telephone calls to parents, "merit certificates", free-time and various class-specific rewards and activities. An underlying premise of this policy is that students are more likely to enjoy and be happy at school if they are positively encouraged instead of just being noticed and perhaps punished when they "do the wrong thing".

In terms of a broad understanding of pastoral care, these policy-structures are deemed to have added strength to the school's existing caring structures by reducing, for students, (i) exposure to some of the more threatening and unpleasant aspects of school, such as unfair and adhoc

discipline, and (ii) their negative attitudes toward school, teachers and academic work.

2.7: Summary.

This chapter has described the contexts in which this study has been conducted by providing an overview of the physical and policy structures of the school. Particular emphasis has been given to the importance and relevance of these structures to the provision of pastoral care within the school. Whilst intentionally brief, the chapter illustrates how the philosophical aims of the Anglican Schools' Commission, and the School itself, have been developed into practical and operational pastoral care structures. The chapter has highlighted the fact that, over the school's four years of operation, considerable thought, discussion, reshaping and improving of these structures has taken place.

CHAPTER 3.

REVIEW OF LITERATURE.

3.1: Introduction.

This literature review consists of five components. First an examination of the sources and availability of relevant literature, and of some of the contemporary dominant themes apparent in the literature. Second an examination of the term "pastoral care" in terms of its common usage and definition(s). The third section comprises a brief overview of some of the historical development of pastoral care in schools. The two final sections, relating to "Pastoral Care and Students' Needs" and "Pastoral Care and Teachers' Needs", examine more closely some of the dominant contemporary themes drawn from the literature, in terms of their relevance to the aims of this study.

Sources of Literature.

The majority of the references used herein are drawn from computer based literature searches conducted through the library service of the Western Australian College of Advanced Education (W.A.C.A.E.) during February 1989. The literature search produced 112 references. Sources included: The Australian Education Index, E.R.I.C., The British Education Index, Psychinfo Database, and British Books in Print. Further and more recent references were found through the researcher's personal investigations, particularly in respect of conference papers, local research and direct contacts with

overseas academics working in the area.

The vast majority of works located were articles published in "Pastoral Care in Education" a regular publication of the British organisation: The National Association for Pastoral Care in Education" (NAPCE).

Despite pastoral care's approximate one-hundred year history however, pastoral care has had wide, formal acceptance in English [and Australian] secondary schools only since the early 1970s (Follett 1986. p4.). Consequently the collection of theoretical and research works relating to pastoral care is relatively small. However this body of literature has enjoyed significant growth in recent years since Best et al, (1977) noted the "paucity of literature " that existed at that time.

In recent years numerous writers have addressed pastoral care from various stand points and have, thereby, generated a considerable body of contemporary literature. Indeed, Lang & Marland (1985, p.23) suggested that the situation is becoming one in which there is increasing difficulty in keeping up with the number of current publications in the field. By far the majority of this recent literature, however, is centred upon pastoral care as this exists in British schools and is to be found in the regular publications of NAPCE. However, there still exists a paucity of literature which is directly relevant to the Australian, and more specifically, the Western Australian scenes.

Dominant Themes.

Emerging from the body of contemporary literature is a number of 'popular' themes. The more dominant may be described in the following terms:

* Debates between the notions of 'care' and 'control' of students through pastoral care structures and systems (e.g. Best, 1988; Bowes, 1987).

* Pastoral-teacher role clarification (e.g. Kitteringham, 1987; Maher, 1985).

* Evaluation of, and implications arising from, various approaches to pastoral care (e.g. Darnell, 1988; Dynan, 1980; Holmes, 1987; Hamblin, 1978; Lang & Hyde, 1987; Mosley, 1988).

* Examinations of teacher and/or student stress related to pastoral care (e.g. Courtman, 1987; Dunham, 1987; Dynan, 1980; Freeman, 1987; Stibbs, 1987).

* Teacher training (pre- and in-service) in pastoral care (e.g. Adams, 1986; Hamblin, 1978; Lang, 1986; Marland, 1986; Ribbins, 1986; Watkins, 1985; Whittaker, 1986).

* Discussion and clarification of the concept and theoretical constructs of pastoral care (e.g. Best et al, 1977; Follett, 1986; Lang, 1985; Lang & Hyde, 1987; Milner, 1983; Marland, 1986; Ribbins & Best, 1985; Watkins, 1985).

These thematic categorisations of the literature are not intended to be fully descriptive or exhaustive. Rather they

are deemed to be convenient grouping between which there is considerable overlap.

3.2: "Pastoral Care: Definitions of the Term."

Pastoral care is a term which has, over time, become an accepted part of the common language of virtually all schools throughout Australia, not to mention the United Kingdom, Canada, Singapore and several other countries. (Lang & Hyde, 1987). Despite a general acceptance, however, there still exists amongst teachers, parents and pupils a good deal of confusion as to what the term actually means and what pastoral care is really supposed to do within the school context. This was a specific finding by Dynan, (1980); Hyde, (1990) and Watson, (1990). Best, (1989) restated his earlier thoughts on this issue, made explicit in 1977, when he wrote: "Pastoral care is a complex idea and, where it has been institutionalised in schools, a complicated phenomenon. Not surprisingly, there are disagreements about its precise meaning." Similarly, Lang & Hyde, (1987, p. 2), paid considerable attention to the "significant problem that confronts theorists and practitioners alike" (p.2), namely the lack of a shared definition of the term. These authors summarised the four main reasons for this situation:

The reasons for this deficit have been attributed variously to the convenience of the conventional wisdom (Best, Jarvis & Ribbins, 1977); a general failure to question the assumptions (Lang, 1982, 1983; Williamson, 1980); the existence of disparate

perspectives of practice that exist within schools (Dynam, 1980; Lang, 1972 and 1980); and the continued paucity of soundly based evaluations of practice (Hyde, 1984a; Lang & Marland, 1985). (p.2)

To some extent, the confusion and differences in opinion about practice brought about by this situation remain unresolved, yet the situation may also be seen as "healthy" as practitioners and theorists are likely to be stimulated to conduct relevant research in the area. In this light, pastoral care may be viewed as a dynamic concept, the practical manifestations of which are determined largely by, and moulded to suit, the unique environment of each school. The danger in such an approach, however, may be that teachers may tend to rely solely upon locally generated conventional wisdom and, at one extreme, the "working definition" of pastoral care may lose its dynamic nature and become stultified. At the other extreme, as Hyde, (1990) reports, this reliance may lead to "over exuberance" and hence over burdening for the providers of pastoral care.

A second potential problem brought about by the lack of a clear definition is that confusion may be generated amongst teachers with respect to their roles and responsibilities as "frontline" providers of pastoral care with the result that the quality of care may suffer. Kitteringham, (1987) pointed out: "...confusion - if not bewilderment - amongst staff about what constitutes, and what is involved with pastoral care, more often than not results in a lip-service rather than a coherent school wide policy." (p. 207). In fact, in the Western Australian situation, evidence provided by Hyde,

(1990) suggests that few schools have clearly stated policies about pastoral care.

Best (1989, p.8) pointed to the various emphases placed upon definitions of pastoral care by different practitioners. He listed these emphases in the following terms: The structural emphasis; the emphasis on "process" or activities within structures; emphasis upon relationships and attitudes; and emphasis on philosophy and policy. He added: "Given this variety in emphasis, some confusion is to be expected about the precise nature of pastoral care and its relationship to such associated concepts as guidance, counselling and teaching." (p.8)

Some writers have, through research and experience, generated definitions or definitive statements which have provided some widely accepted points of stability upon which to fix a general understanding of pastoral care. One such writer is Hamblin (1978), who stated that:

Pastoral care is not something set apart from the daily work of the teacher. It is that element of the teaching process which centres around the personality of the pupil and the forces in his environment which either facilitate or impede the development of intellectual and social skills, and foster or retard emotional stability. The pastoral effort is also concerned with the modification of the school environment, adapting it to meet the needs of individual pupils, so that every pupil has the maximum chance of success whatever his background or general ability." (p. xv.)

Hamblin's broad, sweeping definition, placed pastoral care and the pastoral effort at the very hub of the effective school in an endeavour to meet the needs of the students, rather than simply using a pastoral care system as a way of dealing with difficult individuals. Marland (1974), foreshadowed Hamblin's approach to pastoral care, as Hamblin (1978) stated: "he [Marland] points out that the function of the pastoral system is that of helping the school attain its objectives, rather than developing a separate set of goals." (p.4.)

Ribbins and Best (1985), continued the theme of pastoral care being central to the aims of the school, with a slightly different emphasis. These authors described pastoral care in terms of the interactions that take place between pupils and teachers within the context of the school environment with its disciplinary, welfare, academic and administrative dimensions. (Lang & Hyde 1987, p.3).

The Beazley Report into Education in Western Australia (1984), adopted a view point which allied pastoral care and self esteem. However, the committee was not satisfied to restrict pastoral care purely to the students. The report states: "...schooling must be directed towards ensuring the highest possible levels of care and self - esteem for all who work in schools, and in particular, for students." (p.149). The report strongly recommended the development of "caring school environments". The working definition of caring, adopted by the Beazley committee was stated thus:

...the provision of an environment in which it is possible for each person associated with the school

(student, parent, staff member) to fulfill their basic personal needs and expectations, as defined in experiences of self-worth, adequacy, security and warmth of relationships... (p. 149)

Best, (1989) suggested that the general understanding of pastoral care has, to some degree, missed the point. He argued that the needs of the student should provide the starting point for pastoral care and for the development of pastoral structures.

Logically, from this perspective, if a precise and widely accepted definition is beyond the realms of current possibilities, then it is important for teachers and school administrators to have a clear understanding of pastoral care both within their own context and in terms of their relationship to the "outside world". In this way, roles, responsibilities and actions will be clarified, understood and organised both at the school and individual teacher levels. This development itself would enhance, to a large degree, the effectiveness, of pastoral care in schools, about which there are continuing questions in the literature and from research into practice (Hyde, 1990; Watson, 1990.)

By way of conclusion to this section of the chapter, reference is made to Lang and Hyde's (1987) paper in which the disparate nature of definitions of pastoral care was discussed. These writers summarised their findings by describing the structural aspects of a definitive statement:

Any complete definition of the term [pastoral care], logically, must contain references to the welfare of

pupils; support and guidance in coping with study, career choices, personal and social problems; and the specific encouragement of pupils' individual development. Such a definition, therefore, must be conceptualised in terms of the development of the total development, self awareness and autonomy of the individual. Explicit in the definition must be references to the acquisition of skills, understandings and aptitudes that will enable individuals to relate effectively to others and to emerge from our schools as self-sufficient, responsible and contributing members of our society. (p.4)

3.3: A Brief Historical Perspective.

Systems of, and approaches to, pastoral care in contemporary Australian secondary schools have evolved from, and still bear many of the hallmarks of, the caring roles of teachers and clergy in English public and Church schools during the late 1800s (Dyran, 1980; Follett, 1986; Milner, 1983). An explicit intention of these educators and pioneers of institutionalised pastoral care, was to meet the academic needs of their students and also to take care of their physical, moral, spiritual and social welfare. There is, however, at least one significant contextual difference between the nineteenth century English public and church schools and the contemporary Australian secondary school, which must be remembered. That is, in many of the English public schools, such as Rugby, in which "the ideology" of

pastoral care evolved long before the specific terminology was germinated, a great majority of the students were residents (Lang 1982). For this reason the teachers and house-masters accepted a pseudo-parental role and pastoral care was an integral part of that role.

Despite the contextual differences, many of the trappings of these nineteenth century schools, in terms of the structures and philosophies of pastoral care have been relocated into the modern Australian secondary school (Dynam 1980). This is true particularly of independent schools, in which residential students are not uncommon. Yet many government schools and departments of education, which generally do not cater for residential students, have tended to follow the "independent school pattern". Ribbins and Best, (1985) have described a similar pattern of development in modern English comprehensive schools, in that many of the caring traditions, philosophies, ethics and dogma of the nineteenth century independent schools are "... echoed still in the competitive sporting ethos of the house systems of those comprehensive schools which, however unwittingly, have accepted the independent sector as the pattern to follow." (p.19)

While it may be the case that many Australian government and independent schools simply have instituted "house systems", and/or "form systems", and called them "pastoral care", this does not necessarily indicate an unhealthy state of affairs. Rather, such initiatives should be seen as positive starting points for the growth and development of relevant practices of pastoral care designed to suit local-school needs and

situations.

Pastoral care has, in recent years, gained a higher profile in Australian education with all states and other major education systems taking initiatives to improve and contextualise philosophies and systems of pastoral care. The most recent evidence of this higher profile was the first ever International Conference on Pastoral Care in Education held in Perth, Western Australia, between 9 - 11 April 1990, which involved delegates from England, Canada, Singapore and all states of Australia. Papers presented at the conference indicated that a great deal of thought and energy have been, and are being, put into pastoral care initiatives, both nationally and by overseas educational institutions, in ways which are both relevant to local situations and in step with wider developments elsewhere.

Lang (1990), in his keynote address to the International Conference on Pastoral Care, argued that there is still much to be done by theorists, researchers and practitioners alike. He pointed out that while significant and positive developments in pastoral care have been taking place over recent years, current research indicates that many of the "same issues" (such as the lack of a shared definition of pastoral care) are still providing the nuclei for confusion and debate. He warned against the danger of complacency in believing that since so much good work has been done, that pastoral care in schools has reached some sort of ideal state.

The issue with which I am concerned is the assumption that there has been some form of general movement toward

more effective pastoral care systems, almost a 'quantum leap' in terms of actual practice. (p.1).

Lang proceeded to argue about the need for rigorous evaluation of pastoral care systems and practices and the need for the wide recognition of pastoral care within the wider curriculum. He concluded by saying:

Until pastoral care is recognisable in the curriculum and in the practice of the majority of classrooms there will be no quantum leap forward; we shall simply continue to rearrange the deck chairs, if not on the Titanic at least on the deck of a liner that ran aground sometime ago. (p.8)

Hyde, (1990) in presenting the report of his research to Conference delegates argued vigorously for the very same need.

3.4: Pastoral Care and Students' Needs.

The lack of a clear and universally acceptable definition of pastoral care has already been discussed. However, the examination of some of the definitions and descriptions of current theory and practice in pastoral care, indicated that the needs of students provided a point of focus for widely varying opinions. An examination of the needs of students provided a starting point for this study. Best, (1989) postulated that student needs were at the heart of educational philosophy:

The aim of education is the development of the individual. In the process of development, certain needs must be met. Education is therefore necessarily to do with meeting needs. In theory, schooling is institutionalised education. It follows that schools should be institutions which meet children's needs.

(p.8)

Of particular relevance to this present study are works which examine the nature of systems of pastoral care in terms of their ability to understand and meet the needs of students, and take seriously the points of view of students on matters pertaining to their general happiness and wellbeing in the school environment. Lang (1985) has pointed out that in fact very few studies have taken note of the pupils' points of view and that schools have generally tended to adopt or develop methods of pastoral care based purely on the "conventional wisdom" which has, in turn, helped to perpetuate the belief that teachers, by nature of their profession, understand the thoughts, needs and feelings of pupils. Lang (1985) argued:

The logic of the research process itself implies that pupil perspectives should be an area for investigation.... a clear understanding of how pupils view things is of great importance if we are to develop more effective and, as far as pupils are concerned, meaningful pastoral care and personal and social education. (p.170).

This argument was echoed by Ellenby (1985) who likened educational research to market research in which the practice of gaining information directly from the client or consumer is considered to be most valuable and reliable. While such a comparison may not be flawless, the investigation of student attitudes and opinions on certain matters, for example, the value of form activities, may present the researcher with information which could lead to significant and positive change.

Ellenby (1985) suggested some reasons for the lack of attention paid to student opinions. He stated: "Some people see pupils' evaluations as not valid or not reliable, others see it as a threatening rather than confirming task." (p.144)

A major aim of any research is (or should be) to understand and describe the reality or truth of the situation or phenomenon being investigated. In the school context, the reality of a given situation, will be perceived differently by various groups. To gain a complete picture then, the researcher should see the perspective of each of the groups involved.

Kitteringham (1987) agreed with the observations of Lang and Ellenby and commented upon the 'raised eyebrows' of her peers as she, as a researcher, decided to ask students for their opinions and firmly states her belief that: "...being asked, listened to and then, hopefully, taken into account, could not but improve pupils' investment in 'their' school reality." (p.207)

Dynan's (1980) Western Australian study entitled "Do Schools Care?", examined the practical manifestations of pastoral care systems in Western Australian Government secondary schools from the points of view of the recipients (students). A significant finding arising from Dynan's work showed that administrative, curricular and even pastoral structures of schools were "not fulfilling their intended purpose of providing pastoral care for students." (p.93). Dynan's findings led to follow-up studies being conducted during the following two years (Pearson, 1982; Pougher, 1982) which in turn had direct implications for pastoral care recommendations included in the major review of education in Western Australia, conducted by Beazley, (1984). The impact of this, in terms of a system - level failure to implement recommendations was reported by Lang & Hyde (1987).

The assertions of Lang, (1985); Ellenby, (1985); Kitteringham, (1987) and others, that the opinions and attitudes of students are of considerable value in gaining an overall picture of the effectiveness of a school's pastoral care system as it attempts to meet the needs of students, are strongly supported by this researcher. In fact this is one central premise underlying the conceptual framework described in Chapter 4. The outcomes of the studies conducted by Dynan, (1980); Pearson, (1982) and Pougher, (1982), added further weight to these assertions in a local context. Students' perspectives of their own (pastoral) needs provided the primary source of information in the first phase of this study as the researcher attempted to gain an initial

understanding of students' needs.

Meeting students' needs.

Best (1989) contrasted the work of the teacher, as one who meets childrens' needs, with that of other professionals such as medical practitioners, lawyers or social workers. In doing so he pointed out that such professionals work to meet specific types of needs, whereas a teacher may find him or her self dealing with a much wider range of needs. Much of the literature tends to take for granted the role of the teacher as one who provides care and meets students' needs. Pougher's (1982) report to the Beazley (1984) committee recommended that caring policies in schools should be "...based primarily upon meeting the basic human needs of all individuals within the school." and should "...make extra provision for the needs of children with special problems."
(p.1)

While few teachers would argue against such recommendations, the implications for the roles of the teachers as providers of care are very significant. By way of contrast, Heywood (1986, p.132) suggested that the school setting is not always the most appropriate place for dealing with the deeper psychological and emotional needs of students. If however, teachers are to carry-out the pastoral role, it follows logically that they must have a sound understanding the needs of students and a range of appropriate strategies for dealing with these needs.

Best (1989, p.10) summarised students' needs, other than those commonly associated with learning, in terms of: "...the

need for security...the need for moral and emotional support...the need for warmth, understanding and patience...(the need for) forgiveness, warmth and acceptance... and (the need for) love.". He further pointed out: "The activities traditionally associated with pastoral care as reactive - guidance, counselling, listening, defending, representing and so on - are schools' attempts to meet these needs." (p.10).

The relationships that automatically exist between the teacher and his/her students virtually demand that the former must do what he or she can to enhance each child's potential to learn and grow. Pastoral care has become the vehicle by which the teacher carries out this task. The quality of pastoral care, then, is dependent directly upon the individual teacher's ability and willingness to provide care. Given this, it follows that consideration of the needs of teachers as the providers of care must be of prime importance. This study seeks to establish the dimensions of these teacher - related needs.

3.5: Pastoral Care and Teachers' Needs.

The needs of teachers as providers of care must be given serious consideration if those teachers are to meet effectively the needs of their students. Pougher in his (1982) report made specific mention of teachers' needs and stated:

If we are to develop an acceptable level of caring for school children, must we not also develop an environment

which the teacher also perceives as caring? (App.1)

Expectations upon teachers to provide care.

The Beazley (1984) report, conceded that if pastoral care is to be effective in Western Australian secondary schools, then virtually all teachers must be actively involved as, for example, form teachers with particular responsibility for the well-being of a small group of students. Beazley also indicated that not all teachers would necessarily be suited to such a task or keen to be involved. (p. 151). Nonetheless, there exists a strong expectation for all teachers to be care givers as Watkins (1985) pointed out: "Pastoral care is a whole school issue, the responsibility of all teachers. (p.179)

Very few teachers would disagree with Watkin's statement, yet it would appear, according to studies conducted by Maher and Lang (1984) and Hyde (1990) that many teachers feel "woefully unprepared" for the pastoral care element of their job (Maher, 1985 p.55). That teachers, on the whole, are prepared to accept roles and responsibilities for which they have had little or no specific preparation, says much about the commitment a majority of teachers feel toward their students. However, while such commitment is highly commendable, for some teachers and their students, this apparent lack of preparation and training leads, as Hyde (1990) found, to a situation which generates unnecessary stress and misunderstanding and acts to downgrade the real value of pastoral work in schools.

Schools generally espouse the value of pastoral care, as the widely spread introduction and development of pastoral care systems in schools, over the past twenty years and in many countries, would indicate (Lang & Hyde 1987). Indeed for many independent schools, pastoral care structures and provisions are significant selling points in a competitive market-place. Consequently the schools have become dependent upon the teachers to assume the role of "care givers".

External and cultural expectations.

The demands of the schools, however, are not the only sources of pressure upon teachers. The expectation that teachers should do pastoral care is also generated from beyond the school environment. King (as quoted by Milner 1983) referred to:

A cultural expectation that the teacher should have a wide scope of interest in his pupil, to the extent of being concerned about his happiness and other internal states of existence. (p.36)

Similarly Mann (1990) in addressing the International Conference on Pastoral Care, argued that many of the reforms in education, directly relevant to the provision of pastoral care, were prompted by external factors which have nothing to do with schooling. He cited such factors as marriage problems and family breakdown, economic recession and poverty, increasing population and the resulting decrease in employment opportunities, the threat of global war and the increase of life-threatening diseases such as A.I.D.S.

Mann (1990) summarised the development of pastoral care in Western Australian schools, and the increased expectations upon teachers in the following way:

Many of the family responsibilities of the past years became the school's 'hidden curriculum' of the 70s, and later the legitimised 'nurturing of the whole child' goals for education in the 80s. Certainly the devolution of responsibility for developing more and more aspects of this 'whole child' onto the education system has generated a new set of school goals previously seen to belong to the domain of other social institutions. (p.1)

The needs of teachers.

If teachers, as care givers, are to keep pace with the increasing range of demands upon their skills, time and energy to meet the needs of students, then education authorities and the administrators of individual schools must in turn, take care of the needs of teachers.

Dunham (1987) listed some of the needs of teachers in practical terms:

Tutors need extra time for working with pupils. They need training in time management and assertiveness. They need to be able to take time for themselves and to reduce the guilt factor. A reduction in paperwork and unnecessary meetings would help. (p.20)

Numerous writers and researchers, for example Maher, (1985); Mayes, (1985); Whittaker, (1986); Best & Maher, (1984);

Pinnington, (1985); Bowes, (1987) and Hyde, (1990) have commented upon the great need that teachers have for pre-service and in-service training in pastoral care. In this respect, Bowes (1987) pointed out that:

Unfortunately initial training has seldom prepared teachers for pastoral or counselling roles and many lack the skills required. In effect, in-service courses are needed which provide models for the teachers' own practice and which inspire them to be innovative in the classroom. (p.183)

Mayes (1985) highlighted the fact that in appointing teachers to particular subject areas within a school, great care is taken to see that the teacher is adequately qualified in academic respects. The specialist teacher, because of subject-specific training, faces the subject-group "secure in both knowledge and method" (p.67). However the same level of confidence, according to Mayes (1985), generally does not hold true for the teacher placed in charge of a form-class. Mayes (1985) suggested that reasons for this include:

- * A lack of priority afforded to specific training in basic administrative and pastoral care skills by training institutions and schools.

- * A lack of opportunity for teachers to assess the level or area of knowledge of a particular age group when appointed as form teacher (tutor).

- * A lack of written documentation, within schools, outlining developmental levels and associated problems

of particular age ranges.

* A lack of clear directive guidelines ('a syllabus') for form teachers to follow in dealing with form classes.

Mayes (1985) summarized her perspectives by stating that:

Each age group within a school provides its own unique challenge to a tutor be it developmental or administrative. It is part of the responsibility of schools and colleges to facilitate the development of a whole range of skills in their teachers to help them meet such challenges. (p.67)

In diplomatic terms though, Hamblin (1986) alluded to time and money as principal reasons for the lack of teacher preparation for pastoral care roles:

Most teachers are professionals with high commitment to the well being of pupils. Pressures within initial training courses, the poverty of in-service provision, and financial economies affecting schools sometimes prevent them from expressing that concern effectively.

(p.1)

Pre-service teacher education courses in colleges and universities are not totally devoid of elements of pastoral care training. However as was indicated by Adams, (1986); Mayes, (1985) and the National Association for Pastoral Care in Education (NAPCE) in its policy statement on "Initial Training for the Pastoral Aspect of the Teacher's Role"

(1985), pastoral care tends to be awarded a fairly low priority by institutions and, consequently, students.

[Courses in pastoral care] are, for the most part, options and are by no means a common choice among teacher students who frequently enter teaching to teach a particular subject in which they are interested.

(Adams 1986, p.44.)

It would seem fair to say, that under conditions in which teacher-training institutions give pastoral care a low profile, that the inexperienced trainee can hardly be blamed for affording it the same low status. Indeed, really it is only when the new graduate begins work as a teacher that he/she begins to realise the significance of pastoral care and the relative expectations imposed by the school, the students, the parents and the wider community.

While the need for teacher training in administrative and pastoral duties, and the responsibilities for meeting that need, are clear, the reality seems to be that for the most part the need is not being met adequately. Until significant positive changes are made in these areas then pastoral care will tend to remain a rather ad hoc and somewhat misunderstood part of the teacher's role. The NAPCE policy statement (1985) stated strongly that the pastoral aspect cannot be treated as an optional part of the teacher's role:

...to do so would be to imply that concern for the pupil and the climate of the school is separable from concern for growth and achievement. In the most general terms, the goals of effective pastoral care cannot be divorced

from the goals of education, nor can a pastoral 'side' of school be divorced from an academic 'side'.

(NAPCE 1985, p.74)

Another area of need relevant to teachers' involvement in pastoral work is that of professional development. In Western Australian schools, the traditional pathways of development and promotion generally lead the experienced teachers from the classroom into administrative roles which by their nature reduce the contact between the teacher and his/her students. This is not to denigrate the importance of the administrative role. Indeed, schools depend upon efficient administrators for the effective running of the school. Nonetheless, there are many teachers who have no desire to follow the administrative road to promotion. These teachers may consider that their best work is done with students in the classroom. Yet classroom teachers have needs for recognition, for the chance to do rewarding work and to gain promotional and other rewards for their work. These same needs may also be attributed to the teacher whose strength is related to his/her pastoral work. Heywood (1986) said of the English situation: "The pastoral system has given many staff the much needed recognition and stimulating work." (p.131).

The same sort of stimulation and means of recognition are needed for teachers within the Western Australian scene. Nott (1979), in a review of promotional procedures in Western Australian Government Schools, recommended the promotional appointment of senior masters/mistresses for pastoral care alongside the traditional subject-faculty positions. Although the recommendation was not adopted by the Education

Ministry, one large secondary school was permitted to make one limited tenure, non-promotional appointment. To date, no further appointments have been made.

Mann (1990), in his conference paper entitled "Caring for the Care Givers" described the growing need for professional development opportunities for Western Australian teachers particularly in the area of pastoral care and suggested that the provision of support structures and opportunities for professional growth are "critical components of any school's management structure" (p.11). He concluded by saying:

Caring for the care givers in our schools remains an essential part of every school's daily 'modus operandi'. Schools which take up this challenge reap the rewards of an empowered, motivated and professionally competent teaching staff. Those schools which ignore this demand do so at the peril of their clientele. (p.11)

Yet, as Hyde (1990) pointed out, despite the overt need for teacher pre- and in-service training in areas related to pastoral care, still no opportunities are available in Western Australia.

3.6: Conclusion.

This literature review has concentrated upon five specific areas. The first of these provided an overview of sources of literature used in this study and outlined some of the dominant themes apparent from the bulk of contemporary

literature. Attention was also drawn to the significant growth in recent years of the body of literature dedicated to pastoral care.

The second section discussed the issue of definition and the lack of agreement thereof. Some of the advantages and disadvantages of this situation were examined. A major disadvantage was seen to be the potential for confusion amongst schools and teachers about roles and functions in pastoral care. However, it was seen as advantageous that the lack of a clear and fixed definition allowed for flexibility of thought and practice in the local context, hopefully, founded upon needs and a wide base of knowledge and experience.

Section three provided a brief historical background to the development of modern thought and practice in pastoral care, from its apparent beginnings in some of the seventeenth and eighteenth century English - Church schools, to the current situation in which pastoral care has become an accepted part of educational philosophy and practice in numerous countries throughout the world.

The two final sections, comprising the majority of this chapter, were devoted to providing information from the literature which was directly relevant to the aims of this study, namely, the needs of students in pastoral care and the needs of teachers in pastoral care. Several writers and researchers have indicated the importance of taking the perspectives and opinions of consumers (students) into account when teachers or researchers are trying to

understand their needs - a position which has been noted and acted upon by this researcher. Similarly teachers, as the frontline-providers of care must be given the opportunity to express their own needs. The literature indicates that it is most important that the needs of each of these groups should be closely examined, understood and acted upon for pastoral care to be truly effective.

This study adopted as its starting point an examination of the pastoral needs of students, and then established links between these needs and the needs of teachers as the providers of pastoral care. The ultimate intention of the study is to gain an understanding of the needs of teachers (as care givers), within the context of the school, and on the premise that the pastoral needs of the students will be dealt with best by teachers whose needs have been met.

CHAPTER 4.

AN INITIAL CONCEPTUAL FRAMEWORK.

4.1: Introduction.

The purpose of this chapter is to describe in detail the conceptual framework which underpins the study. The most significant feature of the initial conceptual framework was that it permitted, through close examination of its structural elements and the relationships between them, the generation of precise research questions. The broad research questions were listed in Chapter 1 (Section 1.1). More specific considerations of the latter are listed in the final part of this chapter. The initial conceptual framework is presented in diagrammatic form in Figure 4.1.

4.2: Development of the Conceptual Framework.

The development of the conceptual framework was, in many ways, the starting point for the study. The researcher was enabled, primarily through the diagrammatic representation of the elements of the problem, to determine: (i) the major issues to be investigated, (ii) definitions of key terms and concepts, (iii) the boundaries of the study, and (iv) the most appropriate mode of research.

Certain assumptions were made in the construction of the framework in terms of: (i) the nature of internal and external pressures faced by students, (ii) the aspects of the student's life influenced by these pressures and (iii) the

categorisation of care givers into three broad groups. A more complete discussion of these elements is provided later in this chapter as each of the six levels of the framework is discussed in detail.

4.3: Level 1. (The Student).

The needs of the students provide the focal point for pastoral care. Hence, in order to provide adequate and appropriate pastoral care, the needs of the recipients should be understood and considered in the design of policies and structures relating to the provision of pastoral care in the school setting.

Influenced by the assertions of Lang (1985), Ellenby (1985), Kitteringham (1987) and Dynan (1980), the researcher considered that the attitudes and opinions of students should be taken seriously as indicators of their needs. To this end, an early decision was made that "the student" should occupy the central position (level 1) in the conceptual framework. In this position the student becomes the primary subject of the investigation (unit for analysis) as, indeed, he/she is the primary focus of pastoral care provisions. The researcher considered, however, that the students would be largely unable to describe their own needs with respect to pastoral care. Hence, in order to gain an adequate understanding of students' needs, the researcher considered that students' negative or positive attitudes toward various aspects of school would provide valuable indicators of areas of need. To this end then a strong link

is drawn between attitudes and needs.

4.4: Level 2. (Pressures upon the student).

The second level of the framework proceeds to indicate internal and external pressures which would typically impinge, to varying degrees, upon any secondary student at the school involved in the study. Figure 4.1 lists these pressures in broad terms. Some expansion and description of these pressures is provided below.

Internal (personal) Pressures.

The types of pressures listed below, while described as internal to the student, often will have external roots, or factors over which the student virtually has no influence or control.

i) Personal, Developmental & Emotional Pressures: This first group relates primarily to the student's personal perceptions of him/herself in relation to peer-norms in terms of physical development, social development, peer acceptance, acceptance by and relation to the opposite sex, and his/her emotional state at any given time. Essentially, these are related to the student's self concept.

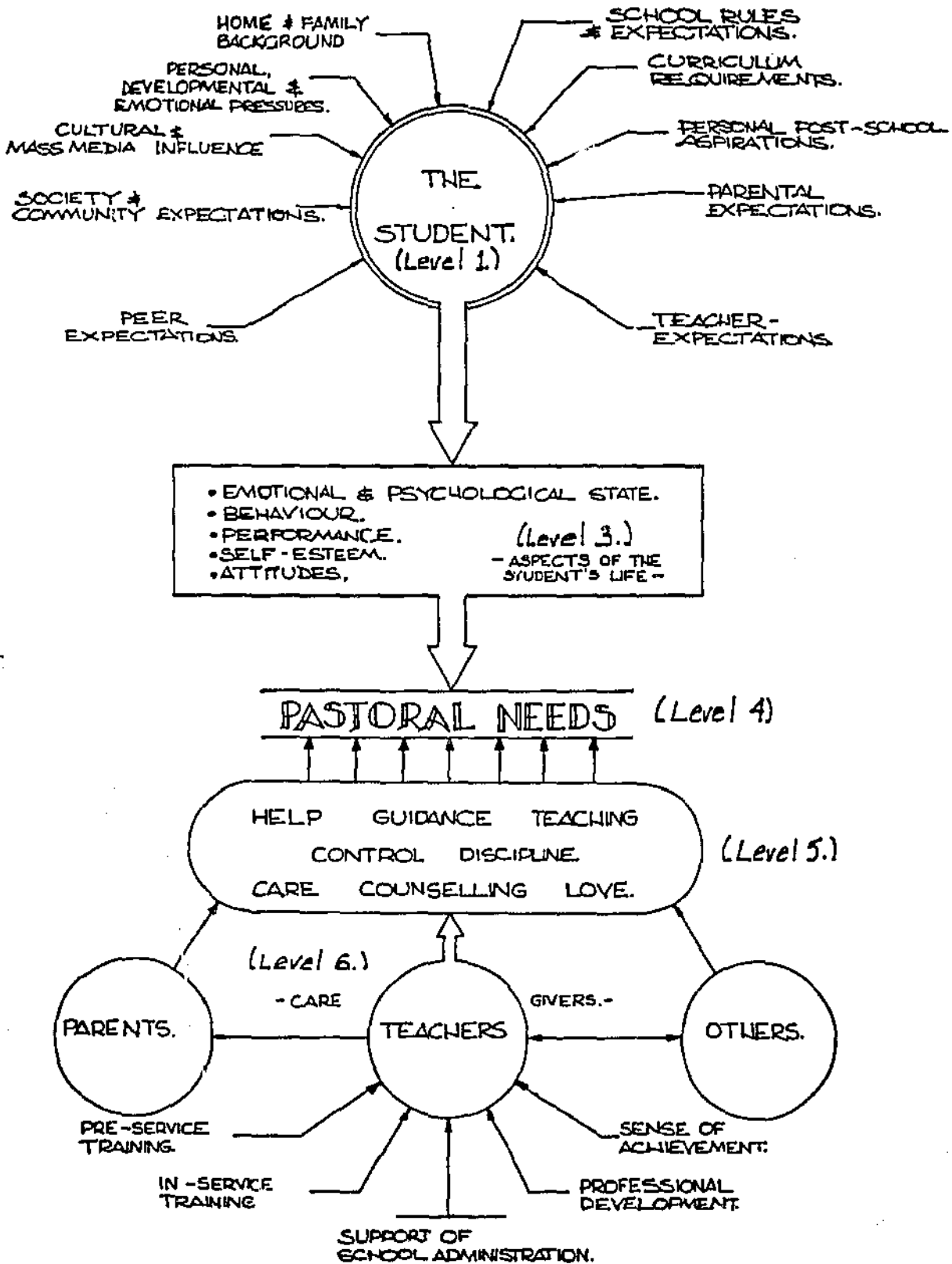
ii) Personal post-school aspirations: These refer to the student's career intentions, if any, or at the other end of the scale, his/her present lack of long term direction or intention.

Aspiration to a particular career path is likely to cause the conscientious student to make considered and specific choices with respect to academic courses. The student's ability or inability to cope with academic requirements creates certain pressures. Similarly the student who has no clear direction or long term goals may also feel pressures which in turn effect his/her academic performance and behaviour.

Other personal factors may fit into this category. For example the student's attitudes toward and intentions about marriage, or plans to travel or attitudes toward "the work ethic", and so on may tend to have some influence upon his/her attitudes toward school.

iii) Academic Ability: This refers to the levels at which the student is able to cope with the academic requirements of his/her school subjects. A student's ability or academic potential may or may not be compatible with his/her aspirations and may therefore be a source of pressure as he/she may feel rather inadequate or helpless to change the situation.

Fig. 4.1: The Conceptual Framework Diagram.



External (School Based) Pressures.

This group refers to the pressures the student may feel due to the structures, expectations and requirements of the school. Whilst these pressures are for the most part universal (i.e. applicable to all students of the school) the individual's perceptions of these pressures may vary greatly from time to time and from student to student.

i) **School Rules and Expectations:** These are entrenched in the values the school is trying, through both the overt and hidden curricula, to pass on to its students. For example, the school requires that all students dress in prescribed uniform and that all students should follow certain codes of socially acceptable behaviour. Individual students may, at certain times, find themselves at odds with the school's expectations and requirements, thereby creating a situation which, until resolved, may be quite stressful both for the student and the teachers of the school.

ii) **Teachers' Expectations:** These are closely related to the school's expectations. However individual teachers due to personality, teaching style, subject speciality and individual-student-relationships, will have their own set of expectations which may be more acceptable to some students than others. The level to which a given student meets up to and is happy with a teacher's expectations may also be a source of pressure.

iii) **Curriculum Requirements:** This is not entirely a school based pressure as external bodies such as tertiary

institutions, industry and the Secondary Education Authority (SEA) also have significant influence here. Curriculum requirements translate to the students as school-work, homework, study and exams. These constitute perhaps some of the more obvious and overt pressures faced by students. The student's post-school aspirations, attitudes toward school-work, and ability to cope with curricular demands will have significant influence on how pressured or stressed he or she may feel at any given time.

External (Home & Family) Pressures.

i) Home/Family Background: This area of potential pressure is primarily concerned with the quality of the student's home-life; for example, the level of love, care and support he/she receives from parent(s), siblings and other family members, and the level of stability by which his/her home-life is characterised. Whilst this factor alone could well be the subject of a major study, an assumption is made herein that the quality of home and family life is a significant potential source of pressure and stress for students.

ii) Parental/Family Expectations: If parental expectations with relation to the student's academic performance, attitude and behaviour are at odds with the reality of the student's situation, then the student may feel as though he/she is letting the family down, or that the family is unreasonable in its expectations; in either respect the student is likely to feel some pressure as a result.

Other External Pressures.

i) **Peer Pressure:** The term 'peer pressure' is often coined by teachers, parents and students and cited as one of the primary causes of anti-social behaviour and poor academic performance. It is another area of influence which is deserving of close study. Herein the following assumptions about peer-generated-pressure are made: (a) that the adolescent student has a strong need to be accepted by his/her peers; (b) that many adolescents are prepared to change personal values and behaviour patterns to gain and maintain peer acceptance; (c) the student who is not readily accepted into peer-groups is often made to feel like an "unworthy outcast".

The sorts of pressures generated by peer - relationships effect the individual student's stress level to the extent that he/she is trying to gain or maintain acceptance to a particular peer group. This pressure may be further complicated if the values and behaviour of the peer group are at odds with those of the school, the family or the wider community.

ii) **Cultural, Societal and Community Expectations:** From these sources are generated pressures which are based upon written laws and statutes and generally accepted norms of what is seen to constitute socially acceptable behaviours and values.

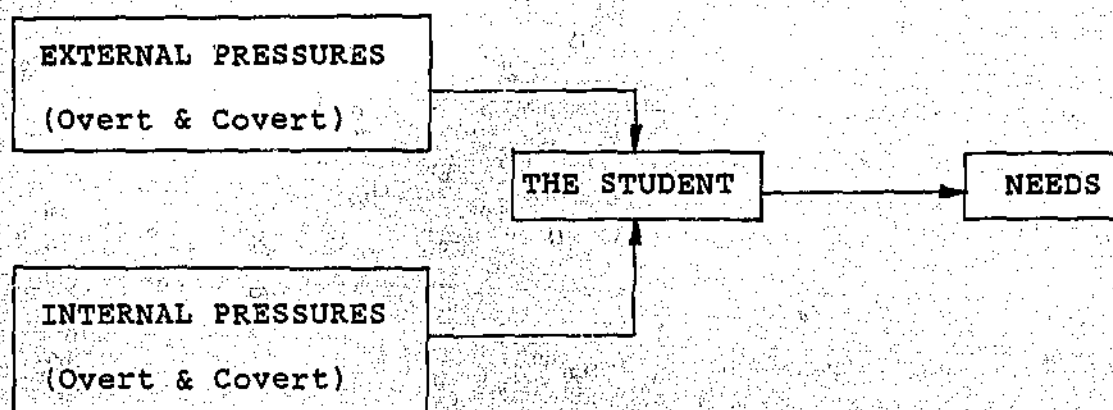
iii) **Mass Media Influence:** The mass media, particularly television, has often been cited as a source of significant distraction for students to the point where it is seen, for

some, to affect adversely the development of social-skills, and to impede intellectual development and academic potential. Teachers and parents often point to the time spent watching the television as a reason for a student's failure to keep-up with homework, for example. Whether the mass-media pressure is real or imagined, it can be described as a further source of pressure upon students.

The external and internal pressures experienced by students may be further defined as overt and covert. Overt external pressures are those which are readily apparent to both the student and other observers, for example the need to study for forthcoming exams. Overt internal pressures are those of which the student only is aware, for example the fear of certain peers. Covert external pressures may be described as those of which the student is unaware but which are apparent to certain other people, for example the level of difficulty of Tertiary Entrance Examination papers. Covert internal pressures are those inherent attributes, unique to a given student, which may, for example, enhance or diminish his/her ability to perform at an adequate level in sports.

The second level of the conceptual framework, which takes into account the influence these internal and external pressures have upon the generation of student needs may be diagrammatically simplified as per Figure 4.2. At the second level of the framework, the student is still the unit for analysis and student (pastoral) needs become the frame of reference.

Fig. 4.2: Level 2 of the Conceptual Framework.



4.5: Level 3. (The effects of internal and external pressures).

The third level of the conceptual framework (see Fig. 4.1) is primarily a list of those aspects of the student's life which are, in turn, seen to be affected by internal and external pressures. The list includes:

1. The student's emotional and psychological state.
2. The student's level of self esteem.
3. The student's attitudes toward school, teachers, academic work, peers, rules, parents and society.
4. The student's social behaviour both in and out of the school.
5. The student's performance with respect to teacher/school/curricular requirements.

The ways in which these aspects of the student's life are influenced by internal and external pressures will vary in both form and magnitude from individual to individual. It is

from these influenced aspects of the student's life that individual needs arise. These needs are herein described as the "Pastoral Needs" in that these are the areas of need with which the pastoral care system of the school is primarily attempting to deal. The term "pastoral need" will be more fully defined in Section 4.9 of this chapter.

4.6: Level 4. (Pastoral Needs).

The fourth level of the conceptual framework (see Fig. 4.1) refers to the derivation of the individual student's pastoral needs. The framework however makes no attempt to list or describe these needs as they are to this stage unknown. The first phase of this study, was designed to gain an understanding of these pastoral needs, and was generated by this fourth stage of the conceptual framework.

The framework suggests that pastoral needs are generated for each individual student in response to internal and external pressures (described above). As the nature and influence of these pressures varies from student to student, so too will pastoral needs vary considerably from one student to another at any given time. Hence, while the first phase of the study is intended to gain an understanding of pastoral needs, no attempt will be made to make predictions about the needs of specific students.

4.7: Level 5. (Care givers).

The fifth level of the conceptual framework (see Fig. 4.1) is devoted to three significant groups of "care-givers", namely: parents, teachers and others. "Others" may include medical practitioners, counsellors, social & legal services, police, ministers of religion, siblings and other relatives, and peers. The framework also lists some of the general means by which these care givers may provide appropriate care, included in the list are : help, guidance, teaching, control discipline, care, counselling and love. The list is not intended to be hierarchical, nor is it conclusive.

The care giver(s) at various times and in various ways, through some or all of the means indicated, attempts to provide appropriate care when needed. The framework suggests that a motivation for the provision of care is to meet the pastoral needs of students. Whilst three broadly defined groups of care givers are indicated, for the purposes of the study, only one of these groups, namely the teachers, is targetted for investigation.

4.8: Level 6. (The needs of teacher/care givers).

The sixth and final level of the conceptual framework (see Fig. 4.1) is concerned with the needs of the teachers as they attempt, through the pastoral care provisions of the school, their assigned roles and their own personal skills and abilities, to deal appropriately with the pastoral needs of the students.

Phase two of the study (described in Chapter 5) was generated by levels 5 and 6 of the framework and was designed to ascertain from the teachers the level to which they are prepared, trained and able to deal with the 'pastoral needs' of their students. Stated more simply, the intention of the second and major stage of the study is to list the apparent needs of the teachers as the care givers. The conceptual framework lists five broadly perceived areas of teacher-needs, these are: pre-service training, in-service training, support of the school's administration, professional development and sense of (personal) achievement. The framework suggests that the meeting of these, and other, teacher needs is fundamental to the meeting of student needs through the higher levels of the framework.

4.9: Definitions of Terms.

This section provides working definitions of two important terms used in this study. The definitions provided below of the terms "needs" and "pastoral needs", are those which are applied throughout the study.

1. Needs.

Need is a word which, in common usage, tends to be moulded to suit the intentions of the user. For example, one person may say that he/she "needs" a new suit of clothes for a special social event; whilst another may have a "need" to find food for his/her hungry children. For each person the expressed need is a high priority and, within each one's contextual

frame of reference, may be validly described as a need. However an external and impartial observer is likely to say that the second person's need to feed his/her children is truly a "need" whilst the new suit of clothes is, by comparison, nothing more than a "want" or desire.

In the examples described above a traditional understanding of the term "need" is applied. Scriven and Roth (1978) referred to this as the "discrepancy definition" i.e. "the difference between the actual and the ideal". Scriven and Roth (1978, p.2) asserted that this orientation, as a basis for needs assessment, was "fundamentally weak" in that it assumes that the desired or ideal state must be fully known before the need itself can be fully determined and dealt with, and that the difference between needs and wants is not sufficiently clarified.

Maslow (1954) described human needs in terms of a hierarchy which placed the "basic needs" (e.g. food and shelter) at the bottom of the hierarchy and the 'higher needs' (e.g. intellectual stimulation) toward the top. Maslow argued that it was not until the basic needs were adequately met that the higher needs would become important to the individual. Best (1989) applied Maslow's findings to the school setting when he asserted:

The child will be unlikely to experience the need for intellectual and aesthetic nourishment if it is physically hungry, tired or otherwise uncomfortable. Meeting some needs is an empirical precondition for learning to occur. (p.8).

In this form then, "need" is seen as a relative term concerned with (a) the description and meeting of necessary preconditions or perceived ideal states and, (b) the individual's perception of what constitutes an acceptable quality of life.

Scriven and Roth (1978) offered a modified definition of "need" in the following terms:

"A needs X" means "A" is or would be in an unsatisfactory condition without "X" in a particular respect, and would or does significantly benefit from "X" in that respect; thereby moving towards or achieving, but not surpassing, a satisfactory condition in this respect. (p. 3)

The writers further asserted that "Need stops and wants begin at the level of adequacy." (p. 3). The level of adequacy may also be described as the "bottom line". (p.3).

Scriven and Roth's (1978) definition of need is adopted herein as a working definition and provides the basis for the definition of the term "pastoral need".

2. Pastoral Needs.

Pastoral needs are a set of conditions which, when adequately met, will enhance the likelihood that the student will be comfortable, secure and happy as a member of the school's community. Having achieved this state, the likelihood is increased that the student will achieve positive gains from his/her school experience in terms of appropriate academic

success, social growth and the development of fulfilling relationships.

The "set of conditions" will vary for each individual, and may be described as falling within the categories of needs listed in Chapter 1, namely: intellectual and academic needs, physical needs, social needs, emotional and psychological needs, moral and spiritual needs. The conceptual framework suggests that the set of conditions (pastoral needs) is generated by internal and external pressures.

Pougher (1982), as Chairman of the Western Australian Education Department's "Caring Environment Sub-Committee" added to this set of conditions in a personal appendix to his report. He listed the following as important needs of secondary school students: a sense of belonging, self esteem or self worth, a sense of identity and the opportunity to be creative. "These four needs.... are, I believe, basic to the maintenance of mental and community health." (Appendix 1)

These perceived needs and categories of needs are relatively broad descriptors of the nature of pastoral needs. Nevertheless, they are specific to the students of the school, are seen to be unique to each individual and therefore, can only be described by each individual for him/herself.

4.10: The Research Questions.

The issues to be investigated in this study have directly arisen from the conceptual framework and are stated as follows:

Question 1. (Phase 1).

What are the significant pastoral needs of the students at a particular non-Government, Anglican Church, secondary school?

Question 2. (Phase 2).

To what extent are the teachers at the (above) school able to provide pastoral care appropriate to the needs of the students?

A number of significant sub-questions arise from this (phase 2) question:

- 1). What understanding do teachers have of pastoral care?
- 2). What understanding do teachers have of students' pastoral needs?
- 3). What are the structural provisions provided by the school which allow for pastoral care?
- 4). What are the teachers' perceptions of their own needs in relation to their ability to provide appropriate and adequate pastoral care?
- 5). What are teachers' perceptions of the limits of pastoral care?
- 6). What are the apparent needs of the teachers in order to be effective care givers?

4.11: Summary.

This chapter has provided a detailed description of the six levels of the conceptual framework upon which the research questions are based. The six stages are:

1. The student as the primary subject of investigation.
2. The internal and external pressures experienced by the student.
3. The aspects of the student's life which are influenced by these pressures.
4. The pastoral needs of the student.
5. The care givers (primarily teachers) and the means by which care and support are given.
6. The needs of teachers as they endeavour to provide pastoral care which is consistent with the pastoral needs of the students.

Figure 4.1 provided a diagrammatic representation of the conceptual framework. Working definitions of two important terms, "need" and "pastoral need" were provided. The chapter also indicated how the major research questions and issues were derived directly from the conceptual framework.

CHAPTER 5.

METHODOLOGY: RESEARCH DESIGN AND PROCEDURES.

5.1: Introduction.

The purpose of this chapter is to describe clearly the methodology employed in the study. Firstly, reasons are given (in Section 5.2) for the mode of the study, it being described as a bounded case study employing techniques which permit the collection of both quantitative and qualitative forms of data. Section 5.3 describes the types of data gathered and outlines the means by which they were collected. The means of administration of data collection instruments and the steps taken to control the quality of the data are described in section 5.4. Section 5.5 is concerned with the techniques employed in the analyses of data.

5.2: Research Mode.

As was stated in the opening chapter of this report, the research was conceptualised as a bounded case study and, in paradigmatic terms, mixed-mode research, that is, it borrows from the methodologies of both quantitative and qualitative research techniques. However, note should be taken that this is primarily a naturalistic research project. Guba and Lincoln, (1982) listed the distinguishing features of naturalistic research as follows: "That it is carried out in the natural setting (hence the term naturalistic), that it uses a case study format, and that it relies heavily on qualitative rather than quantitative methods." (p. 233).

With reference to this study, Guba and Lincoln's descriptive criteria are applied thus:

* The natural setting: - the school.

* Case study format: - the research questions and techniques of data gathering and analysis were determined by the focus and boundaries of the case itself.

* Method: - bounded case study using survey analysis and interview and documental analysis data collection techniques.

Quality Controls.

The data to be analysed in this study were derived both quantitatively and qualitatively. However, each type of data was independently gathered using the methods listed above and which are described more completely in Section 5.3.

Control of the quality of each type of data was conducted along the following lines:

(i) The administration of a pilot study to measure the reliability of the proposed survey instrument. This process is described in Section 5.4.

(ii) In order to gain accurate and rapid statistical information about the instrument, a computer programme called "Lertap 3" was employed for the analysis of both the pilot study data and, subsequently, the full survey. Lertap 3 is a data analysis programme designed to process "Likert - scale" responses of the type used in the proposed survey instrument. The programme also calculates alpha

coefficients and correlation coefficients for each of the survey items for the purpose of measuring instrument validity and reliability. Scores for these analyses are provided in Chapter 6, Section 6.2.

(iii) Triangulation of different types of data (quantitative and qualitative) as a means of examination of the case from different viewpoints and of confirmation of findings. Cohen and Manion (1980) described and defended the use of triangulation as a valid research technique in this definition:

Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour.... Triangular techniques in social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data.

(p.208)

The kinds of data gathered and the means by which these were gathered are described in the following section.

5.3: Data Collection Techniques.

Because of the twin foci of the study (noted in Chapter 1), the processes of data collection, collation and analysis were carried out in two distinct phases. The two phases are described as: (1) Exploration and (2) Investigation.

Phase 1: Exploration.

The aim of the first (exploratory) phase was to provide basic information which would be used to guide the investigations of Phase two. The information sought in Phase one pertained primarily to the pastoral needs of the students and was broadly grouped into the following two areas: 1. Students' Attitudes to the School. 2. Teachers' Perceptions of Student-Attitudes.

1. Students' Attitudes to The School.

As a starting point for the research, the researcher considered it important to gain a broad perspective of the attitudes and opinions of students toward various aspects of the school and schooling. In view of the research questions the following categories of information were considered of importance:

- * Attitudes toward enjoyment of the school.
- * Attitudes toward student/teacher relationships.
- * Attitudes toward student inter-relationships.
- * Attitudes to school organisation and management.
- * Attitudes to school (academic) work.
- * Attitudes toward schooling and the value of education.
- * Perceptions of teacher-performance.
- * Perceptions of family attitudes toward school and levels of family support.
- * Perceptions of teachers' attitudes toward students.
- * Perceptions of the levels of respect and care demonstrated between members of the school's community.

The primary instrument chosen to gather this information was the "Project Baseline: Attitudes to School" survey (see Appendix 1). The instrument was chosen as it was designed by the Research Branch of the Western Australian Education Department (1985) to gain specific information of the type required for this study. The Baseline: Attitudes to School survey is one of a series of such survey instruments designed by the Research Branch, and is generally accepted to have a high level of 'face-validity'. The inventory consists of:

(1) Part A : 57 , four-point, "Likert Scale" items.

(2) Part B : Three, open-ended (written) response items.

Note should be taken that some changes were made to the structure and wording of the instrument in order to make it more relevant to the school and to the intentions of the study. These changes were sanctioned by the designers of the instrument and are detailed in Appendix 1.

As a follow-up to this data collection instrument, an interview schedule, consisting of eleven items, was designed. The intention of the schedule was to explore further some of the major issues, attitudes and perceptions in terms which were more site-specific than the attitude survey. The student-interview schedule can be found in Appendix 2.

2. Teachers' Perceptions.

A short interview schedule (consisting of five items) was designed to gather relevant information from teachers about their perceptions of the following:

* The students' attitudes toward, and expectations, of the school and the teachers.

* The meaning and value of pastoral care.

* Identifiable groups of students within the school with specific needs for particular care and attention.

The teacher-interview schedule is included as Appendix 3.

Phase 2: Investigation.

The investigation process was carried out in three stages, these were: (i) Group input. (ii) Examination of existing policies and provisions. (iii) Teachers' perceptions of pastoral care provisions, their roles and teacher-needs.

Stage 1. Group Input (teachers).

The initial, information gathering stage of Phase 2, took the form of a single seminar/discussion session, involving the whole of the secondary teaching staff. In this session the teachers were presented firstly with a summary of the findings of the student (Baseline) survey and interviews along with some of the relevant perceptions of teachers from their interviews.

Following this, the teachers were asked to divide into structured groups to discuss a set of five questions relating to teachers' perceived needs with regard to the successful delivery of pastoral care in the school. The small discussion groups were structured according to the teachers' number of years of experience. This was done to elicit different attitudes amongst teachers toward various

aspects of pastoral care according to length of professional experience. Details of the structure of these groups is provided in Chapter 6, Section 6.11. The schedule of discussion questions is included as Appendix 4.

Stage 2. Examination of School Policy and Existing Pastoral Care Provisions.

This stage involved an examination of the school's "Staff Handbook" and other relevant documents pertaining to Pastoral Care provisions in the school in terms of possible warrants, grounds and qualifiers. Many of the details of these have already been outlined in the second chapter of this report. Further reference is made to these documents in Chapters 6 and 7 of this report.

Stage 3. Teachers' perceptions of Pastoral Care provisions, roles and needs.

An interview schedule consisting of six items was designed to gather information from individual teachers about their perceptions of their ability to deliver adequate and appropriate pastoral care within the provisions of the school's policies. The interview schedule also raised questions pertaining to the needs of teachers as providers of pastoral care. The interview schedule is included as Appendix 5.

5.4: Administration of Data Collection.

1. (Phase 1) Attitude Survey: A Pilot Study.

Prior to the administration of the "Baseline" Attitude Survey to the intended research sample, a small (pilot) group, representative of the intended larger sample group was invited to trial the instrument. The intention of this pilot study was to discover (a) any apparent problems or difficulties relating to layout and clarity of instructions or the wording of items in the instrument and, (b) to gain a measure of the reliability of the instrument by the calculation of alpha co-efficients.

Make up of the pilot sample-group.

The sample-group selected for the pilot study closely reflected the intended make up of the full sample-group.

Pilot Sample Characteristics:

- * Stratified-random selection of participants (N = 12).
- * Participants were equally representative of each year (age) group and gender.
- * The pilot group sample represented fifteen percent of the eventual full sample used in the survey.

Administration of the Pilot Survey.

The method of administration of the pilot survey was identical to the intended administration technique of the full survey. Volunteer participants were drawn from their form - classes (with the permission of the form teachers),

brought together in one room and were familiarised with the intentions of the research. The participants were then introduced to the instrument and asked to complete the survey as per the printed instructions. Participants were asked to indicate any difficulties or misunderstandings which may have arisen as they were completing the survey.

The results of the pilot study, detailed in Chapter 5, indicated that the intended survey instrument was most reliable (see Chapter 6, Section 6.2) and that the layout, wording and instructions required no further changes.

2. Administration of the attitude survey to the full sample group [N = 82].

Selection of the survey sample group.

The survey sample group was selected along similar stratified random lines to the pilot group. One form-class was selected, at random, from each year group (i.e Year 8 - Year 11). This ensured equal proportional representation of each year group (16% - 20%).

The structure of the year/form groups is outlined below in Table 5.1.

Table 5.1: The structure of form classes as at 1989.

Y.8 - (six forms): 8.1, 8.2, 8.3, 8.4, 8.5, 8.6.

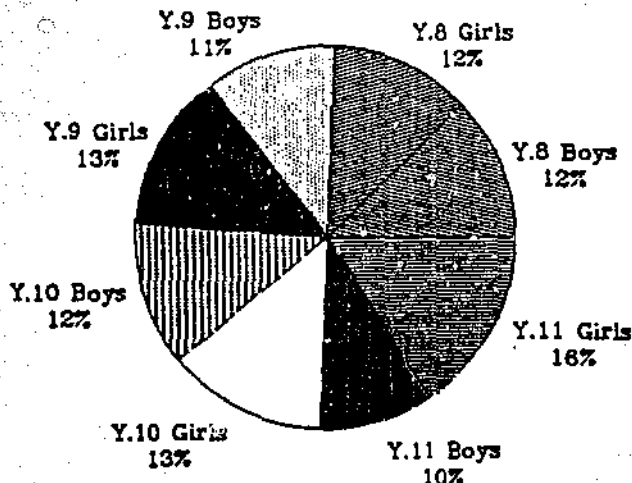
Y.9 - (six forms): 9.1, 9.2, 9.3, 9.4, 9.5, 9.6.

Y.10- (six forms): 10.1, 10.2, 10.3, 10.4, 10.5, 10.6.

Y.11- (five forms): 11.1, 11.2, 11.3, 11.4, 11.5.

Each form-class was structured randomly in terms of academic abilities and gender. Hence any form could be described as representative of its own year group. The final sample group represented 18% of the total student body. Fig. 5.1 shows the make up of the final sample-group.

Figure 5.1: Structure of participant group.
(Attitude survey).



Method of administration.

Following the random selection of the participant form classes, a meeting was held with the respective form teachers in order to plan the most convenient method of administering the survey. The following procedure was decided upon:

(i) The survey would be administered simultaneously to all participant form - classes . This would be done during a mutually agreed form period (25 minutes in duration).

(ii) The form teacher, having become familiar with the survey, would introduce it to his/her class and ensure that each participant understood what was required.

(iii) Participants would be encouraged to be very honest and individual in their responses, and that no response could be counted as an 'incorrect answer'.

(iv) Candidates would be assured of complete anonymity and that no attempt would be made to trace individual papers back to participants.

The administration followed this pre-determined plan and was seen by the form teachers to be successful.

3. (Phase 1) Interviews with Students.

Selection of participants.

A primary consideration in the selection of student interviewees was that they should not have been participants in either the pilot study or the attitude survey. The reason

for this decision was to help offset biases and attitudes which may have been characteristic of any participant form class.

Secondly, the researcher attempted to invite students to participate who were representative of the various aspects of the school's social sub-cultures. Hence participants were selected not only from amongst those students generally considered "positive and supportive of the school's structures and values", but also from amongst those who held contrary views and opinions. A third consideration in the selection of student interviewees was that of providing a reasonable representation of each year group and gender.

The final number of student interviewees totalled twenty (approximately 5% of the student body). Ideally more would have been preferred, but constraints of time made this impossible.

Conducting the student-interviews.

All of the student-interviews were conducted by the researcher. It should be noted at this point that the researcher is also a teacher at the school. This situation may be perceived as a threat to the validity of the information gained from these interviews as the student, in a face to face interview situation with a teacher, may feel somewhat inhibited or obliged to give the answers that he/she considers the teacher wants to hear. Whilst this threat to validity cannot be totally discounted, the researcher endeavoured, in each case, to put participants at ease and to

encourage each one to be totally frank and honest. In each case the interview was preceded by the following preamble:

Thankyou (name) for giving me a few minutes of your time. You are one of a number of students who have been randomly invited to participate in this interview. The interview is part of a research project I am conducting to try to find out how students feel about certain aspects of school. I would like you to consider each question carefully and give me your honest answer. Please feel free to speak your mind. I will not be recording your name only your age , year group and sex. I will however be taking notes of your answers so that I can remember what you have said. I will not be discussing your answers or comments with anyone else.

Do you have any questions before we start?

The interviews were conducted at mutually convenient times and, as much as possible, in a non-threatening manner and relaxed situation.

4. (Phase 1) Interviews with Teachers.

Selection of participants.

A complete cross-section of the secondary teaching staff was targetted for these interviews. Fifteen teachers including the Principal, the Deputy Principals, the Chaplain, three Year Heads and seven form teachers were invited to participate. This sample group represented approximately 50% of the total secondary teaching staff, a wide range of teaching and administrative positions, various levels of

teaching experience (from less than one to twenty five years) and both men and women.

Conducting the teacher - interviews.

The interviews were conducted over a period of about four weeks at mutually convenient times. The teachers were generally happy to be involved in the interviews as they were aware of the intentions of the study and were, for the most part, interested and supportive.

The interviews were preceded in each case by the following preamble:

Thankyou (name) for agreeing to participate in this interview. I have been questioning students regarding their attitudes to the school with particular emphasis on issues relating to relationships and pastoral care. By doing this I have been trying to gain some understanding of students' perceptions of their needs in terms of pastoral care. I would also like to gain some understanding of teachers attitudes and perspectives on these matters.

Please be candid in your answers. I will not be recording your name only gender and number of years of experience and special duties if applicable. I will not be discussing your answers and comments with anyone else.

Do you have any questions before we begin?

5. (Phase 2) Staff Seminar/Discussion Session.

The seminar was organised, at the request of the Principal, as one of a series of activities planned for a staff-development day at the commencement of the third term of 1989. A potential threat to the validity of the data gathered at this session was fatigue and the possible lack of enthusiasm of teachers after their participation in other staff-development activities. However, as the seminar was conducted during the morning, it was considered that these factors did not pose a major threat. Indeed observation suggested that the participants were most enthusiastic in the small-group discussions. The intentions and means of administration of the session were outlined in Section 5.3, and the findings are detailed in Chapters 6 and 7 of the report.

6. (Phase 2) Interviews with Teachers.

Selection of Participants.

Participants for the second round of interviews were selected along similar lines to those described for the first round of interviews. However, where possible, different teachers were sought-out and invited to participate.

Due to the constraints of time and other external pressures, the sample group for these interviews represented about 30% of the total secondary teaching staff.

Conducting the Interviews.

The means of administration was similar to the Phase 1 interviews in that they were conducted at mutually convenient times and in strict confidence. However to enable the participants to have time to consider their responses, each one was provided with a copy of the interview schedule several days prior to the interview. The researcher considered that this strategy would enhance the quality of the responses and hence, the data gained from the items. The interviews were preceded by a preamble similar to that used in the first round of teacher interviews.

5.5: Data Analysis Techniques.

This section describes the techniques employed by the researcher in the analyses of the various data gathered by the means described above.

1. The Pilot Study.

The primary purposes of the pilot study were to measure the readability and utility of the survey instrument, and to gain an accurate measure of instrument reliability and validity. These purposes were achieved in the following ways:

- i) Verbal questioning of participants upon completion of the inventory, to gather immediate responses as to their impressions of the clarity of instructions, the readability and understandability of items, and the ease of working.

ii) The responses to the 57 Likert-scale items were analysed through the use of the data analysis programme (Lertap 3). The primary reasons for the selection of this analysis programme were:

a) That it was designed specifically for the analysis of "Likert scale" data.

b) That it provided rapid analysis of item responses in the form of frequencies per whole sample, per year-groups and per gender, and simple correlation for each item with any other item or items.

c) That it provided reliability data about the instrument itself in the form of alpha coefficients for the whole test and for designated groups of items. (Chapter 1, p.8)

d) That the programme was relatively simple to use and inexpensive to purchase.

The primary type of information sought from the application of the Lertap 3 programme for the analysis of the pilot study data, was with respect to the reliability of the instrument. The findings of this analysis are presented in Chapter 6.

2. The Attitude Survey (Whole sample [N = 82]).

Two types of data were gathered from the attitude survey, these were: (i) The quantitative data from Part A (the 57 Likert scale items) and (ii) the qualitative responses to the open-ended items included in Part B of the inventory.

Analysis of "Part A" was carried out by application of the Lertap 3 programme (described above). The primary types of information sought from the programme were (i) item-response frequencies by whole sample, by year-groups and by gender groups, (ii) item-correlations for each item against all other items, and (iii) reliability (alpha co-efficients) measurements for the whole test and for each categorised group of items.

The Part A items were categorised into ten groups. The nature of these categorisations was determined according to the list of "categories of information considered to be of importance." This list was included in Section 5.3 of this chapter.

The analysis of the data gathered at "Part B" of the attitude survey was carried out separately. The data were sorted into categories which emerged from the responses themselves. The emergent categories were generally quite broad and were designed to provide qualitative background to, or support for, the more quantitative data gathered at Part A.

The display of these data and descriptions of emergent categories are included in Sections 6.3, 6.4, 6.5 & 6.6 of Chapter 6.

3. Interviews with Students.

Similar to the survey (Part B) data, described above, the information provided by the student interviewees was grouped according to emergent categories. The similarities between the nature of the information sought in the attitude survey

and the interviews allowed for the emergence of similar and overlapping categories. This phenomenon was considered valuable as a means of verification of student attitudes and perspectives toward certain issues.

The display of these data and descriptions of the categories are included in Chapter 6 (Sections 6.7 & 6.3).

4. Interviews with Teachers (Phase 1).

The data from these interviews were analysed in a process similar to that applied to the analyses of the student interview data, outlined above. The display of these data and category descriptions are included in Sections 6.9 and 6.10 of Chapter 6.

The data from each of the above groups were then compared and re-grouped into six broad categories. The six categories emerged from the analysed data as significant trends or themes which allowed for the further reduction of considerable quantities of data from three distinct sources listed above. Through this means of analysis it was possible to list the apparent needs of the students relative to each broad category. The details of these categories and the outcomes of the analyses are included in Section 7.2 of Chapter 7.

5. Data from Staff Seminar (Phase 2).

The data gathered from this source were of two types: (i) individual teacher input regarding perceptions of student-needs, and (ii) group input, in response to specific

discussion-questions, regarding the needs of teachers. The type (i) data were displayed as a prioritised list, according to frequency (see Chapter 6, Table 6.6). The type (ii) data were displayed in emergent categories for each of the respondent-groups (see Chapter 6, Section 6.11, Part 2).

Analysis of these data provided information which was used in two ways: (i) to assist in the framing of relevant teacher-interview items, and (ii) as a significant part of the data gathered at Phase 2, to provide information relevant to the understanding of teacher-needs.

6. Teacher Interviews (Phase 2).

This series of interviews represented the final stage of the data collection process. The items were framed from two sources: (i) the perceptions of teacher-needs and roles arising from the conceptual framework and, (ii) the information gained from the staff discussion/seminar.

Display and analysis of these data followed the same pattern as the previous sets of interview data, i.e. through the generation of emergent categories (see Chapter 6: Sections 6.13 & 6.14).

The data gathered from these two final activities were eventually combined to provide information about the needs and roles of teachers as providers of pastoral care. This information is discussed in five broad categories which are listed at the beginning of Section 7.3 (Chapter 7).

5.6: Summary.

This chapter has described the methodology applied in this study. The first two sections provided theoretical background and described the research as a bounded case study applying methods which involve the triangulation of both quantitative and qualitative data.

Section three described the data gathering techniques in two distinct phases. Phase one:- Exploration and, Phase two:- Investigation. Section four discussed the steps taken to control the quality of the data gathered at each phase. The fifth section outlined the processes of analysis applied to each of the types of data.

The following chapter provides a complete display of findings from the analysis of data gathered at the two phases of data collection.

CHAPTER 6: THE RESEARCH FINDINGS.

6.1: Introduction.

The purpose of this chapter is to describe the research findings and to highlight the emergent trends from the data gathered in Phases 1 and 2 of the collection, collation and analysis of data. The first section is concerned with the description of the results and findings of the pilot study of the attitude survey. The findings of data collection and analysis for phases 1 & 2 of the study are displayed and briefly discussed in the following sections of the chapter. The final section deals with the listing of emergent trends apparent from the data analysis. The implications of these findings will be discussed in Chapter 7.

6.2: Findings of Attitude Survey (Pilot Study).

As was indicated in Chapter 5, a pilot study of the attitude survey was carried out, prior to the administration of the full survey, in order to collect information relating to the appropriateness and reliability of the survey (inventory) as a significant and appropriate information gathering instrument for the study.

Information about the instrument gained from the pilot study.

(i) Administration: The pilot study indicated that participants required approximately 15 - 20 minutes to complete the inventory.

(ii) Structure and wording: The participants were questioned at the completion of the pilot study and they

indicated no significant problems in the structure of the inventory, the clarity of instructions or the wording of the items.

The researcher considered the existence of a potential problem in the negative wording of some of the items in the inventory and the implications of this for the reading comprehension levels of the participants. An example of this was Item 7: "I don't see much value in being at school". As participants were asked to agree or disagree with the statement, the risk of confusion existed. The same problem had been considered by the original designers of the inventory. According to Hyde (1985), considerable debate was generated amongst the designers and developers of the original instrument on this issue. However, the final, majority decision was that the negatively worded items posed no significant threat either to test validity or reliability and should, therefore, remain unchanged.

(iii) Item Correlations: As the pilot survey was conducted with such a small sample group ($N = 12$) the participant responses tended to be wide ranging and consequently, correlations between items were somewhat erratic, as can be seen in Figure 6.1. However as the function of the pilot survey was primarily to examine the appropriateness and understandability of the instrument for the eventual target sample, the resultant pilot test correlations were not considered to be of great importance.

The following is a display of the descriptive statistical data produced by the Lertap 3 data analysis programme.

Descriptive statistics for the whole pilot survey.

Reliability (Co-efficient Alpha) = 0.894

The measure of test reliability (above) was considered to represent an acceptably high level of internal homogeneity particularly as the sample group numbered only twelve participants.

This measure of test reliability was consistent with the findings of the initial trials of the instrument carried out in 1985 by officers of the Research Branch of the Western Australian Department of Education.

Following the measurement of reliability for the whole instrument, analysis was then made of the survey-items in their categorised sub-groups (see Chapter 5 for details of categories). Table 6.1 indicates that while the measurement of internal consistency for the whole test was high, the categorised groupings of items produced a wide range of Alpha co-efficients. Many of these scores fall below the generally accepted reliability coefficient of 0.7 which generally indicates consistency of responses within a group of items. It was considered that the relative smallness of the pilot sample group was largely responsible for this phenomenon. The reliability coefficients for the full sample group (see Table 6.2) indicate generally higher Alpha coefficients for the same groups of items.

Following the administration and analysis of the pilot study the decision was taken that no further changes were needed to the layout, format or wording of the instrument.

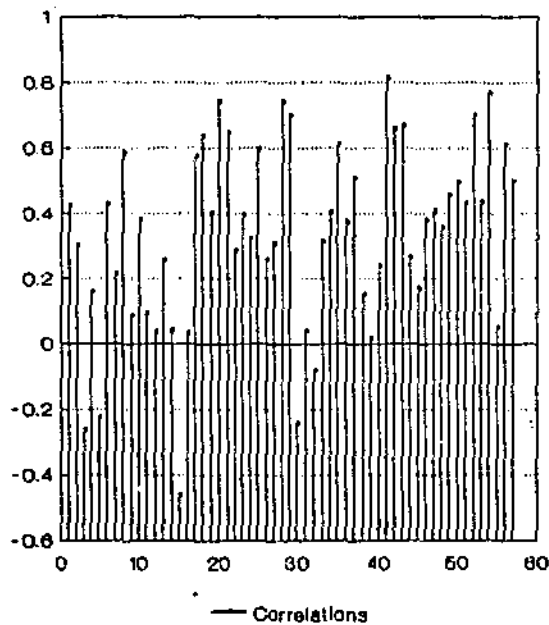
Table 6.1

Reliability statistics for subtests of categorised items.

(Pilot Study).

CATEGORISED ITEMS	ALPHA
Cat.1 (Items 1,13,32,36,48,53)	0.734
Cat.2 (Items 2,14,34,49)	0.485
Cat.3 (Items 3,17,28,38,40,51)	0.667
Cat.4 (Items 4,5,16,27,39,50)	-0.018
Cat.5 (Items 6,9,18,25,29,41,44,52,54)	0.864
Cat.6 (Items 7,19,21,30,42)	0.701
Cat.7 (Items 8,20,31,43)	0.731
Cat.8 (Items 10,15,22,33,45,55)	0.526
Cat.9 (Items 11,12,24,26,35,37,47,57)	0.691
Cat.10 (Items 46,56)	0.414

Figure 6.1: Item Correlations for the pilot survey.



6.3: Phase 1: Findings of The Attitude Survey (Part A).

Whole sample [N = 82]

The attitude survey was administered according to the method described in the previous chapter. The raw data were analysed (by Lertap 3) for the following information:

- (i) Reliability (co-efficient alpha) of whole test and categorised sub-groups.
- (ii) Item correlations for the whole test and within sub-groups.
- (iii) Item-response frequencies by: a) whole sample, b) year groups, c) gender groups.
- (iv) Mean scores and standard deviations for the whole test and for categorised sub-groups.

Test reliability.

Table 6.2 lists the alpha coefficient scores for the whole test and for each of the categorised sub-groups.

The measurement of reliability (alpha coefficients) for the instrument when applied to the whole sample increased notably compared to that of the pilot sample.

Alpha coefficients:	Pilot study (N = 12)	0.894
	Whole test (N = 82)	0.918

There was a small overall increase and some small decreases in alpha co-efficients in terms of the comparisons of categorised sub-groups between the two tests (see Tables 6.1 and 6.2)

Table 6.2

Reliability statistics (Co-efficient Alpha) for the Attitude Survey.

<u>WHOLE TEST GROUP. (N = 82)</u>	<u>ALPHA.</u>
1. Whole Test: (Items 1 - 57).....	0.918
2. Categorized Groups:	
Cat.1 (Items 1,13,32,36,48,53).....	0.738
Cat.2 (Items 2,14,34,49).....	0.563
Cat.3 (Items 3,17,28,38,40,51).....	0.451
Cat.4 (Items 4,5,16,27,39,50).....	0.420
Cat.5 (Items 6,9,18,25,29,41,44,52,54).....	0.752
Cat.6 (Items 7,19,21,30,42).....	0.809
Cat.7 (Items 8,20,31,43).....	0.541
Cat.8 (Items 10,15,22,33,45,55).....	0.608
Cat.9 (Items 11,12,24,26,35,37,47,57).....	0.821
Cat.10 (Items 46,56).....	0.611

Item Correlations.

Item correlations were calculated first with regard to the whole survey (see Figure 6.2) and secondly within the categorised sub groups. All but two of the items showed positive correlations with the rest of the items (See Table 6.3). The range of correlations between items was generally smaller than those calculated for the pilot test due to the increased size of the sample group.

Table 6.3

Highest and Lowest Item Correlations to whole test results.
(Attitude Survey).

Lowest Correlations (N = 82):

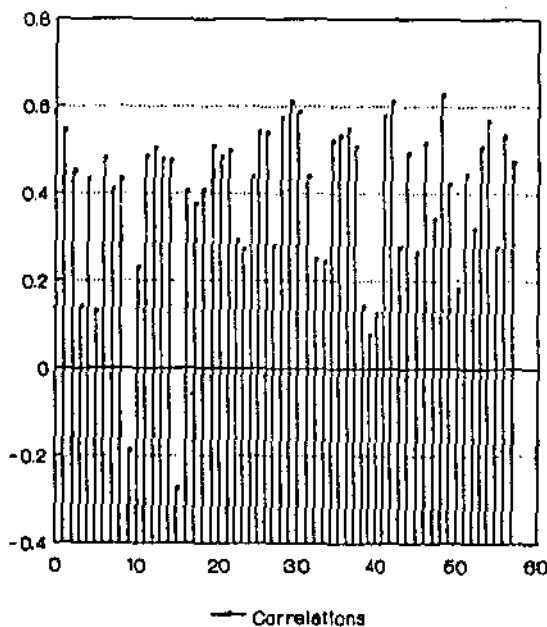
Item 9 = -0.192	Item 38 = 0.142
Item 15 = -0.277	Item 39 = 0.074
Item 3 = 0.138	Item 40 = 0.124
Item 5 = 0.129	

Highest Correlations (N = 82):

Item 1 = 0.543	Item 30 = 0.587
Item 25 = 0.540	Item 36 = 0.546
Item 26 = 0.540	Item 41 = 0.576
Item 28 = 0.572	Item 42 = 0.609
Item 29 = 0.608	Item 48 = 0.625

Figure 6.2: Item Correlations for the attitude survey.

(Full sample [N = 82])

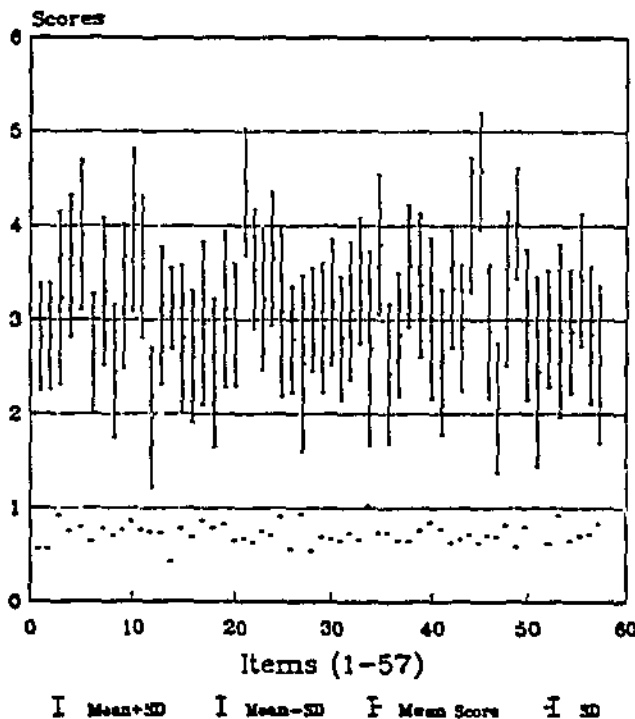


The implications of these item correlation figures will be discussed with reference to response patterns for individual items later in this chapter.

Item Response Frequencies (Part A).

Full details of individual item response-frequencies for the whole sample group, for year groups and for gender groups can be examined in Appendix 4. Figure 6.3 provides graphic representation of the mean responses to each of the 57 items and the standard deviations, for the whole sample group.

Figure 6.3: Mean scores, plus/minus standard deviations.
(N = 82)



For the purposes of this section, item-response frequencies and patterns were examined within their categorised sub-groups.

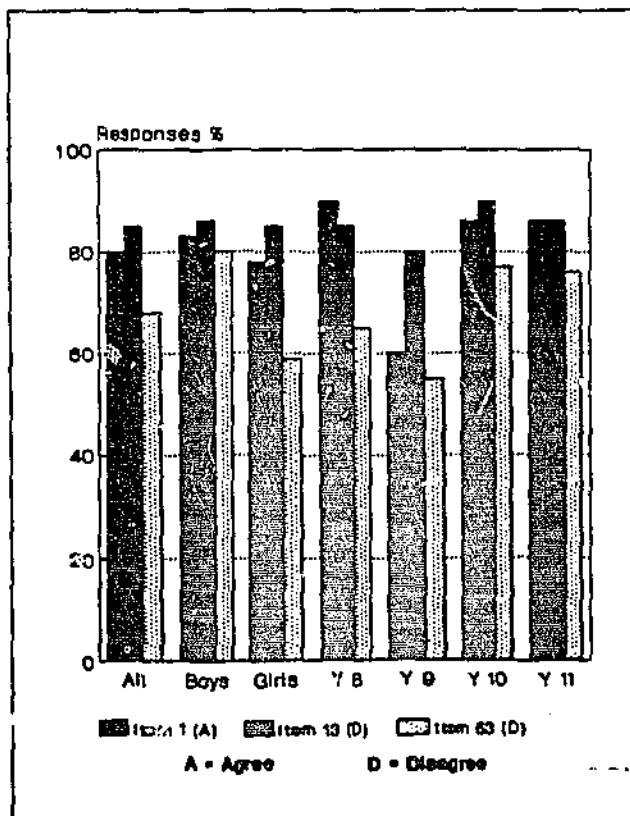
Category 1: Attitudes toward enjoyment of being at (this) school.

Items: 1, 13, 23, 32, 36, 48, 53.

By way of providing a broad picture of student attitudes through their responses in this area, the general trend of the response patterns indicated an overall positive attitude toward being members of the school's community.

Items 1, 13 & 53 are particularly noteworthy in this respect, (1. "I usually like school."; 13. "I don't like being at this school."; 53. "If I had the choice I would not come to this school.") 80% of participants agreed with the first statement, 85% disagreed with the second, and 68% disagreed with the third statement.

Figure 6.4: Students' "liking" of the school.



The examination of response patterns indicated that two identifiable groups within the student cohort stood apart from the rest in terms of a generally negative attitude on their part toward various aspects of the school. The two notable groups are (a) year nine girls and (b) year eleven students. This is not to say however that other groups do not differ from the majority on occasions, rather that the two groups identified tend to display negative attitudes rather more often than other identifiable groups. The probable implications of this will be discussed in Chapter 7. However by way of example, response patterns for Item 53 (see Figure 6.4) indicate that girls in Year 9 were more likely than any other group to choose to attend a different school.

Category 2: Attitudes toward student/teacher relationships.

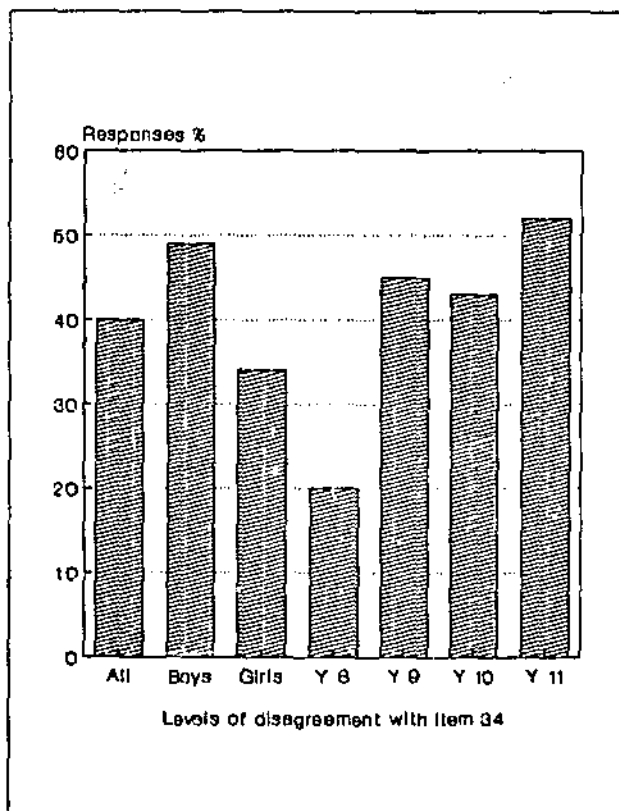
Items: 2, 14, 34, 49.

Response patterns for this group of items also indicate a generally positive attitude amongst students. However the positive responses are not quite so high as for the previous group. It is of interest to note that whilst 75% said that they "liked" most of their teachers, some 90% agreed that they "respected" most of their teachers. Respect and affection, it would seem, do not necessarily equate as far as the students are concerned.

Responses to Item 2 ("I don't like most of my teachers.") generated agreement on behalf of 24% of respondents with year 9 girls and year 11 students being the groups most likely to agree.

One of the more noteworthy items in this group, with respect to the study of pastoral care, was Item 34 ("At this school there is a teacher I can turn to for help or advice."). Responses were very divided in that 40% of students disagreed with the statement, with boys in years 9, 10 and 11 being the groups most likely to disagree (see Figure 6.5). This response pattern may indicate a potential weakness in the pastoral care structures to the effect that male students do not feel comfortable about approaching teachers to discuss personal problems. Possible implications of this will be discussed in the following chapter along with input from the personal interviews.

Figure 6.5: Students who feel they cannot turn to a teacher for help.



Category 3: Attitudes toward student/peer relationships.

Items: 3, 17, 28, 38, 40, 51.

The responses to these items indicate that students, on the whole, consider good peer-relationships to be important, yet there appears to be an element of mistrust between students. For example, half of the sample group agreed with the statement "My belongings are not safe at this school." (Item 51); the most notable groups once again being year 9 girls and year 11 students as is shown in Figure 6.6.

Similarly, Items 17 and 40 indicate that significant numbers of students "fear" certain of their peers, or feel "picked upon" by other students. (Figure 6.7 provides graphic representation of these figures.) Yet by way of contrast, 89% of the whole group agreed with the statement "I feel safe at school". (Item 28). This item had the highest correlation of any item in the sub-group with the rest of the test (Corr. = 0.572).

Figure 6.6: Students' perceptions of safety of belongings.

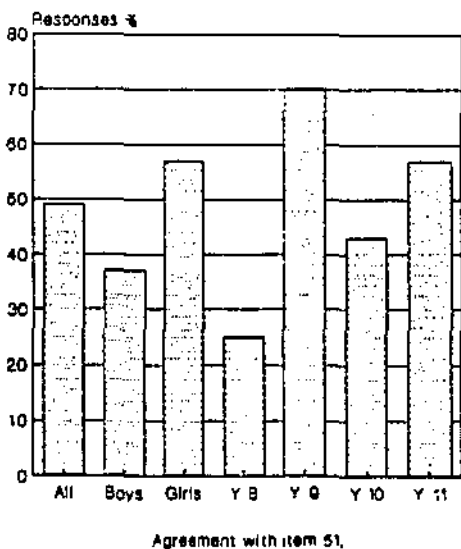
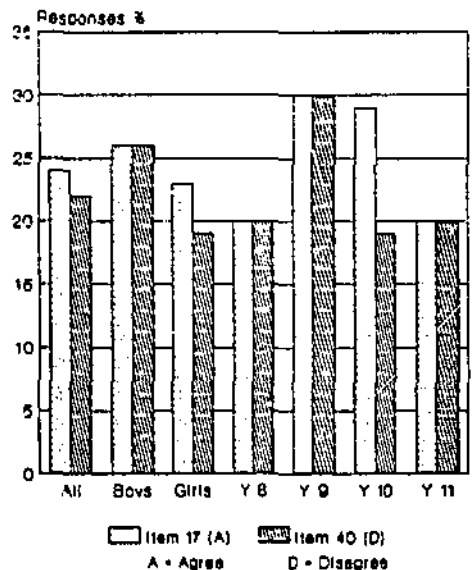


Figure 6.7: Fear of other students.



The contrast of negative and positive responses for these items concerning security of belongings, possible bullying and personal safety at school appear to be at odds with each other and may indicate some misunderstanding of the terms safety and security, or perhaps bullying is something that goes on outside of the school grounds. Further discussion on this point will take place in the following chapter.

School based friendships were shown to be important, not only in the responses to items within this sub-group, but also in responses to certain of the open-ended items and interview questions. More than 97% of respondents agreed that they had good friends at the school (Item 38) and 85% indicated, in Item 3, that students have "fun" together at school.

Peer friendships and relationships are apparently of particular importance to students' personal needs and therefore important to teachers as they attempt to meet the personal (pastoral) needs of their students. The significance of peer relationships will be discussed in greater detail in Chapter 7.

Category 4: Attitudes to school organisation and management.

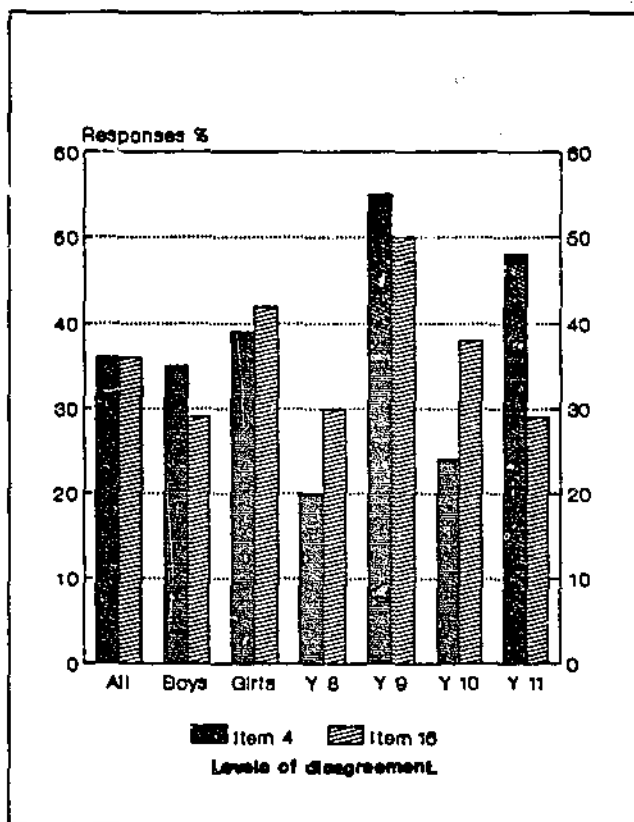
Items: 4, 5, 16, 27, 39, 50.

School Administration.

Items 4 and 16 were concerned with the students' perceptions of the quality of administrative communication with students, and general organisation of the school. Approximately one third of the students responded in a negative fashion to

these items, i.e. they disagreed with the positive assertions of the items. Figure 6.8 provides a graph showing the relative negative responses of the whole group and of each year group to these items. Year 9 students and, to a lesser extent, Year 11, stand out as being the most vitriolic in their negative criticism of school administration. However an overall two-thirds majority appear to be satisfied with the quality of school administration.

Figure 6.8: Students' perceptions of administrative communication.



Rules and Discipline.

Responses to Items 5, 27, 39 & 50 appear to indicate that the majority of students find the school rules to be fair and clear and the general discipline of the school to be adequate if not too strict on occasions. However, 20% of students (notably 40% of Year 9) felt that rules were unclear whilst 42% (60% of Year 9), suggested that the rules were unfair. Analysis and discussion of the combination of these responses with the open-ended and interview responses (in Chapter 7) will help to clarify the ramifications of these response patterns.

Category 5: Attitudes to school-work.

Items: 6, 9, 18, 25, 29, 41, 44, 52, 54.

This sub-group includes a greater number of items than any other. The academic work carried out at school is of great significance to the students for both positive and negative reasons such as:

- * Obtaining pre-requisite knowledge and skills to suit career intentions.
- * Academic work is seen by many as the primary reason for attending school.
- * Pressure from parents to achieve "good grades".
- * Enjoyment or dislike of certain subjects.
- * Ability or inability to cope with certain subjects.

The apparent significance of school-work in the minds of students, as well as teachers and parents, has then, influenced to some degree, the design of the attitude survey to the extent that approximately 15% of the items were devoted to this aspect of schooling.

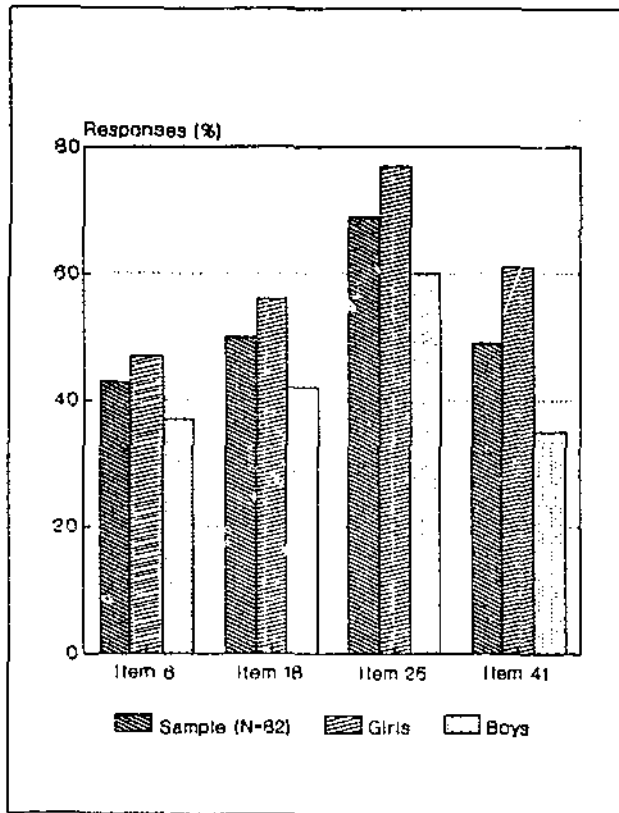
Interest and enjoyment of school work.

Items 6, 18, 25, & 41, were concerned with examining the level of interest and enjoyment students gained from school work.

Over 40% of students disagreed with the statement " I am given the chance to do work that really interests me". This attitude was reinforced in the responses to items 18, 25, & 41. In each of these cases approximately half of the sample group suggested that school work was uninteresting, boring or not enjoyable. Further to this, it was apparent that girls were more likely to hold these sentiments than their male counterparts.

Figure 6.9 presents these figures by graphing the negative responses for the whole sample compared to those of the girls and boys.

Figure 6.9: Students who tend to find school work uninteresting.

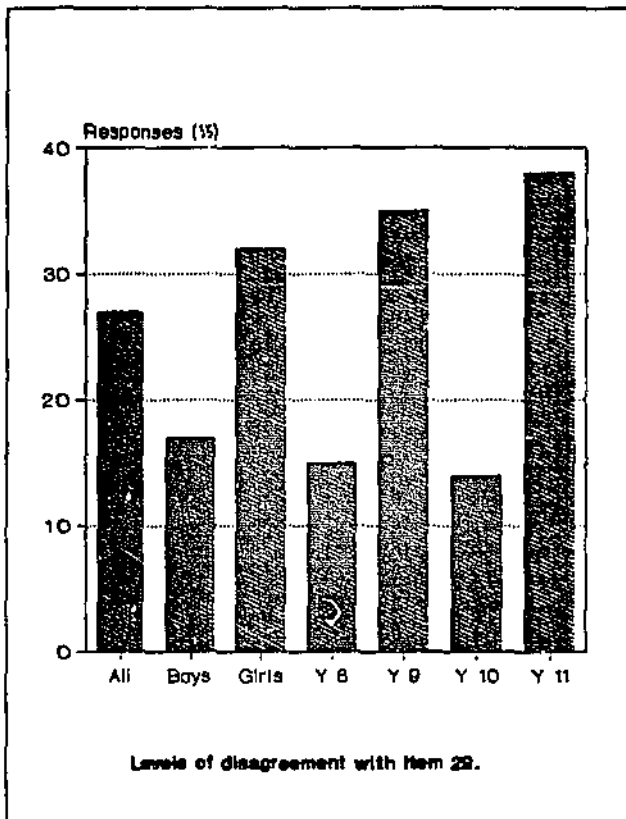


Usefulness of school work. (Item 29.)

Relatively high levels of negative responses, pertaining to the perceived level of usefulness of school work, were once again apparent on behalf of girls (32%) compared to boys (17%), and amongst year 9 (36%) and year 11 (38%). (See Figure 6.10).

Responses to Items 44 and 52, however, seem to somewhat contradict the noticeably negative attitudes indicated in the responses above. Eighty five percent of the respondents indicated that they were "...proud of the work [they] do at school." (Item 44) and 78% disagreed with the statement "School work is too difficult" (Item 52).

Figure 6.10: Students' perceptions of the usefulness of school work.



Due to the apparently high level of significance school work holds in the minds and activities of students, the attitudes of the students on this issue are pertinent in the study of the effectiveness of pastoral care within the school. There may exist a causal inter-relationship between attitudes to school work and the student's state of wellbeing. Further discussion on these points will take place in Chapter 7.

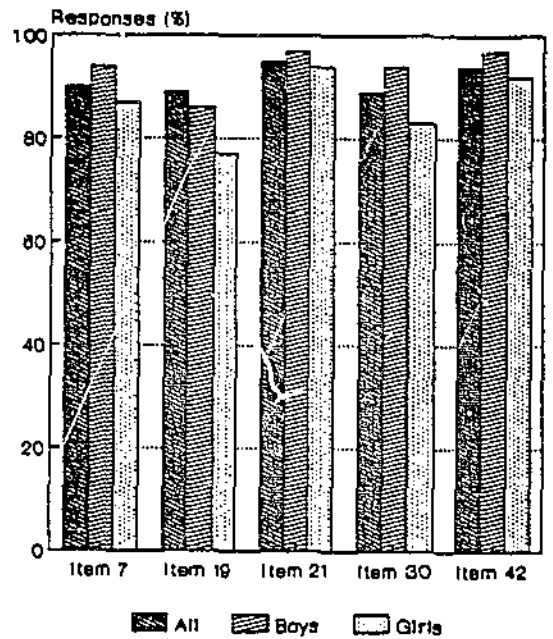
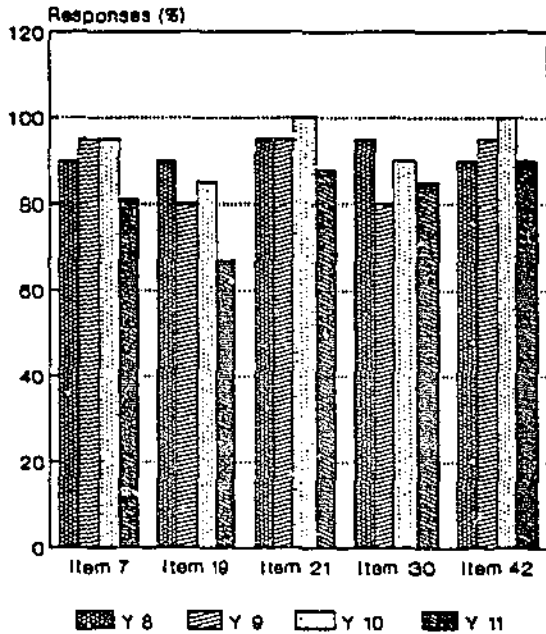
Category 6: Attitudes Toward Education and the Value of Schooling

Items: 7, 19, 21, 30, 42.

Unlike the findings of the previous sub-group of items, responses to the items in this group are overwhelmingly positive (see figure 6.10). Almost without exception students indicated a strong belief in the "...value of education" (Items 30 & 42) and the importance, to future aspirations, of "...doing well at school" (Items 7,19, & 21).

Figure 6.11: Positive attitudes towards schooling.
(Year group responses)

Figure 6.12: Positive attitudes towards schooling. (Gender)



Note should be taken however, that the girls were a little less enthusiastic in their responses than the boys, and that the responses of Year 11 students were a little less positive than other year groups (see Figure 6.12).

The measure of reliability for this sub-group ($\alpha = 0.809$) was high, as were the correlations of the five individual items thus indicating a relatively high level of homogeneity both within the sub-group and with the test as a whole.

Table 6.4:

Individual item correlations for the sub-group.

Item.	Correlation.
7	0.408
19	0.507
21	0.497
30	0.587
42	0.609

Category 7: Perceptions of Teacher - Performance.

Items: 8, 20, 31, 43.

This group of items dealt with students' perceptions of three basic aspects of teacher performance, namely:

(i) The teacher's ability to make school work interesting.

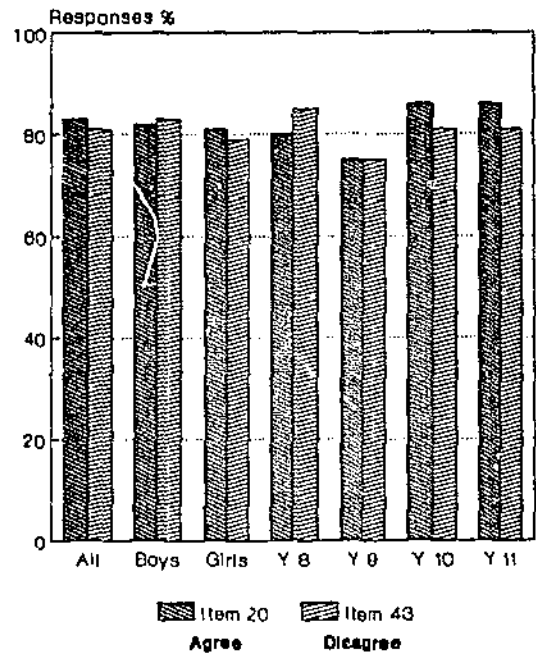
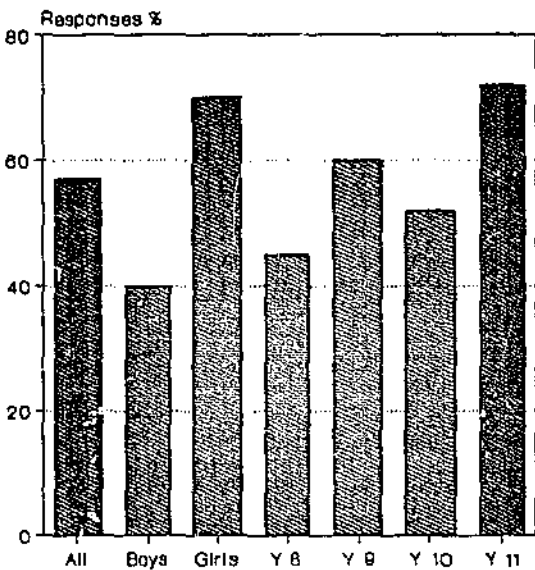
(ii) The teacher's willingness to help students with work related problems.

(iii) The teacher's ability to control his/her classes.

Item 8 stated: "The teachers make most of the subjects interesting." Responses were approximately evenly divided with 57% of the group disagreeing with the statement. Girls were more likely, however, to disagree (see Figure 6.13). These response patterns bear similarity to the responses given to Items 6, 18, 25 and 41 which indicated that girls found school work to be less interesting and enjoyable than did the boys.

Figure 6.13: Levels of disagreement with Item 8.

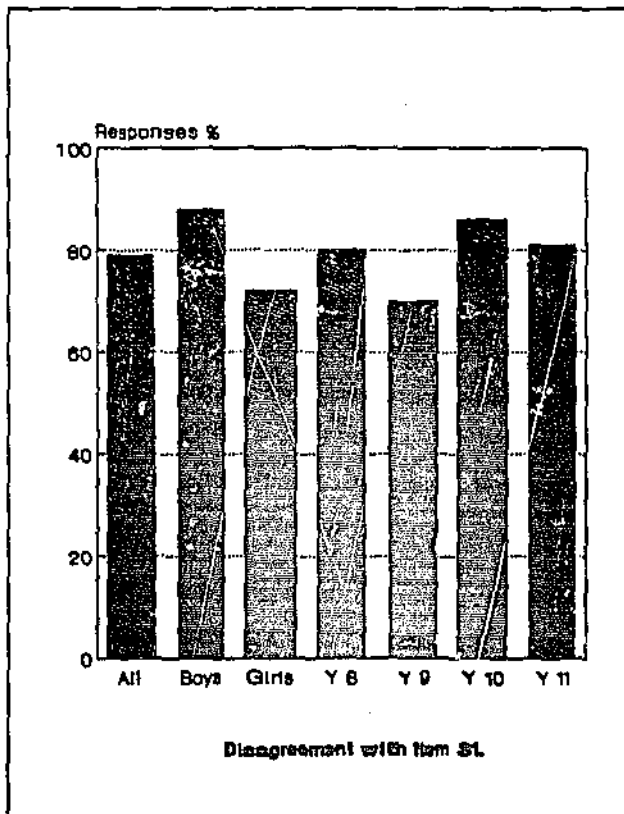
Figure 6.14: Students' perceptions of teacher helpfulness.



Responses to Items 20 and 43 indicated, by comparison, that students generally felt that teachers tried to help students when aspects of school work were proving to be too difficult. More than 80% overall indicated in their responses to these two items that teachers were generally seen to be helpful, with girls and year nine students being a little less enthusiastic in their responses as can be seen in Figure 6.14 (above).

With regard to the issue of teacher control in the classroom, responses to Item 31 showed that some 79% of students felt that most teachers were able to control their classes. However year 9 girls were, once again (as Figure 6.15 shows), a little less likely to agree.

Figure 6.15: Positive perceptions of teacher - control.



Category 8: Perceptions of Family Attitudes Toward School.

Items: 10, 15, 22, 33, 45, 55.

Responses to these items generally indicate that students feel that their parents hold schooling and education in high regard. In excess of 97% of students, were in agreement with Item 22 ("My family want me to do well at school."), 61% strongly agreed. A small percentage (7%), however, felt that their parents did not really show much interest in the school (Item 33) and indeed almost 25% felt that they would like their parents to show more interest in the school (Item 15).

Almost 99% agreed with the statement in Item 45 ("My family think that a good education is important."), with one nil-response, yet 7%, in responding to Item 55 indicated that their parents do not encourage them to stay at school. Figures 6.16 and 6.17 illustrate the comparison of the negative responses to Items 33 and 55 across gender and year groups.

Figure 6.16: Students indicating that parents should show more interest in their school.

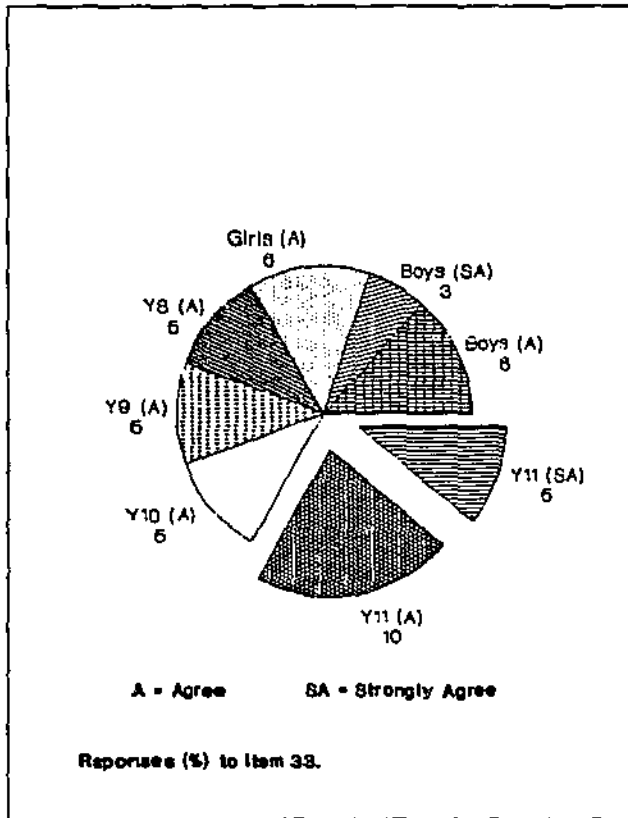
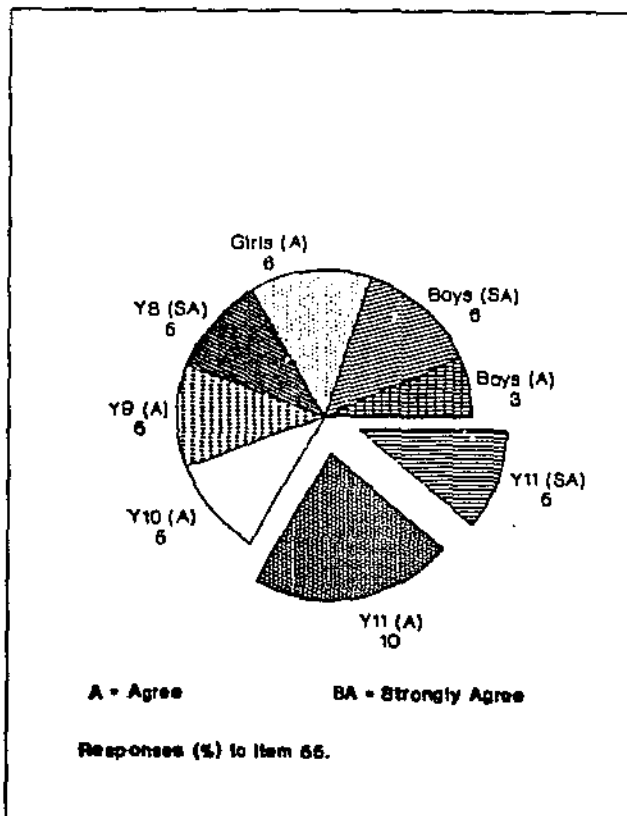


Figure 6.17: Students who feel that parents do not encourage them to stay at school.



Category 9: Perceptions of Teachers' Attitudes Toward Students.

Items: 11, 12, 24, 26, 35, 37, 47, 57.

This is another important group of items as it has direct relevance to the effectiveness of pastoral care, in that the responses provide telling information as to how students perceive the attitudes teachers have toward themselves and their peers. The major issues dealt with in this group are listed thus:

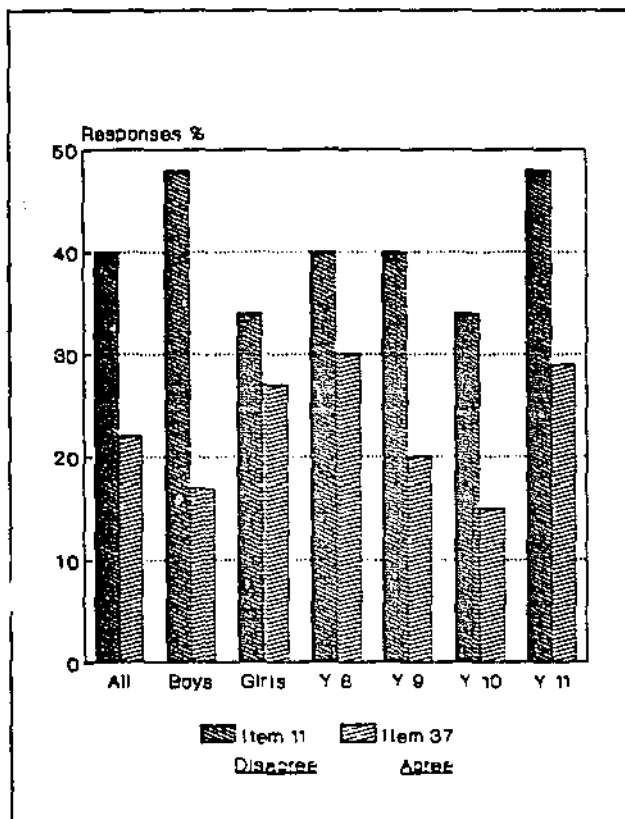
- * Whether or not teachers care about and understand students. (Items 11 & 37)
- * Whether or not teachers are prepared to help students with problems. (Item 35)
- * Whether or not teachers are fair in their dealings with students. (Items 12 & 26).
- * Whether or not teachers are genuinely interested in the needs and opinions of students. (Item 57).
- * Whether or not teachers like/respect the students. (Items 24 & 47).

In response to Item 11 ("Most of the teachers seem to care about the students' feelings.") the level of disagreement was relatively high at 40% of the total group, with the strongest levels of disagreement being amongst boys at years 8, 9 and particularly 11. Girls, in response to other items, tended to indicate a more negative attitude than boys, yet in this item the boys stand out as the group that most strongly felt that teachers do not care about their feelings (see Figure 6.18). This may be a reflection of the fact that boys in the school are more likely to be the subjects of disciplinary actions

such as detentions. This observed phenomenon will be further discussed in Chapter 7.

Responses to Item 37 ("Most of my teachers are not understanding.") contrast with Item 11 somewhat in terms of the relative attitudes of girls and boys (see also Figure 6.18).

Figure 6.18: Students' perceptions of teacher-care and understanding.



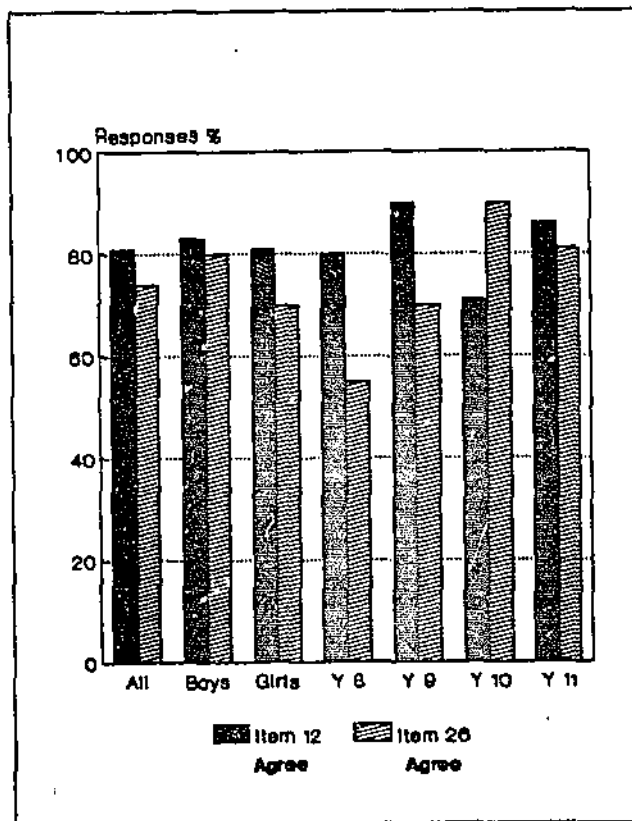
The great majority of students (79%) agreed in Item 35 that most teachers are willing to help students with problems. The item does not specify as to the type of problems, e.g. academic or personal, therefore the researcher may only make the assumption that respondents would have made their own interpretations. Boys at Year 9 level seemed to be the least likely to agree, however Year 11 students agreed most

heartily (91%).

Responses to Items 12 and 26 provide interesting contrasts. Whilst almost 82% of respondents felt that some teachers pick on the students (Item 12), 74% in response to Item 26 said that most of the teachers are fair in their dealings with students.

Figure 6.19 shows that agreement with the statement in Item 12 was spread quite evenly across all groups, and indicates that Year 8 and 9 girls were a little less likely to find teachers to be fair.

Figure 6.19: Students' perceptions of teacher-fairness.



A large percentage (43% overall) indicated, in responding to Item 57, that "Most teachers at this school are not interested in the opinions of students". This attitude appeared to be strongest amongst Year 8 and 10 boys (see Figure 6.20) who seemed to be the groups most likely respond to the statement with a "strongly agree".

With a response pattern similar to Item 12, some 80% of respondents indicated, at Item 47, that some of the teachers did not seem to like students. However in responding to Item 24, 62% indicated that most teachers appeared to respect students. Girls across all year groups were less inclined to agree (see Figure 6.21).

Figure 6.20: Agreement and strong-agreement with Item 57

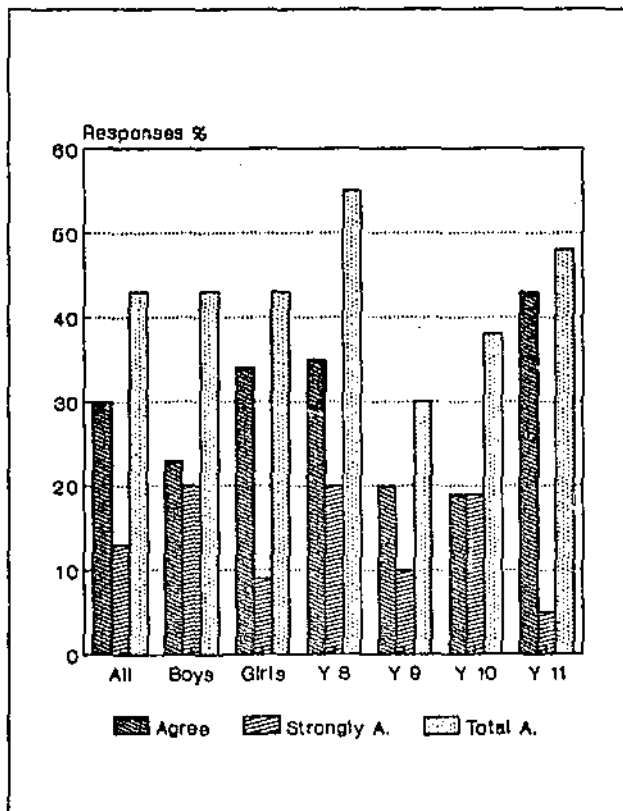
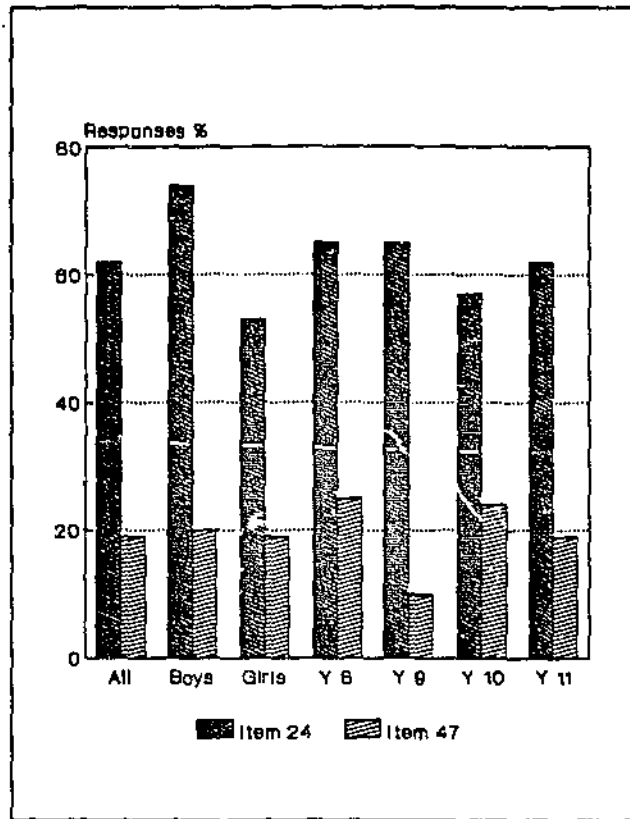


Figure 6.21: Students' perceptions of teacher - respect for, and liking of students.



The significance of the responses to the above group of items will be discussed in the following chapter.

Category 10: The Quality of Respect and Care Between People.

Items: 46 & 56.

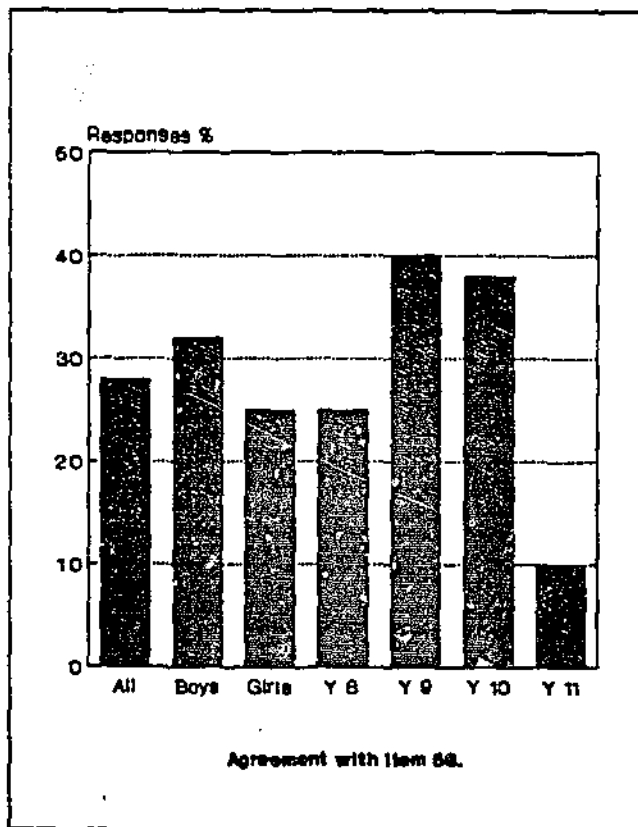
These two items were separated out to form a new sub-group as the nature of the relationships, to which the items allude, have not been specified as either student-teacher relationships or student-peer relationships. The items simply refer to relationships between people.

Respondents at Item 46 indicated with 75% agreement that they felt that people at the school were taught to respect one

another with the Year 9 girls showing a slightly lower level of agreement.

A similar majority (72% overall), disagreed with the statement in Item 56 ("At this school people don't seem to care about each other.") Boys at Years 9 and 10 were more likely than other groups to agree with the statement. This trend may reflect the potential bullying amongst some groups of boys, as mentioned earlier, or the higher frequency of boys being subject to disciplinary action by teachers. Response patterns for these two items may be examined in Figure 6.22.

Figure 6.22: Students' perceptions of caring attitudes between people at the school.



6.4: Summary

The preceding section presented the findings of the attitude survey. The following is a summary of the significant trends arising from that part of the data collection. These trends are presented within the ten categorised sub-groups previously described.

Emergent Trends.

Category 1: The majority of students in all year and gender groups appear to be happy to be at the school and do not desire to attend a different school. Two groups, however (year 9 girls and year 11 students), were somewhat more negative than others.

Category 2: An apparent dichotomy appeared in this category, between the concepts of liking teachers and respecting teachers. The data indicated that an overall majority liked their teachers yet a much larger majority admitted to respecting their teachers. Year 9 girls and year 11 students were once again somewhat more negative in their responses.

A relatively large group indicated that they did not feel that there was a teacher at the school to whom they could go for help or advice. Boys were more likely than girls to share these feelings.

Category 3: This category indicated that the majority of students value their peer friendships and relationships yet, they do not necessarily trust all of their peers due to the possibility of theft of personal belongings or bullying

amongst certain groups. Year 9 girls and year 11 students (again) stood out as the groups most likely to feel that their belongings were not safe.

Category 4: The items in this category were designed to gain perceptions of the students' attitudes toward school administration and the apparent fairness of rules and discipline. The data indicated that a significant number, approximately 30%, were to some degree dissatisfied with the quality of administration. On the issue of the fairness of the rules, a large group, predominantly year 9 students, felt that many of the rules were unfair.

Category 5: Data gathered in this category indicated that a notably large group found much of their school work to be "boring" and of little consequence. Girls, particularly those at year 9 level, and students at year 11, appeared to have the most negative attitudes toward school work. Boys at all year levels appeared to be more enthusiastic about school work than the girls.

Category 6: Students' attitudes toward the significance of education and schooling were generally shown to be very positive which contrasts to some degree with the findings evident in the previous category.

Category 7: The findings of this category suggested that about half of the students felt that teachers were to some degree responsible for the low levels of interest students have for their school work. A majority suggested that some of the teachers do not try to make school work interesting or enjoyable. However, a larger group felt that most teachers

provide adequate help to students who experienced difficulties.

Category 8: The responses to items in this category showed that the vast majority of the students agreed that parents held education and schooling in very high regard and that most parents were seen to be interested and supportive.

Category 9: This group of items dealt with the students' perceptions of the teachers' attitudes toward students. Opinions were quite divided as almost half of the group felt that teachers did not seem to care about students' feelings or show interest in students' opinions, and a majority indicated that some of the teachers pick on students. Despite these findings, a majority of respondents felt that most teachers were fair in their dealings with students.

Category 10: This category dealt with issues relating to the perceived quality of the interpersonal relationships and the levels of care people showed for other members of the school's community. Responses and attitudes were generally seen to be positive.

The findings of these categories, which are part of the first phase of this study, will be discussed along with the findings arising out of the open-ended survey items, the student interviews and the first round of teacher interviews, in Chapter 7. The findings of the remainder of the Phase 1 data will be presented in the following sections of this chapter.

6.5: Responses to Baseline (Part B.) Open-ended questions.

This section of the attitude survey (Part B) consisted of three items (1a,1b,1c. 2. 3.) which the respondents were asked to answer in their own words.

Response percentages in this section are calculated for the eighty-two respondents, however in many cases, one respondent may have given responses which fitted two or more categories hence the sum of response percentages across categories may, on occasions, total more than 100.

Item 1a.

"How do you generally feel about school?"

Responses were generally positive across all year groups (78% positive, 22% negative.)

Range of typical responses.

The following responses are typical within each of three broad categories of responses, namely: Positive, indefinite and negative.

Positive: "I like school." (N = 6)

"School is fun." (N = 2)

"Generally I like school." (N = 5)

Indefinite: "Some days are good, some are bad."
(N = 2)

"School is alright I suppose, I like it
some days and not others." (N = 1)

Negative: "I hate school." (N = 1)
 "School is boring." (N = 2)
 "I only come to school because I have to" (N = 1)

Table 6.5 Responses by year groups:

(Item 1a)	Positive	Negative
Year 8 (N = 20)	85%	15%
Year 9 (N = 20)	75%	25%
Year 10 (N = 21)	85%	15%
Year 11 (N = 21)	65%	35%

Item 1b.

" Why do you feel like that about school?" (Ref. Item 1a).

Range of responses:

The most common type of response (28%) related to future career aspirations and opportunities.

- * "I need a good education for the job I want."
(Y8 Girl)
- * "Because I need education for a good future."
(Y9 Girl).
- * "[School] offers me ways of getting a better education and more chance of getting a better job."
(Y10. Boy).

- * "...I don't enjoy coming to school but I don't have much choice because I would go nowhere without it in life." (Y11.Boy).

Responses relating to friends at school were the next most common type of [positive] response (19.5%):

- * "I have lots of friends at school" (Y8. Boy) .
- * "Because my friends are here." (Y9. Girl).
- * One respondent pointed out that she did not like school "...because I have not got many friends at school. Other students are always nasty to me." (Y9 Girl)

Attitudes toward teachers were the subject of the next most common group of responses, with 11% of respondents citing "the teachers" as a reason why they liked school.

A further 10% said that teachers' attitudes were a reason for not liking school.

Less typical, positive responses included:

- * "Private schools are better than Government schools." (Y8.Boy, Y10.Boy).
- * "The people care, work will benefit me later." (Y10.Boy)
- * "I like the friendly atmosphere." (Y11.Girl).
- * "I like the non-core subjects, they are not so boring." (Y9. Boy).

On the negative side, attitudes toward, and relationships with teachers, comprised the majority of responses. As was already noted above, 10% of participants said that teachers' attitudes were a reason for not liking school.

Typical responses included:

- * "...teachers make it hard if they pick on you."
(Y9.Boy).
- * "...some of the teachers are really unreasonable."
(Y9.Girl).
- * "Teachers are sometimes too strict." (Y10.Boy).
- * "Teachers should find out the full story before convicting anyone of rule breaking." (Y10.Boy).
- * "Generally I don't like some teachers' attitudes toward students." (Y11.Girl).

Less typical negative responses related to:

- * Dislike for school rules.
- * Dislike of the uniform.
- * Dissatisfaction with curriculum offerings.
- * Stress due to pressure to perform.
- * Dislike of homework.

Item 1c.

"What could teachers do to make you feel happier [at school]."

Range of responses.

The most significant group of responses related to relationships between students and teachers. 42% of respondents across the four year groups gave answers indicating how they felt teachers should improve teacher - student relationships.

Some typical responses included:

- * "Don't pick on kids..." (Y8. Boy).
- * "[Teachers] Pick on you make you get detensions (sic)." (Y9. Boy).
- * " [Teachers should] be friendly." (Y9.Girl).
- * "To be more understanding of the students and the pressures they have." (Y11. Girl).
- * "Not favour people." (Y9. Girl).
- * "[Teachers should] be more understanding" (Y10. Boy).
- * "[Teachers should] mind their own business. Show a bit more care about (sic) your work. Don't (sic) snap at you just because they aren't happy." (Y11.Girl).

The second largest group of responses (17%) referred to teachers making school and classes more enjoyable:

- * "Make it [school] more enjoyable with more fun things to do." (Y8.Girl).
- * "Make learning more fun and interesting." (Y9.Girl).
- * "[Provide] More interesting activities." (Y10.Girl).
- * "Understand what we want, make lessons more enjoyable..." (Y10.Boy).
- * "...make classes more enjoyable." (Y11.Boy).

A further group (11%) gave responses which suggested that teachers should take more interest in students at a personal level. Such responses included:

- * "Take more interest in what [I] have to say." (Y8.Girl).
- * "[Teachers should] Get to know students better, be interested in their opinions". (Y9.Girl).
- * "Make students feel more comfortable." (Y11.Boy).

Item 2:

"What are the things about school you would most like to see changed?"

Range of responses.

By far the greatest number of responses (42%) related to dissatisfaction with school rules and uniform requirements.

Typical comments included:

- * "Give students a choice of uniform." (Y8.Girl).
- * "[Change] the uniform and some rules." (Y8.Boy).
- * "[Change] the uniform and not have the rules so strict." (Y8.Boy).
- * "Change some of the uniform rules." (Y9.Girl).
- * "Some rules should be changed." (Y10.Boy).
- * "Easier rules on students." (Y11.Boy).

The next significant group of responses (24%) concentrated on the physical facilities of the school. Calls for a gymnasium, a swimming pool, improvements to grounds, changes to the range and prices of foods offered at the canteen were common.

Typical comments included:

- * "I would like a gym and a bigger art room." (Y9.Boy).
- * "Get some fans and heaters - now!" (Y10.Boy).
- * "More facilities e.g. sports equipment. (Y10. Girl).

- * "I hate the sand blowing in our hair and eyes, I would like to see more grass. The canteen prices [should] go down." (Y9.Girl).

Relationships between teachers and students and teachers' attitudes toward students, were the subject of 20% of the responses to Item 2. These respondents generally indicated a perceived need for changes in attitude on the part of some or all teachers.

Typical responses included:

- * "[Change] some rules and some teachers." (Y8.Girl).
- * "[Change] some of the teachers. (Y9.Boy).
- * "[Change] some of the teachers attitudes towards some particular students." (Y10.Girl).
- * "Teachers should be able to be approached more with students (sic) who have problems." (Y11.Girl).
- * "[Teachers should] treat all students equally." (Y11.Girl).

The final major group of responses to this item was related to curricular needs and teaching. Some 11% of respondents indicated some perceived need for change in this area.

Typical responses in this group included:

- * "[Change] the topics." (Y8.Boy).
- * "[Provide] a better chiose (sic) of subjects."
(Y10.Girl).

The remnant of responses covered a diverse array of topics including:

- * "[Change] the way people talk to each other."
(Y8.Girl).
- * "No changes needed." (Y10.Boy)
- * "Too much homework." (Y8.Boy).
- * "[Change] some of the students." (Y10.Girl).
- * "Discipline should be stricter and more consistant
(sic)." (Y10.Boy).
- * "The school is more interested in discipline than in
teaching." (Y11.Girl).
- * "Christian Education should be optional." (Y10.Girl).
- * "We should help the environment." (Y11.Girl).

Item 3.

"What things about school do you like?"

Range of responses.

Responses to this item were dominated by three significant categories:

- i) Curriculum and subject related responses 44%
- ii) Friends and fellow students..... 39%
- iii) Relationships with teachers..... 32%

Typical category (i) responses included:

- * "[I like] some of my classes." (Y8.Girl).
- * "[I like] most teachers, sport and subjects."
(Y9.Girl).
- * "[I like] non-core subjects." (Y9.Boy).
- * "[I like] the standard of learning." (Y10.Boy).

Typical category (ii) responses included:

- * "[I like] most of the students." (Y8.Girl).
- * "Generally I like the students and most of the
teachers." (Y10.Boy).
- * "[I like] being with my friends." (Y11.Girl).

Typical category (iii) responses included:

- * "[I like] the teachers." (Y8.Boy).
- * "Some teachers are fun." (Y9.Girl).

* "[I like] some of the teachers." (Y9.Boy, Y10.Boy, Y10. Girl, Y11. Girl).

* "[I like] communications with a lot of students and teachers." (Y10.Girl).

The next most notable group of responses (15%) related to "hometime, lunchtime and recess time" as the parts of the school day they most liked. It is worthy of note that the responses of Year 11 students comprised more than half of this group.

The remaining responses were largely atypical, for example:

* "[I like] the school's attitude towards schooling and education." (Y10.Boy).

* "[I like] the pleasant surroundings and the standard of dress." (Y10.Boy).

* "[I like] the library." (Y9.Girl).

* "[I like] everything." (Y11.Boy).

* "[I like] the newness of the school and the caring atmosphere." (Y10.Girl).

6.6 Summary.

This small group of open-ended items served to highlight and contextualise some of the significant issues and attitudes alluded to in the first part of the attitude survey. The

following is a short summary of the emergent trends arising from these data.

Emergent Trends.

The first three items (1a, 1b and 1c) dealt with the students' general feelings toward school. The findings were, for the majority, positive with comments such as "I like school" being amongst the typical responses. The reasons offered for liking school included the students' accepted need for a good education, the presence of close friends at school and good relationships with teachers.

The quality of student-teacher relationships was also cited, by a significant minority, as a reason why they did not enjoy school. The other most significant group of reasons for not liking school was related to dissatisfaction with, and the perceived unfairness of some of the rules of the school.

Item 2 asked respondents to nominate the aspects of the school they would most like to see changed. The majority of responses fell into four categories, namely:

- * Desired changes to school rules and uniform rules.
- * Desired changes and improvements to the school's facilities.
- * Desired changes to the quality of student - teacher relationships.
- * Desired changes to the school's curriculum.

The final item in this section bore some relationship with the previous one and asked the participants to say what they

most liked about school. The three major categories of responses were as follows:

- * Curriculum related.
- * Friends and peer relationships.
- * Student - Teacher relationships.

6.7: Phase 1: Interview Data. (Students).

The following is a collection of the typical and atypical responses given by students to the interview schedule. Responses have been listed in descending order according to simple frequencies in their emergent categories. The number of responses varies from item to item as some participants gave multiple responses, i.e. responses which satisfied more than one category. For each item the number of responses is indicated thus: (N = x).

Item 1. Would you generally say that you are happy or unhappy to be at this school?

Responses (N = 20)

Happy.....	85%
Unhappy.....	10%
Undecided.....	5%

Item 2. (Relative to Item 1) Why?

Responses to this item fell into eleven categories: Eight positive, two negative and one ambivalent. The following

list shows the percentage of responses in each category.

(N = 28)

Positive Responses.

- 1. Friendly atmosphere in the school..... 25.0%
- 2. This school has good teachers..... 14.3%
- 3. This school has teachers who care..... 10.7%
- 4. Provides a good standard of education..... 10.7%
- 5. Because it is a good school..... 7.1%
- 6. Because of my friends..... 7.1%
- 7. Good student/teacher relationships..... 7.1%
- 8. Good student/student relationships..... 7.1%

Negative Responses.

- 9. Not like some of the teachers..... 3.6%
- 10. Too much pressure..... 3.6%

Ambivalent Responses.

- 11. Parents' choice..... 3.6%

Item 3. What do you most like about this school?

Responses to item three fell into a similar group of eight categories. (N = 23).

- 1. Friends 21.7%
- 2. Good teacher/student relationships..... 21.7%
- 3. Good student/student relationships..... 17.4%
- 4. Teachers spend time with students..... 13.0%
- 5. Friendly atmosphere..... 8.7%
- 6. A good range of subjects and activities... 8.7%
- 7. Good discipline 4.3%
- 8. Small size of the school..... 4.3%

Item 4. What do you dislike about this school?

Responses to item four divided into nine categories: (N = 26)

- | | |
|---|-------|
| 1. Grounds and facilities..... | 23.1% |
| 2. Some rules and discipline (too strict)..... | 23.1% |
| 3. Dissatisfaction with certain subjects..... | 19.2% |
| 4. No significant dislikes..... | 11.5% |
| 5. Not like some teachers..... | 7.7% |
| 6. Would like to change form class..... | 3.8% |
| 7. Would like a wider range of sports & activities. | 3.8% |
| 8. The school is too small..... | 3.8% |
| 9. Poor student/student relationships..... | 3.8% |

Item 5. Is there any part of the daily routine that you particularly like or dislike?

There was a wide range of points of view in the responses to this item. The majority of responses (56.5%) related to the re-structured form time. The restructuring had taken place a few weeks prior to these interviews being conducted. The prior arrangements had been that form time was held immediately following the morning recess break and lasted for twenty five minutes. The new arrangement moved form time to the beginning of the day for a much shorter duration of only ten minutes.

Categories of responses. Item 5. (N = 23):

1. Prefer the new (shorter) form time.....	21.7%
2. Do not like new form time (too short).....	17.4%
3. Do not like assemblies	13.0%
4. Enjoy form time (but too short).....	8.7%
5. See no value in form time.....	8.7%
6. Daily timetable is good.....	8.7%
7. Lunchtime should be longer.....	8.7%
8. Timetable is confusing.....	8.7%
9. No significant complaints.....	4.3%

Item 6. Do you feel that the teachers at this school are interested in "you" or are they just interested in teaching lessons?

All participants answered positively to this item, i.e. they considered that the teachers are interested in the individual student's needs. However, 20% of participants qualified their answers by suggesting that not all teachers showed this level of care for individuals.

Categories of responses (N = 24):

1. Teachers are interested in individuals.....	66.7%
2. Teachers care.....	12.5%
3. Teachers are helpful.....	8.3%
4. Some teachers are not interested in individuals	8.3%
5. Some teachers give up on some kids.....	4.2%

Item 7. (a) Is there a particular teacher or teachers who you feel you can talk to if you have a problem? - i.e. someone who will listen and help if they can.

(b) Would include your form teacher?

The responses to this item were generally simple "yes" or "no" answers for both parts of the question.

Responses Part (a). (N = 20).

Yes.....	85.0%
No.....	15.0%

Responses Part (b). (N = 20).

Yes.....	55.0%
No.....	45.0%

One student (Y.11 Girl) commented that she "...wouldn't discuss [her] problems with any teacher because they would be spread around the staffroom." However this response was quite atypical.

Item 8. (a). Do you think students are subjected to too many rules?

(b). Are the rules fair?

The responses to parts (a) and (b) were divided.

Responses - part (a). (N = 20).

Yes	55%
No	45%

Responses - part (b). (N = 20)

Fair.....	100%
-----------	------

Note should be taken, that while all participants felt that the rules were generally "fair", several added qualifying remarks:

- * "Rules relating to behaviour outside of school time are unfair." (Y9. Boy).
- * "Some of the uniform rules are unfair." (Y8.Boy).
- * "Most of the rules are fair." (Y11. Girl, Y10. Girl).

33% of participants felt that some of the rules are "petty".

Item 9. Do you think that teachers should do more for students than just teach their subjects?

Responses to this item tended to be simple "yes" or "no" answers with some participants adding qualifying comments.

Responses (N = 20).

Yes.....	80%
No.....	20%

Comments:

* "Teachers have a responsibility to prepare students for life." (Y11.Girl)

* " Provide activities for students and teachers to get to know each other." (Y8.Boy).

* " They should listen to students if they have problems." (Y8.Girl)

* "Teachers should do more, for example, teach us how to socialise, make friends and care for people." (Y9.Boy).

* "Students probably want to get to know teachers; teachers probably want to just teach." (Y11. Boy).

* "It shouldn't be expected but it does happen - which is good. Most teachers do extra." (Y11. Boy)

Item 10. (a). Do you think your parent(s) are interested in what happens to you at school?

(b). Are they just concerned about academic performance?

(c). Do they consider your happiness at school to be important?

Responses to parts (a), (b) and (c) were categorised as simple "yes" or "no" answers.

Responses - part (a). (N = 20).

Yes..... 100%

Responses - part (b). (N = 20).

Yes 15%

No 85%

Responses - part (c). (N = 20).

Yes 95%

No 5%

Item 11. Do you think there is a link between being happy at school and academic performance?

Responses were categorised into "yes" or "no" answers.

Responses (N = 20).

Yes	95%
No	5%

Comments:

- * "When a person is worried or unhappy they don't tend to pay attention to their work." (Y8. Boy).
- * "If you are in a happy atmosphere you will feel good and work better because your thoughts won't be distracted by other things." (Y9.Boy).

6.8: Summary.

The eleven items of the student interview schedule were designed to gain a broader understanding of students' attitudes toward the school, the daily routines and rules, student - teacher relationships, perceptions of levels of care shown to students, perceptions of the (pastoral) roles of teachers, perceptions of parents' attitudes toward schooling and perceptions of the relative importance of being happy at school.

Responses once again indicated that the majority of students were generally happy with the school. Relationships with

friends, peers and teachers were cited as the major reasons for liking school. Dissatisfaction with some of the rules, curriculum offerings, and facilities were, by comparison, the major reasons cited for disliking the school. Interpersonal relationships were infrequently cited as reasons for disliking school.

Responses were varied with respect to students' attitudes toward form-time with a significant minority of respondents indicating some dissatisfaction with either the format, the timing or the form-teacher. Almost half of the respondents indicated that they would not discuss personal matters with their form teacher.

Students' perceptions of the pastoral care role of teachers were sought in Item 9. The vast majority of respondents indicated that they expected more of teachers than "just teaching". Almost 100% indicated that they felt that a student was more likely to perform well at school if he or she was happy to be at school. Participants to this stage seem to be indicating a strong link between the quality of relationships and the student's happiness at school. This relationship will be further examined in the next chapter.

The following section presents the data gained from the first round of interviews with teachers.

6.9: Phase 1: Interview data. (Teachers.)

The following is a display of data gathered from teachers in the first phase of data collection. Similar to the student interview data, the responses to each item have been listed in descending order according to frequencies within emergent categories. The number of responses varies from item to item as some participants provided responses which satisfied several categories. For each item the number of responses is indicated thus: (N = x).

The interview schedule included five items.

Item 1: What do you understand by the term "Pastoral Care" ?

This item elicited various responses which were grouped into nine broad categories. (N = 33).

- | | |
|--|-------|
| 1. Meeting the needs of 'the whole student'..... | 24.2% |
| 2. Promoting good teacher/student relationships... | 18.2% |
| 3. Treating students as individuals | 12.1% |
| 4. Emphasis on the moral, emotional & spiritual needs. | 12.1% |
| 5. Developing a caring school climate..... | 9.1% |
| 6. Enhancing student 'happiness' and thus performance. | 9.1% |
| 7. Providing a 'safety net' for 'at - risk' students. | 6.1% |
| 8. Providing guidance and counselling | 6.1% |
| 9. A fair and effective discipline policy | 3.0% |

Some comments on Item 1.

* "Pastoral care is something that happens between students and teachers both in and out of the classroom. It is very difficult to define but the "something" should happen during all interactions." (Male 14th Year).

* "Looking after the best interests of kids; advising, helping and intervening where necessary." (Male 6th Year).

* "Making sure that all the needs of my students are met; e.g. emotional, educational and spiritual. Providing a happy atmosphere." (Female 15th Year).

* "Looking after the personal, moral and emotional development of students. Making sure they are happy at school and gaining maximum benefits." (Male 11th Year).

Item 2: What kinds of things do you consider that students expect to gain from being at school?

Responses to this item fell into 11 categories. (N = 42).

1. Building friendships 19.0%
2. Certification relative to career plans..... 19.0%
3. A broad based education 14.3%
4. Academic achievement due to work 11.9%
5. Careers information and guidance (life skills).. 7.1%
6. A sense of belonging 7.1%
7. Support from teachers 4.8%
8. Leisure/sporting activities 4.8%

9. Something for nothing (e.g. "Marks without work")..	4.8%
10. Security	4.8%
11. Teachers as role models	2.4%

Item 3: Do students expect more from teachers than just 'teaching'?

In response to this item, 73% of the teachers felt that students do expect more from teachers than just the teaching of their subjects. Teachers' perceptions of these expectations included:

- * Students want help in times of need.
- * Students expect teachers to care about them as individuals.
- * Students sometimes want to talk with teachers about (personal) problems.
- * Students expect teachers to be "accessible".
- * Students expect teachers to provide security.
- * Students expect teachers to arbitrate in arguments.

Atypical Responses.

- * Students do not like teachers to interfere in their personal lives.
- * Students consider that teachers are there to "teach".

Item 4: Do students value the pastoral work done by teachers?

Responses to this item divided into 6 categories. (N = 22).

1. Students are largely unaware of the pastoral work done by teachers..... 31.8%
2. Students (generally) do not value pastoral care. 31.8%
3. Students appreciate personal contact/friendship. 13.6%
4. Pastoral work is only valued in times of need.... 9.1%
5. Students resent close contact (interference)..... 9.1%
6. Students like to talk to teachers when they cannot talk to parents..... 4.5%

Item 5: If you were to single out a "group" of students within the school whom you consider is in need of extra help, guidance or care, who would it be ? and why?

In response to this item the following groups were identified: (N = 16).

1. The current senior year group (Yr.11)..... 31.3%
2. 15 year old school-leavers 12.4%
3. The "very-bright" or gifted students 12.4%
4. Students with learning difficulties..... 12.4%
5. Year 9 & 10 boys..... 6.3%
6. Year 9 & 10 Students 6.3%
7. Low - ability year 9 students 6.3%
8. Year 8 students 6.3%
9. Children from broken homes 6.3%

Reasons given for the identification of the above groups:

Group.	Reasons.
1.	<ul style="list-style-type: none">* As the foundation students they lack role models.* They do not appear to have the same level of maturity as senior students from other schools.* They have low group and personal expectations.* Many of them do not understand the expectations placed upon them.* They generally demonstrate a poor attitude to academic work.
2.	<ul style="list-style-type: none">* They lack clear goals and career paths.* They lack motivation.* They do not seem to plan for the future.
3.	<ul style="list-style-type: none">* Are they sufficiently stimulated?
4.	<ul style="list-style-type: none">* Do we have the appropriate back-up?* They lack proper care and attention.
5.	<ul style="list-style-type: none">* Many find the classroom environment difficult to cope with.
6.	<ul style="list-style-type: none">* Tend to be "lost in the middle; too old and too young".
7.	<ul style="list-style-type: none">* Not coping with academic demands - still one and a half years to go before they can leave school.

Group.

Reason

- 8. * May feel rather lost; some need remedial care.
- 9. * Need extra care; possibly counselling.

The following comment was added by a teacher:

* "It would be good to cater adequately for all problem-groups, but in reality, we cannot due to lack of money, time and expertise. Therefore we must be realistic and deal with those with whom we can cope. Our training is designed to enable us to cope with the "normal" range students - specialists must handle the others."

(Male 17th year).

6.10: Summary.

The first round of interviews with teachers was intended to gain teachers' perspectives on some of the major issues covered in the student attitude survey and interviews. A presentation of the findings was presented in this section.

Emergent Trends.

Teachers were firstly asked to define "Pastoral Care". Teachers' perceptions of pastoral care could be divided into two broad groups: (i) The building and encouragement of positive relationships between teachers and students (i.e. people - oriented), and (ii) the provision of adequate and

appropriate facilities and structures for pastoral care (i.e. means - oriented). The majority of responses were "people - oriented".

A large number of teachers felt that students would place academic achievement at the top of their list of school based priorities with the building of friendships being somewhat of a minority expectation.

A majority of the teachers felt that students probably had expectations of teachers to perform a pastoral role beyond subject teaching. Yet many teachers suggested that the students were largely unaware of the pastoral work done by teachers and that they showed little regard for it by taking pastoral work for granted. Some teachers felt that students only approached teachers on a personal level in times of need.

When asked to nominate an identifiable group of students perceived to be in need of special care, the (then) current senior year group (Year 11) was the group most commonly identified.

The data collected at the first phase of this study, through means of the attitude survey, the student interviews and the first round of teacher interviews, have been concerned with gaining an understanding of the pastoral needs of students. From the analysis of the data to this stage, the following general trends have emerged which give strong indications as to the pastoral needs of the students, expressed here as pastoral care priorities, from the points of view of students and teachers.

Students' perceptions of pastoral care priorities.

1. The importance of good relationships with teachers.
2. The importance of good peer relationships and support.
3. Being able to trust teachers with personal matters.
4. Having a secure school environment.
5. Having a consistent and fair discipline system.
6. Being treated and respected as an individual.
7. Having confidence in the quality of teaching and learning.
8. Enjoyment of the physical environment and facilities.
9. Having family/parental support.

Teachers, Perceptions of Pastoral Care Priorities.

1. Students value good relationships with teachers.
2. Students expect help in times of difficulty.
3. Students expect fair discipline.
4. Students want to be treated as individuals.
5. Students want to feel secure and happy at school.
6. Special attention needed for "special" groups.

The following section of this chapter presents the findings of the second phase of the data collection.

6.11: Phase 2: Findings from the Staff Discussion Session.

Part 1: Teachers' Perceptions of the Pastoral Needs of Students.

Having been presented with a summary of the findings from the attitude survey, the student interviews and the teacher interviews, teachers were asked, within the context of the group discussion session, to nominate their perceptions of the needs of students with relation to pastoral care. Table 6.6 summarises the teachers' input in order of priority.

Table 6.6: Teachers' Perceptions of Pastoral Needs.

Students need...

1. A caring environment.
 2. Caring teachers.
 3. Fairness in disciplinary matters.
 4. Consistency..... in application of rules.
 " in teacher behaviour.
 " in relationships with teachers.
 5. Teachers to be approachable.
 6. Teachers who will listen.
 7. A secure and stable environment.
 8. Friendships with both peers and teachers .
 9. Positive reinforcement.
 10. Organised social activities.
 11. Encouragement and motivation to improve/maintain academic standards. (Girls especially).
 12. School identity and a sense of belonging.
 13. Teachers with a sense of humour.
-

Part 2: Perceptions of the Needs of Teachers to be Effective

Pastoral - Carers.

Following some discussion upon the list of perceived student pastoral needs, the teachers were then divided into sub-groups for the purpose of answering a series of specific questions (see Appendix 5) relating to the needs and requirements of teachers as providers of pastoral care. The groups were stratified according to number of years of teaching-experience, as was described in Chapter 5.

Table 6.7: Sub-group stratification.

Group A	1 - 5 Years.
Group B	6 - 10 Years.
Group C	11 - 15 Years.
Group D	16 + Years.

The following is a summary of the findings from the small group discussions.

Item 1. Are the teachers working within this school's pastoral care system able to meet the needs of students?

Group A:

- * The form period is inappropriate as it is too short and allows for administrative matters only.
- * Student needs are met in normal classes and through extra curricular activities.
- * It is not appropriate to formalise pastoral care.

Group B:

- * Teachers are able to meet the majority of student needs.
- * Smaller form classes would enhance this situation.

Group C:

- * Yes - in theory, though this does not always follow in practice.
- * Teachers are often successful in dealing with the needs of students.

Group D:

- * The system allows for the meeting of student needs.
- * Some needs are out of the teacher's range e.g peer relationships.
- * It is difficult to be fully aware of student needs.
- * Teachers lack the training to deal with certain needs.

Item 2. What changes would be needed to our pastoral care system to enable teachers to deal more effectively with student needs?

Group A:

- * Run extra curricular clubs and activities periods instead of form times.
- * Increase class-contact time.
- * The appointment of a full time Careers Counsellor or Y.E.O (Youth Education Officer) would help. Such a person should be independent of the teaching staff so that students would feel comfortable when discussing problems.

Group B:

- * Increase student - teacher contact.
- * Longer form periods not seen as useful.

Group C:

- * Smaller class sizes would allow for greater involvement with individual students.
- * Reduce the size of form classes or adopt a team-teaching approach to form classes e.g. two teachers with a large form class.
- * Form classes should be re-organised into house based groups.

Group D:

- * Increase form time to fifteen minutes per day.
- * Acceptance by teachers that effective pastoral care cannot be accomplished simply in the form time.
- * Acceptance of pastoral role and responsibility by all teachers.
- * Appointment of trained counsellor to deal with difficult or crisis cases.

Item 3. What do teachers need in terms of professional development to be able to fulfill adequately their pastoral care responsibilities?

Group A:

- * Teachers need to be cared for before they can provide care.
- * Development of listening skills.
- * Personality has a large role to play.

Group B:

- * Training in counselling skills.
- * Development of listening skills.
- * In-service training relevant to pastoral care.
- * Networking amongst staff to help deal with problems.

Group C:

- * Guest speakers (practitioners) to help develop skills and strategies.

Group D:

- * Training in counselling skills.
- * Refresher courses in educational psychology.
- * Learning to recognise crisis points in students and knowing when to contact professional help.

Item 4. Is it a reasonable expectation that all teachers should be involved in pastoral care?

Group A:

- * Yes - it cannot be avoided.

Group B:

- * All teachers should be involved in the total care of the student.
- * It is not reasonable to expect teachers to act as counsellors as they are not trained for that role.

Group C:

- * Yes - it is a function of teaching.

Group D:

- * A good teacher will be automatically involved.
- * Pastoral care is going on all the time.

Item 5. Are trainee teachers given adequate preparation to deal with the pastoral care expectations?

Group A:

- * Yes - in college lectures.
- * Not during teaching practice.
- * There is an emphasis in lectures on student discipline and theory - U.S.A. based.

Group B:

- * No (definitely not).
- * Personal qualities should be considered.

Group C:

* No - training institutions only provide a basic grounding, rather like learning to drive where experience is probably the best teacher.

Group D: No response.

6.12: Summary.

The preceding section provided a summarised display of the data gathered from teachers in the staff discussion session. During the session they were asked to consider the pastoral care needs of both students and teachers in the context of the provisions of the school's pastoral care system. The teachers' perceptions of students' needs were displayed in Table 6.6. Perceptions relevant to the needs of teachers were provided on the responses to the five discussion questions.

Some of the important points arising from the discussion questions related to the expectations placed upon teachers to fulfill the pastoral role. These included: the ability and preparedness of individual teachers to provide adequate and appropriate care; the need for in-service and pre-service training in pastoral care skills; and suggested changes and improvements to the school's structures and provisions.

The following section presents data gained from the face to face interviews with teachers. These interviews were held in the weeks immediately following the staff discussion session.

6.13: Phase 2: Interview Data. (Teachers).

The following is a display of the data gathered from teachers at the school during the second phase of data collection, in the form of face to face interviews. Approximately 30% of the secondary teaching staff were interviewed during this phase.

The interview schedule comprised six items (see Appendix 6) . The items were designed to gain information about the teachers' perceptions of their ability and preparedness to be effective pastoral carers within the context of the school, and to gain some understanding of their needs in order to enhance their abilities in the area of pastoral care.

Responses to the items have been listed in their emergent categories in descending order according to frequencies. Pertinent comments have also been included. The number of responses varies from item to item as some respondents provided answers which satisfy several of the emergent categories. In each case the number of responses is indicated thus: (N = x).

Item 1.

Do you consider the pastoral care and administrative structures of this school are adequately providing for the pastoral care needs of the students?

Categories of responses. (N = 23).

The responses are grouped into two broad categories the first being positive in which respondents indicated strengths of the structures in terms of pastoral care, and the second category indicating weaknesses of the system/structure.

Category (i): Strengths 60.8%
Category (ii): Weaknesses 39.2%

Strengths indicated in category (i):

- * Form - group system works well for most students and teachers.
- * Combined form/house system seen to be an effective safety net for at-risk students.
- * Communication at daily morning-staff-meetings seen to be useful in keeping teachers in touch with current events relating to particular students.
- * The school's policies of "Assertive Discipline" and positive reinforcement of students seen to be helpful.

Weaknesses indicated in category (ii).

* Insufficient time available for Year Heads and Form Teachers to be fully effective in terms of a) individual student contacts; b) year/form administrative matters; c) personal contact with parents.

* Private interview rooms are needed.

* Structures may cause teachers to have a narrow, separatist view of pastoral care within the school.

* Pastoral care should be considered as part of the total curriculum rather than an entity within itself.

* The form structure may limit some students in their contact with teachers other than their form teachers.

* Form classes may be too large to be effective.

Pertinent Comments re. Item 1.

* "The structures generally work well but pastoral care cannot be structured into fixed timeslots." (Male. 1st. Year).

* "The structure itself is not so important. The student - teacher relationships are the important things. The individual teacher has his or her own way of dealing with pastoral care; organising a 'bunch of activities' is not necessarily pastoral care." (Female. 6th. Year).

* "On the whole - yes. The house/form infrastructure is set up to work for the student body as a whole; some individuals still slip through the net." (Male. 12th.Year).

* "Pastoral care is happening, which may or may not be due to the structures. The form structure does not necessarily have much impact because of the short time. It depends on the individual teacher." (Male.1st. Year).

* "It is good that all levels of the school administration are seen to be involved with students - students can see that they are not just numbers." (Male. 15th. Year).

Item 2.

What sorts of modifications would you see as being appropriate to make the systems/structures more effective?

Responses to this item divided into six broad categories.

(N = 16)

Category (i):

Modifications to the house/form system..... 43.8%

- * Closer amalgamation of houses and forms.
- * Team [form] teaching system.
- * Reduction of form size.
- * Increased form-contact time.

Category (ii):

Development of pastoral curriculum25.0%

- * Clear statements of philosophy and policy needed.
- * Provision of clearer structures and information for form teachers.
- * Pastoral care should be more "concrete".
- * Greater integration of pastoral curriculum with whole curriculum.

Category (iii):

Teacher in-service training..... 12.5%

- * Development of teacher/student relationships.
- * In-service training in pastoral care skills (e.g. counselling).

Category (iv):

Time allocation..... 6.3%

- * Form teachers and Year Heads need time for administration.

Category (v):

Facilities for pastoral care 6.3%

- * Interview rooms are needed.

Category (vi):

Pastoral care [specialist] staff..... 6.3%

- * Appointment of full-time counsellor would help.

Item 3.

How do you understand your role in the school with respect to pastoral care?

The responses to this item were categorised according to the pastoral duties or administrative position of the individual respondents. (N = 19).

Category (i):

Form teachers 52.6%

- * Being available to talk to students.
- * Development of good relationships with students.
- * Pastoral care is an integral part of teaching.
- * Looking out for students with problems.
- * Offering help or guidance where it is needed.
- * Uncertain.

Category (ii):

Year Heads & House Co-ordinators 31.6%

- * Co-ordinator of form teachers.
- * Supporter of teachers and students.
- * To help facilitate the social development of students.
- * To provide a secure environment for students.
- * Be aware of problems and help where possible.
- * To develop house-spirit.

Category (iii):

Deputy Principals 15.8%

- * A reactive role "Picking up the pieces."
- * Co-ordinator of overall pastoral structure.
- * Providing support for Year Heads and Form Teachers.

Item 4.

Do you feel as though you have been well prepared or trained for the pastoral care elements of your job.

Responses to this item have been categorised according to "yes/no" responses with qualifying comments added.

Category (i): Yes 50%

Category (ii): No 50%

Qualifying remarks.

Category (i):

- * Good in-service training is provided at this school.
- * Prepared due to my [12] years of experience.
- * Background in youth-work has provided 'training'.
- * Pastoral care ability depends more on one's personality and personal skills than on training.
- * Prepared due to personal post-graduate study in pastoral care.

Category (ii):

- * Lack of pre-service training in pastoral care at the University of Western Australia.
- * Lack of pre-service training in pastoral care at Western Australian College of Advanced Education.
- * Lack of pre-service training in pastoral care at Curtin University.
- * Optional units in pastoral care offered but not popular at W.A.C.A.E.
- * More in-service training needed.

- * Lack of counselling skills.
- * Pastoral care and daily administration expectations were a surprise.

Item 5.

What are the most useful things the school can do to enable you to be more effective in your pastoral role?

Responses to this item divided into four categories.

(N = 21)

Category (i):

In-service provisions..... 52.4%

- * Training in counselling skills.
- * Strategies for dealing with student problems.
- * Development of skills in the identification of students' problems.
- * Role plays.
- * Broadening of perspectives in pastoral care.

Category (ii):

Provision of time for pastoral duties..... 23.8%

- * Allow more time for administrative work related to pastoral care.
- * More time needed for informal teacher - student contacts.
- * Structured times needed for teachers to share pastoral concerns.

Category (iii):

Role of school administrators..... 19.0%

- * Expectations of form teachers should be more clearly stated.
- * Regular evaluation of pastoral structures and programmes needed.
- * Teachers should be provided with more detailed information about students.
- * Communication from administration to teachers needs to be improved.

Category (iv):

Modifications to form classes..... 4.8%

- * Form classes need to be smaller.

Item 6.

What do you think the students expect in terms of you caring for them?

This item generated a wide range of responses which divided into twelve categories. (N = 23).

Categories:

1. Good relationships with teachers 17.4%
2. Firm, fair and consistent discipline 17.4%
3. Someone to confide in..... 13.0%
4. A secure environment 8.7%
5. To be treated as individuals 8.7%
6. Help and back-up when needed..... 8.7%

- 7. Emotional support 4.3%
- 8. Career/course guidance..... 4.3%
- 9. A "surrogate parent" role..... 4.3%
- 10. To be treated with respect..... 4.3%
- 11. Acknowledgement for good work/behaviour..... 4.3%
- 12. Sensitivity to needs and problems..... 4.3%

Pertinent Comments.

" [Pastoral care] is dependent upon relationships between teachers and students. Students will go to the teacher they feel most comfortable with - not necessarily the form teacher." (Male 1st. Year.)

"Students expect to be treated as individuals, as someone a little special, for example it is important that teachers should know students' names. It is important to treat students with respect. Respect breeds respect." (Male 15th. Year.)

6.14: Summary.

The trends emerging from the analysis of these data refer largely to the teachers' perceptions of their own needs with respect to their ability to be effective pastoral carers within the context of the school. As per Phase 1 these emergent trends will be discussed in the following chapter.

Emergent trends.

1. The need for regular in-service training in pastoral care skills.
2. Allocation of time to deal effectively with pastoral care matters.
3. The need for more effective pre-service training for trainee teachers in the field of pastoral care.
4. Further restructuring and "fine tuning" of the house/form system.
5. The need to develop and maintain positive relationships with students.
6. The need to develop a broader understanding of pastoral care.
7. The importance of integration of pastoral care into the broader curriculum.
8. Greater support for form teachers from school administration.
9. The appointment of a professional counsellor.

CHAPTER 7: DISCUSSION OF FINDINGS.

7.1: Introduction.

The purpose of this chapter is to discuss the research findings as presented in the previous chapter. The first section deals with the findings of the first phase of data collection and analysis and describes the outcomes in terms of students' pastoral needs. The second section discusses the data gathered from teachers at phase two, in terms of their ability to understand and meet the pastoral needs of students, and to deliver effective and appropriate pastoral care within the context of the school's policies and provisions.

7.2: (Section 1) Findings of Phase 1.

The findings of Phase 1 include the attitude survey (parts A & B), the face to face interviews with students, the first round of interviews with teachers and, where appropriate, some personal observations. The findings will be discussed under the following headings:

1. Students' Attitudes Toward School.
2. Students' Attitudes Toward Teachers.
3. Students' Attitudes Toward Peer Relationships.
4. Students' Attitudes Toward Structures and Policies.
5. Problem Groups.
6. Students' Perceptions of Family Attitudes.

1. Students' Attitudes Toward School.

The attitude survey included several items, in Part A, which were designed to elicit information about attitudes toward various aspects of school and schooling. The items concerned were listed in the following categories:

Category 1. Attitudes toward enjoyment of being at this school.

Category 4. Attitudes to school organisation and management.

Category 5. Attitudes to school-work.

Category 6. Attitudes toward education and the value of schooling.

Added to these were the small group of open-ended questions in Part B of the attitude survey, all of which were concerned with attitudes toward school, and gaining students' perceptions of how their school might be improved. The student interview schedule also included items aimed at understanding the same attitudes and perceptions.

A generally positive attitude toward school was apparent in the data gathered from these sources. Virtually all students held "a good education" and successful schooling to be of great importance to their future aspirations and wellbeing as could be seen from the responses to the items in Category 6, and open-ended Items 1a and 1b. However, whilst broad perspectives suggested a very positive attitude to school, an examination of certain specific aspects of schooling revealed some problems. These specific aspects are discussed below from the perspectives of both students and teachers.

Note should be taken that the aspects of schooling discussed herein are not prioritised.

School Rules and Discipline. (Student perspectives).

A majority of students was prepared to concede that school rules were necessary for the maintenance of good order and that most of the rules were fair and clear (see Part A Items 27 and 50). Dislike for certain rules of the school, however, was commonly cited by students as a reason for not enjoying school. A year 11 boy, when interviewed, stated: "The rules are generally well thought out. Some rules are unnecessary but rules are rules." This respondent along with others suggested that students are prepared to accept and abide by the rules. Changes to, or easing of rules, perceived to be restrictive or unfair, was suggested by some respondents. The rules relating to the wearing of the school uniform were amongst those most commonly perceived to be unnecessary or "petty". "Most rules are necessary, but we could do with a few less, mainly some of the uniform rules." (Year 8 boy).

Similar attitudes were apparent in relation to some of the disciplinary actions taken by teachers and administrators. The majority of students indicated their belief that the school's discipline system was generally fair, and designed to cater for the best interests of the majority of students. A minority of respondents, however, felt that disciplinary actions were too strict or, in some cases, unfairly administered.

* "Some teachers pick on students." (Year 10 boy)

* "Teachers should find out the full story before convicting anyone of rule breaking." (Yr.10 Boy)

* "The school is more interested in discipline than in teaching." (Year 11 Girl).

The generally positive attitude toward rules and discipline suggests that the majority of the students are reasonably happy with this aspect of schooling and understand the value and purpose of such structures. Yet there exists a large and fluctuating minority who have difficulty coexisting within the limits imposed by the school relating to behaviour and dress. Based upon the findings, specifically responses to (Part A) Items 5, 27, and 50, the majority of this group, at the time of the study, appeared to be composed of boys at years 9 and 10. This is further supported by personal observations and discussions with the Deputy Principal, which suggest that boys of age 13 to 15 tend to be the group most commonly at the receiving end of disciplinary action.

There are two likely causes for this phenomenon: (i) That many boys of this age respond to peer group pressure to either conform to or rebel against authority. (ii) Some teachers may generate "self fulfilling prophecies" through their expectation that boys of this age group are likely to behave badly.

The boundaries of this study do not allow for detailed investigation of the phenomenon outlined above. However, in terms of pastoral care and the understanding of pastoral needs, attention must be paid to students who are known to be at odds with the rules in an effort to improve the quality of their school-life.

School Rules and Discipline (Teacher perspectives).

Whilst rules and discipline were mentioned by some teachers in response to (Phase 1) interview items, the issue received only passing attention. The respondents who did mention discipline referred generally to the administration of "firm but fair discipline". The majority of teachers did not appear to draw a direct connection between pastoral care and discipline. However, amongst the teachers' perceptions of pastoral care priorities, were expectations that students felt the need for a secure and ordered school environment and a fair discipline system. Further to this, observations and discussions with teachers would suggest that the majority of the teaching staff believe that these needs are presently being met by the school.

Apparent Needs.

Arising from this short discussion of attitudes toward rules and discipline are the following perceived pastoral needs:

Students need:

1. A secure and stable school environment.
2. Provision for students to discuss and understand school rules.
3. The consistent provision of fair and appropriate means of discipline.
4. Reassurance that the "system" is not "out to get them" but that it is designed to provide for the best interests of the individual as a member of the school's community.

Teachers need: 1. Greater understanding as to how rules and discipline comprise a significant and integral part of the overall system of pastoral care.

2. Opportunities to discuss the particular needs of students who are known as "trouble makers" (particularly boys in years 9 and 10) with a view to devising fair and appropriate means of meeting these needs.

3. Support systems for teachers experiencing difficulties in dealing with troublesome students.

Attitudes toward education and school-work. (Student perspectives).

Responses to survey items (Part A , Category 6) which asked students to indicate the level of importance they placed upon education and school work, indicated that these were considered to be of major significance. In responding to the (Part B) item which asked students to list reasons why they liked or disliked school, almost a third of those surveyed suggested that the need for a good education was their primary motivation. However, whilst a large majority espouse the high value and importance of education and school work, certain significant minorities suggested (in Part A, Category 5) that schoolwork was uninteresting, and irrelevant.

Girls in years 9 and 11 were the identifiable group which tended to hold the more negative attitudes toward school work. Charts 6.9 and 6.10 give clear indication of this

trend. Similarly, responses to Item 8 (Part A) show that more than half of the students feel that teachers do not try to make school work interesting for students. Examination of the response pattern shows that girls were almost twice as likely as boys to hold this opinion, and years 9 and 11 more than the other year groups. The attitudes of boys compared to those of girls with relation to academic achievement have been the subject of many studies and debates. Whilst it is not within the scope of this study to examine the potential causes of this apparent difference, it is important to point out that the school endeavours through its policies and practices to treat all students equally. Nonetheless, some of the findings suggest that girls at this school are less likely to enjoy academic work than boys.

As was indicated above, girls at years 9 and 11 appeared to be the group most likely to have negative attitudes toward school work.

The following comments were made in response to Part B items:

- * "Sometimes school is boring and I feel like giving up." (Y.11 Girl).
- * " Give us less homework." (Y.9 Girl).
- * " Sometimes the subjects are boring and after that I cannot be bothered working." (Y.9 Girl).

When asked in (Part A) Item 9 whether or not they found school work to be difficult, 43% of girls, as opposed to 32% of boys, agreed. In terms of year groups the highest levels of agreement were to be found amongst year 8 and year 11. This suggests a link between the level of interest and

enjoyment the student finds in the school work and the perceived level of difficulty of the work.

The items included in Part A, Category 1, dealt with students attitudes toward being at (this) school. The response patterns for Item 53 ("If I had the choice I would not come to this school.") indicated that almost 40% of girls and 20% of boys would make other choices. Similarly at Item 1 ("I usually like school."), girls appeared less enthusiastic. In each of these items, year 9 stood out as the year group with the more negative attitude (see Chart 6.4).

When interviewed, students were asked if they considered that there was a link between a student's level of happiness and his/her ability to perform well at school. An overwhelming majority (93%) felt that such a link existed. Some comments included:

- * "If you are happy and get on well with teachers, you enjoy the work and enjoy being at school." (Y.8 Boy).
- * "If a student is not happy they are not going to try to please the teacher or try hard at all." (Y.9 Girl).
- * "Yes there is a link, it works both ways." (Y.11 Boy).

Girls, particularly at years 9 and 11 have been shown to be more likely than other groups to dislike school and to be less enthusiastic about school work. Girls were also shown to be the group most likely to suggest that school work was difficult and uninteresting. A strong link has been shown to exist between the student's level of happiness and his/her ability to perform well in academic work. A further link may

then be postulated with respect to the girls at years 9 and 11, that is, that as this group stands out as the group most likely to say that they do not enjoy and are possibly not happy at school, this negative attitude is adversely affecting their enjoyment of and ability to perform well in their academic work. It is beyond the boundaries of this study to examine in detail the reasons for the negative feelings and attitudes expressed by these and other students.

Attitudes toward education and school-work. (Teacher perspectives.)

When teachers were asked what they believed students expected to gain from school, some 52% of responses suggested that education, academic achievement and preparation for careers were amongst the major expectations of students. Some comments included:

- * "They expect to learn the things they need to learn even if they don't know what those things are."
(Male 18th year).
- * "Most [students] consider school purely as a place where they go to learn." (Male 9th year).
- * "School is seen as being the vehicle for providing career choices - a means to an end." (Female 12th year).

Some of the teachers seem to suggest that students have a "consumer mentality" toward school in that school tends to be simply viewed as a means to an end, and that many students have no other interest or feel any deep bonds with the school. Observations would suggest that this attitude holds true for a minority of students.

Very few teachers pointed to the quality of teaching as being a potential problem for students. Only one teacher suggested that students expect clear and interesting lessons and the provision of an environment which would optimise learning. It would appear that as teachers were aware that the focus of the interviews was on pastoral care, matters relating to academic work were perhaps not of interest to the researcher or, perhaps that teachers do not readily perceive a significant link between pastoral care and academic pursuits.

Apparent Needs.

- Students need:
- 1) School work which is relevant and is presented in an interesting and enjoyable fashion.
 - 2) (Girls in particular) encouragement to develop positive attitudes toward school and school work.
 - 3) To feel happy to be at the school.

- Teachers need:
- 1) To endeavour to be completely impartial in their dealings with all students.
 - 2) To examine teaching styles and methods in an attempt to identify and eliminate gender related biases.
 - 3) To realise that many students expect more from the school than just preparation for future careers.
 - 4) To gain a broad perspective of pastoral care.

2. Students' Attitudes Toward Teachers.

General reading of the data suggests that many student attitudes toward aspects of schooling are largely shaped by their attitudes toward, and relationships with, teachers. A student whose attitudes and relationships are of a positive nature often appears (by observation) to be happy at school. However, the positive or negative flavour of these attitudes and relationships may be determined by numerous factors, such as personality clashes with certain teachers, home or family problems, level of ability to cope with the demands of certain subjects, the impression the teacher holds of the student, the present mood of the student and/or the teacher, or the physical or emotional wellbeing of the student and/or teacher. These and other factors are transient, in that they may or may not affect attitudes and relationships from one encounter to the next.

Items listed in Categories 2, 7 and 9 of the attitude survey (Part A), dealt specifically with attitudes toward and relationships with teachers. The five items included in Part B of the survey also elicited responses on this subject as did Items 6, 7 and 9 of the student interview survey.

Liking and Respecting Teachers.

Responses to Item 2 (Part A) indicated that almost a quarter of the student body did not like most of their teachers, with girls at years 9 and 11 being the most likely group to hold this sentiment. However the vast majority of students across all year groups (86%) indicated at Item 14, that they were

happy to co-operate with their teachers and an even greater majority (90%) said they respected most of their teachers.

This study can only speculate as to how students differentiate between the concepts of liking and respecting their teachers. The suggestion is made that to like a teacher is to relate to that teacher on a personal level, whilst respect for a teacher stems from the student's perception of the teacher's professional competence and ability to maintain control of his/her classes.

Teachers' liking for, and respect of students. (Student perspectives).

Some teachers would be disturbed to note that an 80% majority of students believe that they are not liked by the teachers and that 81% suggested that teachers pick on students. Boys expressed these feelings a little more strongly than the girls, in response to Items 12 & 47 (Part A), though the feelings were strongly expressed across all year/gender groups. Some 40% of respondents further indicated that teachers did not seem to care about students feelings (Item 11). These items deal largely with emotional issues concerned with the perceived quality of student - teacher relationships and as such are affected by numerous transient factors of the type indicated earlier. These attitudes are further reinforced, however, by responses to some of the items in Part B of the survey in which students suggest again that some teachers pick on students, that teachers do not show sufficient understanding of students' problems, that teachers

do not show sufficient interest in individuals and that some teachers have negative attitudes toward students.

The examination of a further group of items in Category 9 provides some balance to these figures. These items deal with more rational and measurable concepts related to the teachers' professional dealings with students. In response to Item 24, 62% of the students agreed that most teachers respect their students, 74% felt that most teachers are fair in their dealings with students, 79% agree that most teachers are willing to help students with problems and 79% also felt that most teachers are able to control classes.

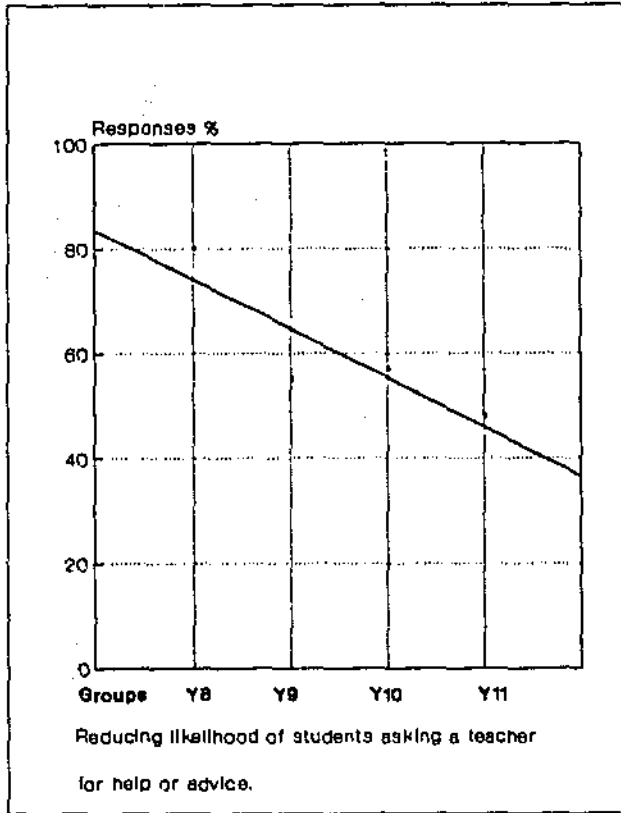
Students' attitudes toward teachers appear to be largely issue - dependent, in that negative attitudes may be expressed by a student when asked if he or she likes a particular teacher, whilst the same student may respond positively when asked if he/she feel that the teacher is a good teacher. Comments by some students suggested that they required stable, friendly relationships with teachers in that they felt that teachers should be approachable, interested in the needs of individuals, consistent in the administration of discipline, prepared to listen, fair in their dealings with all students and competent.

Teachers as confidants. (Student perspectives).

A majority of 60% of the students felt that there was at least one teacher to whom they could turn for help or advice. However, it is interesting to note the trend indicated in the analysis of the response patterns to this item (Item 34, Part A) that the levels of agreement reduce in inverse

proportion to the age of the students, with some levelling at Years 9 and 10 (see Figure 7.1).

Figure 7.1: Levels of agreement with Item 34 (Year groups).



Possible reasons for this phenomenon are, i) that as students grow older and thus increase their maturity, they are less likely to feel the need to discuss problems with teachers, and/or ii) that students in older age groups do not feel comfortable to be seen to be confiding in teachers due to possible negative comments from peers.

Interviews with students suggested that many students valued their relationships with teachers and that most felt that students and teachers at the school generally "get on well together" (Y.10 Girl). When asked if they felt that teachers were interested in the needs of individuals (Int. Item 6),

87% of responses were positive. Some comments included:

* "Most teachers are interested in me and my problems."

(Y.8 Boy)

* "Yes teachers are interested in how we are going. I think they care because they give us detentions."

(Y.9 Boy)

* "[Teachers are] very interested, they care and help and warn about possible consequences and are very aware of what is happening to me." (Y.11 Boy)

* "Most teachers are interested in the things that students need." (Y.10 Girl).

In a similar vein, virtually all interviewees answered affirmatively to the question "Is there a particular teacher (or teachers) who you feel you can talk to if you have a problem?" However, it is important to note that almost half of these respondents said that they would not choose to discuss personal problems with their form teacher. This attitude, to some degree, undermines one of the underlying premises of the pastoral care system, that is, that the form teacher is the teacher who should aim at building positive relationships with the students in his/her form class such that the students should feel comfortable to confide in the form teacher. Whilst the number of students interviewed was relatively small, the attitude of almost half of them suggests that a large number of students will not necessarily go to the form teacher when they need help, rather they are likely to seek out the teacher with whom they feel most comfortable. This is not to suggest that the form teacher system should be dispensed with or that form teachers

should not continue to build positive relationships with students. Rather, it simply highlights the fact that students, for reasons of their own, may or may not choose to confide in their form teacher or any other teacher, and that the pastoral responsibilities of all teachers extend beyond the boundaries of the formalised pastoral - form classes.

Teachers' perspectives of student-teacher relationships.

When teachers were asked to explain their personal understanding of pastoral care (Int. Item 1), more than 60% of responses dealt with issues relating to the development and maintenance of positive relationships with students. Some of the comments included:

* "Pastoral care is about building relationships between teachers and students - in and out of the classroom."

(Female 8th year)

* "[Pastoral care is] recognition of individuality. Staff relationships with students should always take this into account and exercise care for individual needs." (Principal).

* "Teachers should think of students as people."

(Male 14th year).

However, in responding to a later item ("Do students expect more from teachers than just 'teaching'?") teachers did not suggest that students expect friendly relationships with teachers, rather that students expected help and someone to talk to in times of need, treatment as individuals, accessible teachers and security provided by teachers. Some

respondents suggested that students resent teachers who "interfere in their personal lives" and that they expected no more of teachers than "good teaching".

The individual teacher's approach to building relationships with students will be guided largely by his/her personality and personal strengths, weaknesses and inhibitions. That is, some teachers feel comfortable and easy about their relationships with students and do not even consider these relationships to be a "professional expectation". Certain other teachers are of the opinion that their function is purely to teach, and that the building of relationships and involvement with students is, at best, done purely at a professional level and is, at worst, avoided.

Whilst it is a requirement of the school that all teachers are to be involved in the pastoral care of students (which by definition involves the development of positive relationships with students) the school must accept that teachers each have their own strengths and weaknesses and varying levels of enthusiasm for pastoral care and as such, a certain minority of teachers will do no more than the required minimum. Other teachers will tend to see the building and maintenance of their student-relationships as their primary responsibility - possibly to the detriment of other professional duties. The attitudes of teachers toward pastoral care and the building of positive student relationships, may be understood to exist upon a continuum extending from minimal commitment to excessive commitment. The majority of teachers' attitudes (at this school) would appear to be positioned toward the middle of such a continuum.

Apparent Needs.

Students need: 1) Positive & friendly relationships with teachers.

2) Teachers to be fair and consistent.

3) To be treated as significant individuals.

4) To be able to feel comfortable to confide in at least one teacher.

Teachers need: 1) To endeavour to build positive relationships with students; particularly members of the form class.

2) To realise that students will choose their own confidants.

3) To be aware of the negative attitudes expressed by certain groups of students (e.g. girls at years 9 and 11) and to develop ways of understanding and dealing with such attitudes.

3. Students' Attitudes Toward Peer Relationships.

The previous section showed that positive relationships with teachers are of great significance to students at the school. The findings indicate, however, that relationships with peers are probably of greater significance to the majority of students. This section will discuss the significance of peer relationships and their influence on the wellbeing and overall pastoral care of students.

Numerous items from both parts of the attitude survey and the student - interview schedule elicited responses pertaining to friendships and the quality of peer relationships (categories 1 and 3 [Part A], Items 1b and 3 [Part B] and Interview Items 2, 3, and 4).

The importance of friendships. (Student perspectives).

The Item 1b (Part B) asked students to state why they liked or disliked school, the majority of responses fell into one of three broad categories, namely: i) Matters relating to school-work and future aspirations, ii) matters relating to relationships between students and teachers, and iii) matters relating to peer relationships. The latter category comprised about 20% of the responses. Some comments included:

* "[I like school] because I have lots of friends at this school." (Y.8 Boy)

*"[I like school] because my friends are here."
(Y.9 Girl)

* "I enjoy being here mostly because of my friends."
(Y.11 Girl).

* "School is ok because you get to see your friends."
(Y.10 Girl).

* "[I do not like school] because I have not got many
friends at school." (Y.9 Girl).

Item 3 (Part B) ("What things about school do you like?) drew a similar response pattern with some 40% of responses being concerned with peer friendships.

The development and maintenance of peer relationships and friendships are an important part of the social development of every individual. Teachers are well aware of this fact and many will try to foster actively or discourage certain student relationships depending upon the perceived benefit or harm the relationship may produce. Such acts, as separating two students who are likely to distract each other in a class, or deliberately sitting one student next to another because of the perceived benefit such a liason may bring to one or both students involved, are not uncommon. Students, on the whole (by observation), are generally prepared to accept these imposed separations or liasons as they perceive that, in most cases, teachers are acting in the best interests of the students and not out of spite. Indeed it is not uncommon for a student to ask a teacher if he/she may be separated from another student for various reasons. Hence it would appear that some students have academic achievement as their first priority at school; and are possibly prepared to put outward expressions of friendship aside so as not to be distracted from their primary goals.

Apparent from many of the response to interview questions is the attitude that students generally value the generally friendly atmosphere that exists around the school, for example:

* "The atmosphere [at this school] is close and friendly, we all know each other." (Y. 11 Girl)

* "[I like this school] because it is friendlier than other schools. Year elevens are a friendly group - no enemies." (Y.11 Boy).

Not all peer relationships could, however, be described as friendships. Indeed, adolescent relationships tend to be somewhat characterised by their changeable and transient nature. Whilst the vast majority of student (97%) indicated in the survey that they had good friends at the school, a number of them expressed mistrust and even fear of certain of their peers. (See Items 17, 40 & 51.).

The feelings of mistrust and fear, expressed most strongly by students in years 9 and 10, were symptomatic of events, such as bullying by some boys and the occasional incidence of petty stealing, which were apparent (by observation) in the school at the time of the study. Whilst a certain level of mistrust will always characterise student relationships, it is unlikely that the level of these feelings would be constantly as high as these findings suggest. Further studies would be needed to test this hypothesis.

Student friendships and pastoral care.

A priority for the school should be the encouragement of positive student relationships and friendships through its pastoral care system as this is an important aspect of the social development of each student. Teachers are frequently called upon to arbitrate in disputes between students. Broken friendships or peer-rejection are the causes of great distress for some students, and teachers often need to "tread carefully" when dealing with such matters.

Numerous aspects of the school's curricular, extra-curricular and hidden-curricular activities are aimed at helping students develop their social skills. However, the greatest influences upon students' social attitudes are seen by many to be out of the hands of the school and teachers. Whilst the boundaries of this study have not allowed for detailed examination of this issue, observation suggests that many of the significant social behaviours, attitudes and values of students are influenced by the mass media. The school as a socialising agency and teachers as pastoral carers can do little more than provide positive examples and alternatives to the more anti-social or shallow of the popular images and values espoused by various aspects of the mass media.

Student relationships. (Teachers' perspectives).

Teachers in their responses to interview questions made only passing reference, in most cases to the importance of student relationships. Approximately 20% of the responses to the question "What kinds of things do you consider that students

expect to gain from being at school?" related directly to students meeting friends and developing lasting relationships. Teachers also related friendships to the development of social skills and personal security. However, a majority of responses indicated that the teachers believed that many of the students consider the school as place for learning and that the social aspects are of minor significance. Indeed students in the senior year group are often criticised by teachers for their generally frivolous attitude to academic work and the emphasis they place on socialising. (About a third of the year 11 attitude survey respondents indicated that they would like the teachers to organise more "social events" whereas this was mentioned by only one other student from the rest of the sample group).

Teachers by nature of their profession then, do not tend to place the same level of importance on student relationships as do the students themselves. Whilst teachers would not, on the whole, discourage the development of friendships between students, they would tend to encourage students not to allow their peer relationships to distract them from academic pursuits.

Apparent Needs.

- Students need:
- 1) Secure relationships and friendships with peers.
 - 2) Opportunities to socialise with peers/friends.
 - 3) To be able to trust peers.
 - 4) To feel accepted by peers.

5) To see that to pay attention to academic work is not necessarily a means of peer rejection.

Teachers need: 1) To understand the importance students place upon their peer friendships.

2) To foster positive social attitudes and values through their dealings with students.

4. Students' Attitudes Toward Structures and Policies.

Responses of students to various statements and questions suggested that many of their attitudes toward school are prompted by their positive or negative perceptions of various structures (both physical and administrative), practices, and policies of the school and its teachers.

Rules and discipline, common targets of student dissatisfaction with administrative structures, were discussed earlier in this chapter. Apart from rules and disciplinary practices, students were likely to nominate certain physical facilities and features of the school as being the things they would most like to see changed (see responses to Item 2, Part B). A smaller percentage of responses in Part B (Item 3) suggested that some students see the physical features of the school as being one of their reasons for liking school. Students nominated such features as the spaciousness of the school, the geographic location, the newness of the school and the sporting facilities in both

positive and negative terms, and at least one (year 10) student suggested that he liked the school because "...it has all the facilities I need to get the job I want."

When asked in the interviews about their likes and dislike of the daily routines of the school, the administrative structure most frequently mentioned was the "form period". The structure of the form periods has tended to be a contentious issue (by observation) for many people - both students and teachers. Some students contended that form time was too long; others said it was too short; some said they enjoyed form time while others disliked it; and a few suggested that form classes were a waste of time and should be dispensed with. At the time of this study, the structure and timing of form classes had been undergoing significant changes (as described earlier in this report). Consequently some evaluation is needed in the near future to determine attitudes of teachers and students toward the various aspects of the form class system when time has been given for people to be fully familiar with the system - say 1 to 2 years.

Structures and policies. (Teachers' perspectives.)

The relevant references by teachers to this aspect of school were primarily related to the school's discipline policy, which was generally seen to be fair and workable, and the form, year and house systems as facets of the pastoral care system. Mention was made earlier of the fact that some teachers tend to see pastoral care as being based upon relationships with students, whilst others think of pastoral

care in terms of structures and policies. A Deputy Principal described pastoral care in this way:

Pastoral care is a process by which the school cares for its staff and students in an assertive way. Pastoral care is proactive rather than reactive. It is to do with climate setting. The pastoral care system provides a safety net for 'at-risk' students.

By way of contrast, some other teachers felt that pastoral care cannot be "institutionalised" or "formalised" and that the form classes really served no other practical purpose than that of daily administration (checking attendances, etc.). Teachers attitudes to such matters will be further explored in the discussion of Phase 2 findings later in this chapter.

Apparent Needs.

- Students need:
- 1) To feel comfortable in the physical environment of the school.
 - 2) To feel that the facilities of the school are adequate to provide a high standard of education.
 - 3) To realise that administrative policies and structures are designed to ensure the convenience and comfort of the majority.
 - 4) To understand the importance of the form / house systems and to know how best to use these systems.

- Teachers need:
- 1) To be fully conversant with pastoral care structures.
 - 2) To use the pastoral care system to gain the maximum benefit for all students.
 - 3) To discuss, debate and regularly evaluate policies and practices relevant to the pastoral care of students.

5. Problem Groups.

During the course of data analysis of this study, certain identifiable groups have emerged which have expressed negative attitudes to several aspects of the school and schooling. Whilst it is not within the bounds of the study to discover the causes of these apparently negative attitudes, it is important that they be identified herein with the suggestion that further work be carried out to ascertain a) the reasons for these negative attitudes and, b) the most appropriate means of dealing with the problem.

Years nine and eleven girls.

Whilst this group has tended to be noticeably negative on numerous issues, it is important to note that the data show that year nine girls were in fact more prone to be negative than their year eleven colleagues. However, a large percentage of this combined group stood out more than any other in the attitude survey as having negative attitudes.

Negative attitudes were expressed by this group in the following areas:

- i) General lack of enthusiasm for the school.
- ii) Not liking teachers.
- iii) Feeling that belongings are not safe.
- iv) Feeling that the school is badly organised
(Y9 particularly)
- v) Finding school to be generally uninteresting.
- vi) Feeling that school work is not useful.
- vii) Feeling that lessons are a waste of time.
- viii) Not seeing long term value in education.
- ix) Feeling that teachers do not try to make school-work interesting.
- x) Feeling that teachers cannot control classes.
- xi) Feeling that teachers do not respect them.

Year nine boys.

This group was the second most identifiable group which expressed negative attitudes in the attitude survey. Their responses stand out from other boys on the majority of occasions as being negative. However, on some issues other groups of boys share the same attitudes. Negative attitudes were expressed in the following areas:

- i) Not likely to ask a teacher for help or advice.
- ii) Feeling picked upon by other students. (Y.10 also)
- iii) Feeling that students are not well supervised.
- iv) Feeling that the rules are unfair. (Y 10 also)
- v) Feeling that teachers do not care about their feelings. (All boys).

- vi) Feeling that teachers are not willing to help with problems.
- vii) Feeling that teachers do not like students. (Y.11 also.)

Year eleven students.

This group of students was the one most commonly identified by teachers as the group most likely to be in need of special attention. The data suggest that the girls of year eleven were, on the whole, more negative in their attitudes than the boys. Hence, there is some overlap between these figures and the figures relating to the first group nominated above.

Negative attitudes were expressed by this group in the following significant areas:

- i) Feeling lonely at school.
- ii) Lack of willingness to be involved in the school's extra - curricular programme.
- iii) Often do not feel like attending school.
- iv) Feel they cannot turn to a teacher for help or advice.
- v) Feel that belongings are not safe.
- vi) Feel that teachers do not communicate well with students.
- vii) Tend to find school work uninteresting and somewhat irrelevant.
- viii) Tend not to see long term value in school-work.
- ix) Feel that teachers do not seem to like students.

The attitude survey (as was stated above), while drawing attention to these groups, does not provide sufficient information to be able to fully determine the reasons for the negative attitudes of these groups, nor does it suggest means by which the negative attitudes may be changed. Similarly generalisations may not be drawn from these data to suggest that whole year/gender groups necessarily express the same attitudes, or that the year/gender groups herein identified will always have negative attitudes toward the school. Nonetheless, it is important that teachers and administrators be aware of the possibility that negative attitudes may be uniformly felt by large groups and not necessarily by individuals alone, and that efforts should be made to identify and deal with such "popular" attitudes through an effective pastoral care system.

Apparent needs.

Students need:

- 1) To feel free to discuss complaints with teachers and know that they will be heard.
- 2) To accept that no system is flawless.
- 3) Help; - to maintain a balanced view of the school and to examine attitudes in the light of personal priorities.
- 4) Help; - to know when peer pressure is unhealthy.

Teachers need:

- 1) To be aware of negative attitudes maintained by large groups of students.

- 2) Help; - to know how best to deal with students' negative attitudes.
- 3) To communicate regularly with colleagues with a view to prevention of the growth of large scale negativity amongst students.

6. Perceptions of Family Attitudes.

Pastoral care is a process which, as the initial conceptual framework suggested, involves many caring agents. For the purposes of this study, the teachers are the agents which are of particular interest. However, from the point of view of the student, the members of his or her family - most particularly the parents, are probably the primary agents of care and support. Hence some attention must be paid to the influence parental and family attitudes have upon a student's general state of wellbeing, happiness and performance at school.

Responses to attitude - survey items, on the subjects of perceived parent interest in school and encouragement of their children to stay at school, indicated for the vast majority of students, that parents were keen to see their children do well. However a small group of year 11 students indicated that parental support was lacking. One year 11 boy, when interviewed, said that his parents did not seem to be concerned about his enjoyment of, or happiness at, school. Rather, their only concern was that he should achieve high grades and that he was rewarded or punished accordingly. Most other interviewees indicated that their parents took a

fairly balanced approach to schooling in that they showed interest in and support for their child's school related activities and interests.

The data show that all parents are convinced of the importance of a good education for their children. Some respondents indicated that their parents expected that this (Independent) school was able to provide a better quality of education than other schools. One year 10 boy said: " My parents chose this school because they felt it would offer me a good start in life. They do care."

Observation suggests that fee-paying parents tend to adopt one of three attitudes toward the school:

- i) That they will be involved in, and supportive of the school and the process of educating the child.
- ii) That (having paid fees) the school is deemed to be entirely responsible for the child's education and that they wish only to see results.
- iii) That they will always support the child's point of view in matters of dispute with the school believing that the school, and not the child, is always at fault.

The student, therefore tends to benefit or not, according to the attitude adopted by his/her parents. Having said this, it is important to point out that both the data and observations suggest that the vast majority of parents adopt a very balanced and supportive stance to both the school and the process of providing a broad education for their children.

Apparent Needs.

- Students need:
- 1) To feel encouraged and supported by their parents.
 - 2) To feel that their parents are interested in more than just academic performance.

7.3: (Section 2) Findings of Phase 2.

The findings of this section arose from two data gathering activities, namely: The whole-staff discussion session and the face to face interviews with teachers.

The findings of Phase 2 will be discussed under the following headings:

1. Teachers' Perceptions of the Pastoral Needs of Students.
2. Teachers' Perceptions of the Adequacy of the School's Pastoral Care System.
3. Teachers' Perceptions of Changes Needed to the Current Pastoral Care System.
4. The Needs of Teachers as Providers of Pastoral Care.
5. The needs of Teachers with Reference to the Pastoral Needs of Students.

1. Teachers' Perceptions of the Pastoral Needs of Students.

The teachers' perceptions of the pastoral needs of the students were presented in summary form in Table 6.6 (Chapter 6). The table listed thirteen broad statements of perceived need. Each of these will be expanded in this section.

i) A Caring Environment.

- * An environment in which academic and social needs are considered.
- * An environment in which the students are treated as significant individuals.
- * An environment in which rules are clear, fair and appropriate and enforcement of rules is just.
- * An environment which allows the individual to feel safe and comfortable.

ii) Caring Teachers.

- * Teachers who are fair and consistent in their dealings with students.
- * Teachers who are prepared to show interest in individual students and offer help/advice where appropriate.
- * Teachers who make themselves approachable and available to students.
- * Teachers who are competent in their professional duties.

iii) Fairness in Disciplinary Matters.

- * The discipline system should be clearly understood by both teachers and students.
- * Teachers should endeavour to act in the best interests of the majority of students without negating the rights of the individual.
- * Sanctions should suit the misdemeanour.
- * Teachers should endeavour not to allow emotions to control their actions in the application of rules or sanctions.
- * Fairness, consistency and appropriateness should be the guiding principles of discipline.

iv) Consistency.

- * In application of rules: Teachers need to be familiar with school rules and apply them equally to all students, yet allowing for overriding professional judgement in special circumstances.
- * In teacher behaviour: Teachers are both active and passive role models. Many students will tend to base their perceptions of appropriate and inappropriate behaviour on the models with which they are familiar.
- * In relationships with students: Consistent and dependable, though not necessarily overly friendly, relationships help students to feel more secure in the school environment.

v) Teachers to be approachable:

- * A feature of the student/teacher relationship should be that students are able to approach teachers at times other than teaching times. However, students must learn to respect the teacher's need for privacy.

vi) Teachers who will listen.

- * Teachers should endeavour to show interest in what students have to say - both in and out of the classroom.
- * Students should be able to feel that they are being heard.

vii) A secure and stable environment.

- * Students need security in terms of personal (physical) safety, emotional security, and security of possessions.
- * Stability may be assured in numerous ways, e.g. staffing, rules & discipline, relationships.

viii) Friendships with peers and teachers.

- * Important for social development and stability.
- * Students need to be accepted by peers (particularly) and teachers.

ix) Positive reinforcement.

- * For academic success.
- * For positive behaviour and attitudes.
- * For personal achievement in any field of endeavour.

x) Organised social activities.

- * To allow for the development of social skills in less "formal" situations.
- * To foster the development of wider relationships.
- * To allow for positive forms of recreation.

xi) Encouragement and motivation to improve/maintain academic standards. (Girls especially).

- * Lessons presented in relevant and interesting formats.
- * Encouragement for students to try to realise personal potentials in academic work.
- * Support structures for students at the extremes of the intellectual scale, i.e. the talented and the incompetent.
- * Elimination of gender-bias in teaching methods and curricular emphases.

xii) School identity and a sense of belonging.

- * Encouragement of individuals students to feel "at home" and important as members of the school-community.

xiii) Teachers with a sense of humour.

* Students need to be able to see the "human side" of teachers.

* A positive sense of humour will often help in the development of positive relationships between teachers and students.

2. Teachers' Perceptions of the Adequacy of the School's Pastoral Care System.

The opinions of teachers were very divided on this question. Whilst some stated quite unequivocally that the current system was adequate and appropriate, others suggested that no system could appropriately deal with the pastoral needs of the students.

The basic premises of the latter argument were, (i) that effective pastoral care is based upon positive relationships rather than systems, and (ii) that good teachers would tend to provide for the needs of students as a matter of course, hence the need for formalisation of pastoral care is seen as unnecessary. One teacher presented the following points in defence of this point of view:

The structure itself is not important, the student-teacher relationships are the important things. [The structured activities and times] sound good in theory but they do not really work in practice.

(Female 6th Year).

Proponents of the opposing viewpoint pointed to the strength and support offered to individual teachers, as providers of pastoral care, by a well organised system. " Our primary function is to teach. Pastoral care activities should not be an extra burden on teachers, but it is valuable to have a structured rather than an unstructured pastoral system. Pastoral care should be moved from the intangible to the concrete." (Male 15th Year). However, whilst extolling the relative virtues of a systematic approach to pastoral care, several of these teachers also made mention of the importance of positive student-teacher relationships, to the extent that the system cannot expect to achieve its goals without them.

The existing system of pastoral care was generally perceived to be functional, but imperfect. The criticisms of the system included:

- * Form classes too large.
- * Time provided for form activities too short.
- * Gaps in the network allow for some students to receive a lower standard of care at times.
- * Insufficient time is available for Form Teachers and Year Heads to deal with individual students and/or their parents in problem or crisis situations.
- * Lack of space (e.g. private interview rooms) for individual counselling.
- * The system is possibly restrictive to some teachers.

The general perception, of the school's pastoral care system, held by teachers appears to be twofold; (i) that the effectiveness of the existing system of pastoral care is

largely dependent upon the quality of individual relationships between teachers and students. (ii) That the structures within the system, e.g. form classes, time allotments, etc., should be regularly reviewed and the system itself evaluated to see that it is serving its intended purposes.

3. Teachers' Perceptions of Changes Needed to the Current Pastoral Care System.

When teachers were asked to nominate the modifications perceived necessary to increase the effectiveness of the pastoral care system, almost half of the responses related directly to the most visible facet of the system, namely the form classes.

The single most popular modification, suggested by the teachers, was that the existing horizontal form system and the existing vertical house system should be allied to create a more effective network than was perceived to exist at that time. (This "networking" approach has since been instituted at the school and is seen by virtually all teachers to be very effective. However, careful evaluation should be conducted in the near future to gain a more accurate measure of the strengths and weaknesses of the modified system.)

The restructuring of forms and houses also brought about a second change which was cited by teachers as a desirable modification to the system, that is, a reduction in the size of form classes. Reductions in size, from an average of 22 students per form class (1989) to 16 students per form class

in 1990 have been implemented. However, for structural and staffing reasons, these reductions have only taken place in years eight, nine and ten. Observations have shown that most of the teachers in the reduced forms have tended to find their forms a little more manageable. It remains to be seen whether or not this change has influenced the quality of pastoral care at the form class level.

A third major issue, cited by teachers, in relation to the form classes, was the amount of time allocated for teacher - form contact. Teachers were divided, as has been previously noted, in that some felt that more time was needed whilst some others held that form time was either wasteful, stressful or unnecessary. Personal observation suggested that there may exist a connection between the individual teacher's attitude on this point and the quality of that teacher's relationship with his or her form class. Teachers who were generally perceived to have a positive relationship with their form classes and a positive attitude toward that aspect of pastoral care, frequently suggested that they never had enough time to spend with members of their form class. Whilst this point is somewhat conjectural, it is deserving of further investigation.

The development of clear policies relating to pastoral care, and the development of a pastoral curriculum were the subjects of approximately a quarter of teacher responses to the question of modifications to the system. The issue of policies may be seen as a little contentious by school administrators as statements of policy and intention in pastoral care are published in various documents including,

most notably, the annually updated Staff Handbook. However the evidence from teacher responses indicates that either (i) some teachers are not aware of or not familiar with these policy statements, or (ii) that the policy statements themselves are seen as inadequate.

The development of a pastoral curriculum, is another point of contention closely related to each individual teacher's personal perceptions and philosophies of pastoral care. Mention was made above of the dichotomous attitudes held by teachers toward the level to which pastoral care can or should be formalised. The development of a pastoral curriculum is very much a process of formalisation (this does not imply restriction) of the entire system and the underlying philosophy of pastoral care within the school. The development of a pastoral curriculum would need the input and support of a large majority of teachers in order to be truly successful.

A further major modification to the system, as indicated by teachers in interview and group discussion, was that of the appointment to the staff of a full-time, professionally trained counsellor. Several teachers suggested that they were somewhat fearful of attempting to deal with crisis counselling or felt that they were lacking knowledge in how to identify "danger signals" in students who were experiencing problems. Many of these teachers felt that the appointment of a professional counsellor would help to alleviate some of these problems.

This counselling role is, to some degree, already addressed by the school's Chaplain. However, as his role is much wider than that of counsellor, he is unable to deal with all cases. Some evaluation of the situation would be needed before such an appointment could be made.

Summary.

This is a short summary of the suggested modifications discussed in this section.

1. Form classes:- Horizontal and vertical integration.
 - Reduction of size of form classes.
 - Increased contact time.
2. Policies:
 - Clear statements needed.
 - Evaluation.
3. Pastoral curriculum:
 - Discussion and development.
 - Evaluation.
4. Appointment of a consellor.

4. The Needs of Teachers as Providers of Pastoral Care.

Teacher input from the staff discussion session and the interviews highlighted the following as the major areas of perceived needs of teachers as pastoral carers.

- * Development of listening skills.
- * Development of counselling skills.

- * In-service training in pastoral care skills and strategies.
- * More adequate and relevant pre-service training.
- * Networking and improved communication between teachers and with administrators .
- * Time allowance for Form Teachers and Year Heads deal with pastoral and administrative duties.

Training for Pastoral Care.

Clearly the majority of these perceived needs fall under the umbrella of training. This contention is, by way of example, supported by teachers' responses to certain interview items (notably Items 2, 4 & 5). At Item 5, more than 50% of responses indicated a perceived need for further training in skills related to the pastoral care aspects of the teacher's job. Some responses included:

- * "[Teachers need] in-service training in counselling skills and in dealing with kids' problems and in spotting potential problems." (Male 1st Yr.)
- * "[Teachers need] some sort of regular in-service training, e.g. awareness or role-play sessions involving teachers in active training sessions." (Male 15th Year).

Teachers were very divided when asked if they felt well prepared for the pastoral care aspects of their jobs. The teachers that said that they felt they were well prepared indicated that teaching experience, personal experiences, personality, in-service training and elected study had been their major sources of preparation. Those who did not feel

well prepared suggested that inadequate pre-service training, insufficient in-service training and lack of counselling skills were the major causes. One teacher commented:

I do not feel at all prepared for the pastoral care aspects of my job; I do not feel at all confident in counselling students, I don't know to whom problems should be referred. I have no memory of any pastoral care training at Uni. - it wasn't even mentioned.

(Female 9th Year).

Another said:

I feel better trained than many because of in-service training and personal [elected] post graduate study in the area of pastoral care." (Male [D.P.] 14th Year).

A first year teacher said that he had experienced no training in pastoral care in his pre-service training and that his best training had arisen from his work as a leader of a church youth group.

The issue of teacher training is one that must be addressed by all parties involved. The school (and similar schools) must help teachers develop their personal (pastoral) skills through adequate and relevant in-service training. Teacher training institutions, it would appear, should re-examine their own policies and curricula in terms of the amount and relevance of pastoral care content. Comments by two teachers in the study (recent graduates from tertiary institutions) suggested that pastoral care had been given some coverage in major lectures but that the emphasis of the lectures was generally on U.S.A. educational practices (seen

by many to be largely irrelevant in the local setting), or that pastoral care was dealt with in largely "unpopular" elective units. As was indicated in the review of literature in this report, student teachers on the whole do not tend to choose such elective subjects as they (a) do not realise the importance of the subject to their teaching career, or (b) will often tend to choose "easier" and apparently more interesting electives.

Time for Pastoral Care.

The majority of teachers, when interviewed, indicated in their responses that lack of time for pastoral care was a cause for concern. Suggestions were made that teachers needed time to be made available for (i) pastoral care and administrative matters, (ii) to spend time with individual students - particularly form class members, and (iii) in-service training (relevant to pastoral care) both in and out of the school. Personal observations and experience indicate that the teachers in the school are generally busy people. For the majority of teachers, each day is filled with teaching, preparation, marking of work, extra-curricular activities, meetings, grounds and other duties, talking with students, parents or colleagues and so on. The nature of a teacher's activities will vary according to his/her responsibilities, but for the majority of teachers, the larger part of any given day will involve direct contact with students in a formal or informal setting. Pastoral care must be understood to be taking place, either overtly or covertly, during all of these encounters. One teacher, when interviewed said that "Pastoral care can't be structured into fixed time

slots." (Male 1st. Year). This view appeared to be shared by a large proportion of the teachers. However the emphasis upon the apparent need for more time being allowed for teachers to deal with form class (pastoral care) matters suggests that many teachers have a limited view of the scope of their pastoral role. This is not to suggest that form teachers do not need sufficient time to deal with form related matters. Rather, that some evaluation is needed to clarify (i) the time related needs of form teachers at each year group level, and (ii) the pastoral roles of all teachers in relation to their teaching duties.

Summary.

The needs of the teachers as providers of pastoral care have been discussed above and are summarised herein. Note should be taken that the needs discussed in this section were largely based upon the teachers' own perceptions of their needs.

The perceived needs of teachers may be summarised as five broad categories:

- (i) The need for adequate and relevant pre-service training and preparation for the pastoral role.
- (ii) The need within the school (and similar schools) for adequate and appropriate training in specific skills - most notably counselling and listening skills.
- (iii) The need for clarification of pastoral roles and the school's expectations of teachers.
- (iv) The need for evaluation of the practicalities of pastoral care related tasks and duties with particular

reference to availability of time for teachers to carry out their pastoral roles and duties.

(v) The need for open communication between teachers, and also, between administrators and teachers.

Observation indicates that the school and its teachers generally share a positive attitude toward the above categories of need and that the processes necessary to meet these needs are and have been in place since the opening of the school. That teachers point to such areas of need however, indicates that much work is still to be done and indeed the process of meeting such needs should be understood to be dynamic, on-going and in need of constant evaluation.

5. The Needs of Teachers with Reference to the Pastoral Needs of Students.

The final section of this chapter aims to pull together the summary finding of the first phase of the study, that is the apparent pastoral needs of the students, and the apparent needs of the teachers as they attempt to meet the pastoral needs of their students. The previous section examined the teachers' perceptions of their own needs. The needs of teachers indicated in this section are based upon the researcher's findings and tend, on the whole, to be expressed as actions, skills or attitudes which may or may not be adopted by individual teachers. The apparent needs are presented in Table 7.1.

Table 7.1. The Pastoral Needs of Students and the Apparent Needs of Teachers as Providers of Care.

STUDENT (PASTORAL) NEEDS.

TEACHER NEEDS.

- | | |
|--|---|
| 1. Secure & stable environment. | To provide stability by being consistent in their dealings and behaviour. |
| 2. Fair rules & discipline. | To be fair and consistent in disciplinary matters. |
| 3. Relevant and interesting lessons. | To make academic work relevant and interesting through their means and styles of teaching. |
| 4. Positive attitudes towards school work and study (Girls in particular). | Help; to engender positive attitudes through personal enthusiasm.
Eliminate gender - biases. |
| 5. Good relationships with teachers. | To help students feel accepted and to help develop friendly relationships. |
| 6. To be significant individuals. | To help students express their own individuality.
To be aware of individual needs and differences. |

STUDENT NEEDS (Cont'd.)

TEACHERS NEEDS (Cont'd.)

7. To have teacher -
confidants.

To develop trust-relationships
with some students.

To be good listeners.

8. To develop/maintain good
peer-relationships.

To provide opportunities for
social interaction for students.

To be aware of the importance
peer - relationships.

To foster healthy attitudes
toward peer - relationships.

9. To understand and use
the form/house system.

To make students aware of the
the workings and benefits of
the system and to make it
accessible.

10. To feel free to air
legitimate complaints
and concerns.

To be good listeners.

To present fair and
reasoned arguments when
necessary.

11. For all "groups" to be
given fair treatment.

To be aware of the
difficulties experienced
by certain groups
of students at various
times.

To develop appropriate
strategies for dealing
with problem - groups.

STUDENT NEEDS (Cont'd.)

(TEACHER NEEDS (Cont'd.))

12. To feel encouraged and supported by parents.

To be aware of family related problems.

To provide appropriate help.

To maintain regular contact with parents (or guardians).

Summary

Examination of the above table reveals a wide, though not exhaustive, list of skills, attributes and attitudes which might be said to be characteristics of a good provider of pastoral care in the school setting. Many of the skills and attributes listed herein have already been highlighted in the earlier sections of this chapter as needs of teachers as pastoral carers. The overriding finding of this research suggests that all teachers cannot reasonably be expected to be competent in all of these skill or that the personal attributes of teachers are very different. Training (pre- and in - service) will help teachers develop some of the necessary skills but will have little or no effect upon the development of personal attributes. One of the teachers when interviewed said that "good pastoral carers are born - not made." (Male 15th Year), thereby indicating his belief in the importance of such intangible attributes as the personality type of individual teachers and the influence this has upon that teacher's likelihood to provide high quality pastoral

care for his/her students. Teachers, like their students are multi faceted human beings and, consequently are subject to numerous internal and external pressures and influences. These pressures and influences and the teacher's ability to deal with them will, in turn, effect the teacher's ability to deal consistently and fairly and provide adequate care for his/her students.

The following, and final chapter of this report contains conclusions and suggestions based upon the findings of this research.

CHAPTER 8.

CONCLUSIONS OF THE RESEARCH

8.1: Introduction.

This, the final chapter of the report, is intended to draw together the conclusions from the analysis of data in the two phases of the study. Arising from the conclusions are certain implications, primarily relevant to the school at the centre of the study. These conclusions are discussed in sections two and three. The final section (summary) of the chapter will outline the need, and make suggestions for, further research into pastoral care.

8.2: Conclusions Arising from Phase 1.

Pastoral Needs.

Phase 1 of the study was primarily concerned with gaining an understanding of the pastoral needs of the students. The findings of the first phase produced a range of needs indicated by students. The summarised list of pastoral needs (see Table 8.1) holds few surprises, indeed there are considerable similarities between the needs highlighted in this study and those pointed out by other researchers and writers (for example: Best, 1988; Pougher, 1982; Dynan, 1980).

The analysis of data suggested that pastoral needs may be grouped according to the broad categories indicated in Table 8.1. Within each broad category, are smaller and more specific groups of needs, indicated by student participants

as being important for their security, comfort, self-esteem, academic progress and general well-being as members of the school's community.

Table 8.1: Categorisations of Pastoral Needs (students).

1. ENVIRONMENTAL NEEDS. (Physical)

- * Pleasant and comfortable surroundings.
- * Adequate and functional facilities.
- * Safety and security for self and belongings.

2. ENVIRONMENTAL NEEDS. (Organisational).

- * Security and stability.
- * A well organised school.
- * Good channels of communication between administration, teachers and students.
- * Clearly stated rules.
- * Fair and reasonable rules.
- * Fair, consistent and reasonable means of rules - enforcement and discipline.
- * The daily timetable and similar structures to be functional and easy to understand.
- * Help to understand and use the administrative systems within the school.
- * Form classes which provide a comfortable climate, and daily form-times which are relevant and meaningful.

Table 8.1 (Continued).

3. RELATIONSHIP NEEDS (With Teachers).

- * Security, consistency and fairness.
- * Mutual respect.
- * Love and Acceptance.
- * At least one teacher to talk to on a personal level.
- * (In some cases) A surrogate parent figure.
- * Trust.

4. RELATIONSHIP NEEDS (With Peers).

- * Acceptance.
- * Mutual trust.
- * Secure and meaningful friendships.

5. ACADEMIC NEEDS.

- * Relevant teaching practices and school work.
 - * Interesting and enjoyable teaching and school work.
 - * Apparent links between school work and future aspirations.
 - * School work at an appropriate level of difficulty.
 - * An environment conducive to learning.
 - * A wide range of subjects to suit a wide range of interests and ability levels.
-

Note should be taken that the indication of the existence, or perceived existence, of such needs (above) does not imply that the school and its teachers are therefore failing to recognise and or meet such needs. Indeed the findings showed

(see Table 6.6) that teachers were generally aware of the existence of student needs and that teachers' perceptions of these needs were similar to students' perceptions. However it is important that administrators and teachers be reminded of the existence of student (pastoral) needs particularly with relation to the formulation of pastoral care provisions and strategies.

The Changing Nature of Students' Needs.

One of the significant findings of the research was the highlighting of needs peculiar to certain identifiable groups within the student body. For example, girls at year nine level appeared to have a particularly negative attitude to many aspects of schooling and therefore had certain group-specific needs (such as the need for encouragement to enjoy and gain benefit from schooling). In order for such group-needs to be recognised and dealt with, there exists a need for teachers to monitor constantly the progress and attitudes of "suspect" groups.

While the study has indicated the existence of group-needs, it should be further pointed out that the make up of such groups and the nature of their apparent needs are by no means fixed. That is, the specific groups and needs highlighted in this study were peculiar to the time at which the data was collected. The assumption that the same group-needs will exist in 1991 (for example) is unfounded. For this reason, regular monitoring and assessment of students' needs ought to be a priority in the planning of pastoral care provisions and strategies.

8.3: Conclusions Arising from Phase 2.

Implications for the School.

The primary focus of the second phase of the study was to gain an understanding of the needs of the care givers, that is the teachers. As was found to be the case with students' needs, the findings showed that the needs of teachers at the school bore considerable similarities with those highlighted by other researchers and writers (for example: Bowes, 1987; Dunham, 1987; Adams, 1986; Hamblin, 1986; Heywood, 1986; Pinnington, 1985; Pougher, 1982).

The data gathered at Phase two highlighted teachers' needs as existing within the following broad categories:

- * Need for skills development and training directly relevant to the day by day provision of effective pastoral care.
- * Need for a clearer understanding of pastoral care and acceptance of its importance within the wider curriculum.
- * Need for regular and meaningful communication between staff at all levels of the school's organisational hierarchy.
- * Need for regular evaluation of pastoral care structures and provisions.
- * Need for role clarification and the regular review of role descriptions relevant to the changing nature of both students' needs and teachers' needs.

- * Need for mutual support from amongst teachers and form pastoral "leaders" and administrators.

While the existence of such needs has been highlighted by the research it does not necessarily follow that the school is lacking in these areas. Indeed the research itself and further personal observations indicate that a healthy state of affairs currently exists within the school with respect to the support and development of teachers as care givers. However, to ensure further the long-term existence of this positive attitude to pastoral care, it is important that the findings of research of this type be noted as the school plans for the future. By so doing, the risk of pastoral care merely being paid "lip-service", through the perpetuation of irrelevant and dysfunctional structures and a dependence upon the "conventional wisdom" , is reduced.

Implications for Teachers.

Along with implications for the school, there are also, apparent from the findings, implications for the teachers. Teachers, as professionals, must take upon themselves a great deal of the responsibility for personal levels of training and development and for meeting their own needs. This could be achieved in a number of ways, such as:

- * Enrolling in externally organised training courses in such skills as counselling and interpersonal communication.
- * Become actively involved in evaluation and/or action-research of current pastoral care provisions and practices.

- * Initiate small group or whole staff development activities relevant to pastoral care.

- * Become familiar with the growing corpus of literature about pastoral care and spend some time reading in the area.

- * Share ideas and discuss problems (related to pastoral care) with colleagues.

This list of suggestions is by no means exhaustive. Rather such a list should be seen as providing some practical starting points to help teachers deal with some of their own needs with the intention that teachers might feel more confident to meet the pastoral needs of their students.

8.4: Summary.

The findings of this research have not been such that they could be described as "breaking new ground" in the field of pastoral care research. Indeed, that was not the intention of the project. This report, rather, should be viewed as having value in the following ways:

- * As further reinforcement of the findings of other researchers regarding the needs of students as the recipients of pastoral care and of teachers as the providers.

- * As part of a much wider and long term process of evaluation of pastoral care structures and provisions within the school.

* As a stimulus for further research projects situated both within and without the school and related to some of the more specific findings which, though highlighted, were seen to be beyond the bounds of this study. Some examples of these include:

(i) Assessment of the depth and relevance of training in pastoral care offered to trainee-teachers.

(ii) Development of ways of early identification "problem groups" within the school and assessment of their needs.

(iii) Assessments of professional development opportunities and in-service training provisions offered by this and similar schools related to pastoral care.

(iv) Detailed examination of pastoral care policies and provisions of this and similar schools.

Conclusion

This research project has, in some ways, posed more questions than it has answered. The researcher does not, however, view this as a weakness, rather, as a stimulus to action. The initial problem posed by the researcher was (i) to understand the needs of students, (ii) relate these needs to the teachers, (iii) examine the needs of teachers, which should be met, in order that (iv) they could, in turn, meet the needs of their students. The cyclical nature of the problem has been apparent through the research and serves to highlight the need for further research into the needs of

both students and teachers. Further, the report does not suggest that the specific needs indicated by this research will be the same as those experienced by the students or the teachers in future years. Hence, the researcher reiterates the importance of relevant, on-going research into pastoral care.

APPENDIX ONE

(i) Survey Instrument: "Project Baseline: Attitudes to School.

(ii) Changes made to instrument for the purposes of this study.

BASELINE QUESTIONNAIRE.
ATTITUDE TO SCHOOL (SECONDARY).

Year. 8 9 10 11

Age. 12 13 14 15 16 17

Sex. M F

- * We are interested in how you feel about school.
- * Please answer all questions honestly.
- * There are no right or wrong answers.
- * Please do not write your name on this questionnaire.
- * Please circle the correct information about yourself at the top of the page;
e.g. Year 8 9 10 11.
- * Hold your paper until the whole class has finished as they will all be collected up together.

PART A.

Before you start please practise the sample question below.

CIRCLE THE APPROPRIATE NUMBER:

- 4 if you STRONGLY AGREE with the statement;
- 3 if you AGREE with the statement;
- 2 if you DISAGREE with the statement;
- 1 if you STRONGLY DISAGREE with the statement.

Sample:

I enjoy going to a good movie. 4 3 2 1

(If you AGREE with this statement you would circle 3.)

4 - I STRONGLY AGREE

3 - I AGREE

2 - I DISAGREE

1 - I STRONGLY DISAGREE

	SA	A	D	SD
1. I usually like school.	4	3	2	1
2. I don't like most of my teachers.	4	3	2	1
3. I rarely have fun with the students at this school.	4	3	2	1
4. Students are usually kept well informed about what is happening at the school.	4	3	2	1
5. The students here are carefully supervised.	4	3	2	1
6. I am given the chance to do work that really interests me.	4	3	2	1
7. I don't see much value in being at school.	4	3	2	1
8. The teachers make most of the subjects interesting.	4	3	2	1
9. I tend to find school work difficult.	4	3	2	1
10. My family think that what the teachers say is important.	4	3	2	1
11. Most of the teachers seem to care about the students feelings.	4	3	2	1
12. Some teachers at this school pick on students.	4	3	2	1
13. I don't like being at this school.	4	3	2	1
14. I am happy to cooperate with most of my teachers.	4	3	2	1
15. I would like my family to show more interest in my school.	4	3	2	1

	SA	A	D	SD
16. This school is well organised.	4	3	2	1
17. Other students pick on me.	4	3	2	1
18. School work is usually dull and boring.	4	3	2	1
19. Most of what I learn at school will help me in the future.	4	3	2	1
20. Most of the teachers at this school try to help students to understand difficult things.	4	3	2	1
21. I usually want to do well at school.	4	3	2	1
22. My family want me to do well at school.	4	3	2	1
23. I often feel lonely at school.	4	3	2	1
24. Most of my teachers seem to respect their students.	4	3	2	1
25. There are lots of interesting things to do at this school.	4	3	2	1
26. Most of my teachers are fair to students.	4	3	2	1
27. The rules at this school are unfair.	4	3	2	1
28. I feel safe at school.	4	3	2	1
29. The work I do in most of my classes is useful.	4	3	2	1
30. Education helps me be a better person.	4	3	2	1
31. Most of my teachers can't control my classes.	4	3	2	1
32. I am willing to take part in the sporting and extra-curricular activities at this school.	4	3	2	1
33. My family don't show an interest in my school.	4	3	2	1
34. At this school there is a teacher I can turn to for help or advice.	4	3	2	1
35. Most of the teachers are willing to help students with problems.	4	3	2	1
36. Most of the time I do not feel like going to school.	4	3	2	1
37. Most of my teachers are not understanding.	4	3	2	1

	SA	A	D	SD
38. I have good friends at this school.	4	3	2	1
39. The discipline at this school is not strict enough.	4	3	2	1
40. I am afraid of some of the students at this school.	4	3	2	1
41. Many of the things we do in lessons are enjoyable.	4	3	2	1
42. I want to get as much education as I can.	4	3	2	1
43. Most of our teachers do not try to help students who don't understand the lesson.	4	3	2	1
44. I am proud of the work I do at school.	4	3	2	1
45. My family think that a good education is important.	4	3	2	1
46. At this school people are taught to respect each other.	4	3	2	1
47. Some of our teachers don't seem to like the students here.	4	3	2	1
48. I look forward to going to school.	4	3	2	1
49. I respect most of my teachers.	4	3	2	1
50. The rules at this school are not clear.	4	3	2	1
51. My belongings are not safe at this school.	4	3	2	1
52. Most of our school work is too difficult.	4	3	2	1
53. If I had a choice I would not come to this school.	4	3	2	1
54. At the end of most lessons I don't feel that I have learned anything.	4	3	2	1
55. My family don't encourage me to stay at school.	4	3	2	1
56. At this school people don't seem to care about each other.	4	3	2	1
57. Most teachers at this school are not interested in the opinions of students.	4	3	2	1

PART B.

1. Some students say, "Generally I like school." Others say, "Generally I don't like school."

a) How do you generally feel about school?

b) Why do you think you feel like that about school?

c) What could the school or the teachers do to make you feel happier at school?

2. What things about school would you most like to see changed?

3. What things about school do you like?

CHANGES TO BASELINE QUESTIONNAIRE.

1. Cover page information.

This has been modified to provide a little more information about the participants: Specifically age and year group.

2. Specific item changes.

Item 15. "Most of my class members take their work seriously."

Deleted: Not considered relevant to this use of the questionnaire.

Relacement item 15. "I would like my family to show more interest in my school."

Item 17. From: "I often get picked on by other children."

To: "Other students pick on me."

Item 20. From: "Most of the teachers at this school try to make difficult things easy to understand."

to: "Most of the teachers at this school try to help students to understand difficult things."

Item 27. Deleted. Not considered relevant.

Item 29. From: "This school is a safe place to be."

To: "I feel safe at school."

Item 51. Deleted. Not considered relevant.

Item 55. From: "If I had a choice, I would not come to school."

To: "If I had a choice, I would not come to this school."

Item 57. Deleted. Not considered relevant.

The original document has 60 items in part A, the modified version carries 57.

Small wording changes have been made to several other items not detailed above; these were considered to be of a very inconsequential nature.

One small modification has been made to part B.

Add: Question 1. (c) "What could the school or the teachers do to make you feel happier at school?"

APPENDIX TWO.

Interview Schedule: Students (Phase 1).

- Q1. Would you say that you are generally happy or not happy to be at this school?
- Q2. Why? (Related to Question 1).
- Q3. What are the things you most like about this school?
- Q4. What are the things you most dislike about this school?
- Q5. Is there anything or any part of the daily routine, that you particularly like or dislike?
- Q6. Do you feel that the teachers here are interested in you and the things you need, or are they just "teaching lessons"?
- Q7. (a) Is there a particular teacher (or teachers) that you feel you can really talk to when you have a problem?
(b) Would you include your form teacher as someone you feel that you can talk to?
- Q8. (a) Do you consider that students are subjected to too many rules?
(b) Are the rules fair?
- Q9. Do you think that teachers should do more for their students than just teach their subjects?

Q10. (a) Do you think your parent(s) are interested in what happens to you at school?

(b) Are they just concerned about academic performance?

(c) Do they consider your happiness at school to be important?

Q11. Do you think there is a link between being happy at school and academic performance?

APPENDIX THREE.

Interview Schedule: Teachers (Phase 1).

- Q1. What do you understand by the term "pastoral care" ?
- Q2. What kinds of things do you consider that students expect to gain from being at school?
- Q3. Do students expect more from teachers than just teaching?
- Q4. Do students value the pastoral work done by teachers?
- Q5. If you were to single out a group of students within the school whom you consider is in need of extra help, guidance or care, who would it be? and why?

APPENDIX FOUR.

Staff Seminar: Group-Discussion Questions.

- Q1. Are the teachers working within this school's pastoral care system able to meet the needs of students?
- Q2. What changes would be needed to our pastoral care system to enable teachers to deal more effectively with students' needs?
- Q3. What do teachers need in terms of professional development to be able to adequately fulfill their pastoral care responsibilities?
- Q4. Is it a reasonable expectation that all teachers should be involved in pastoral care?
- Q5. Are trainee teachers given adequate preparation to deal with the pastoral care expectations of their job?

APPENDIX FIVE.

Interview Schedule: Teachers (Phase 2).

- Q1. Do you consider that the pastoral care and administrative structures of this school are adequately providing for the pastoral care needs of the students?
- Q2. What sorts of modifications would you see as being appropriate to make the system/structures more effective?
- Q3. How do you understand your role in the school with respect to pastoral care?
- Q4. Do you feel as though you have been well prepared or trained for the pastoral care elements of your job?
- Q5. What are the most useful things the school can do to enable you to be more effective in your pastoral care role?
- Q6. What do you think the students expect in terms of you caring for them?

APPENDIX SIX.

Statistical Data gathered from "Project Baseline:
Attitudes Toward School". Survey (Part A).

(i). Details of Item-responses frequencies

- By * Whole sample
* Year Groups
* Gender Groups

(ii) Instrument - Descriptive statistics per item.

ITEM RESPONSE ALL BOYS GIRLS YEAR 8 YEAR 9 YEAR 10 YEAR 11
 N = 82 N=39 N = 43 N = 20 N = 20 N = 21 N = 21

ITEM	RESPONSE	ALL	BOYS	GIRLS	YEAR 8	YEAR 9	YEAR 10	YEAR 11
		N = 82	N=39	N = 43	N = 20	N = 20	N = 21	N = 21
1	SD	3.7	3.0	4.0	5.0	5.0	0.0	5.0
	D	15.9	14.0	17.0	5.0	35.0	14.0	10.0
	A	75.6	77.0	74.0	80.0	60.0	81.0	81.0
	SA	4.9	6.0	4.0	10.0	0.0	5.0	5.0
2	SD	7.3	11.0	4.0	15.0	5.0	10.0	0.0
	D	69.5	74.0	66.0	70.0	60.0	71.0	76.0
	A	22.0	11.0	30.0	15.0	30.0	19.0	24.0
	SA	1.2	3.0	0.0	0.0	5.0	0.0	0.0
3	SD	47.6	51.0	45.0	75.0	40.0	29.0	48.0
	D	36.6	37.0	36.0	15.0	45.0	48.0	38.0
	A	7.3	6.0	9.0	5.0	0.0	14.0	10.0
	SA	8.5	6.0	11.0	5.0	15.0	10.0	5.0
4	SD	7.3	6.0	9.0	10.0	5.0	5.0	10.0
	D	29.3	29.0	30.0	10.0	50.0	19.0	38.0
	A	57.3	54.0	60.0	60.0	45.0	76.0	48.0
	SA	4.9	11.0	0.0	20.0	0.0	0.0	0.0
5	SD	1.2	0.0	2.0	0.0	5.0	0.0	0.0
	D	18.3	20.0	17.0	15.0	20.0	29.0	10.0
	A	59.8	57.0	62.0	50.0	70.0	43.0	76.0
	SA	18.3	20.0	17.0	30.0	5.0	24.0	14.0
6	SD	1.2	3.0	0.0	5.0	0.0	0.0	0.0
	D	41.5	34.0	47.0	40.0	45.0	43.0	38.0
	A	50.0	54.0	47.0	45.0	45.0	52.0	57.0
	SA	7.3	9.0	6.0	10.0	10.0	5.0	5.0
7	SD	41.5	54.0	32.0	70.0	30.0	38.0	29.0
	D	48.8	40.0	55.0	20.0	65.0	57.0	52.0
	A	3.7	3.0	4.0	10.0	0.0	5.0	0.0
	SA	4.9	3.0	6.0	0.0	5.0	0.0	14.0
8	SD	4.9	9.0	2.0	5.0	10.0	0.0	5.0
	D	52.4	31.0	68.0	40.0	50.0	52.0	67.0
	A	35.4	49.0	26.0	40.0	40.0	38.0	24.0
	SA	7.3	11.0	4.0	15.0	0.0	10.0	5.0
9	SD	9.8	9.0	11.0	25.0	0.0	10.0	5.0
	D	50.0	57.0	45.0	20.0	65.0	67.0	48.0
	A	35.4	26.0	43.0	40.0	35.0	24.0	43.0
	SA	2.4	6.0	0.0	10.0	0.0	0.0	0.0
10	SD	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	D	9.8	11.0	9.0	10.0	15.0	5.0	10.0
	A	66.9	60.0	71.0	40.0	75.0	86.0	62.0
	SA	19.5	26.0	15.0	45.0	10.0	10.0	14.0
11	SD	6.1	11.0	2.0	10.0	10.0	5.0	0.0
	D	34.1	37.0	32.0	30.0	30.0	29.0	48.0
	A	52.4	46.0	57.0	40.0	60.0	67.0	43.0
	SA	6.1	6.0	6.0	15.0	0.0	0.0	10.0
12	SD	3.7	6.0	2.0	5.0	10.0	0.0	0.0
	D	14.6	11.0	17.0	15.0	0.0	29.0	14.0
	A	56.1	66.0	49.0	50.0	55.0	57.0	62.0
	SA	25.6	17.0	32.0	30.0	35.0	14.0	24.0

ITEM RESPONSE ALL BOYS GIRLS YEAR 8 YEAR 9 YEAR 10 YEAR 11

N = 82 N=39 N = 43 N = 20 N = 20 N = 21 N = 21

ITEM	RESPONSE	ALL	BOYS	GIRLS	YEAR 8	YEAR 9	YEAR 10	YEAR 11
13	SD	17.1	26.0	11.0	35.0	5.0	19.0	10.0
	D	68.3	60.0	74.0	50.0	75.0	71.0	76.0
	A	7.3	9.0	6.0	5.0	15.0	10.0	0.0
	SA	4.9	6.0	4.0	10.0	0.0	0.0	10.0
14	SD	0.0	0.0	0.0	25.0	0.0	0.0	0.0
	D	3.7	3.0	4.0	10.0	5.0	0.0	0.0
	A	80.5	71.0	87.0	65.0	80.0	86.0	90.0
	SA	15.9	26.0	9.0	25.0	15.0	14.0	10.0
15	SD	13.4	9.0	17.0	10.0	20.0	5.0	19.0
	D	62.2	57.0	66.0	55.0	70.0	62.0	62.0
	A	15.9	20.0	13.0	15.0	5.0	33.0	10.0
	SA	8.5	14.0	4.0	20.0	5.0	0.0	10.0
16	SD	7.3	9.0	6.0	5.0	20.0	5.0	0.0
	D	29.3	20.0	36.0	25.0	30.0	33.0	29.0
	A	58.8	66.0	53.0	55.0	50.0	57.0	71.0
	SA	4.9	6.0	4.0	15.0	0.0	5.0	0.0
17	SD	28.0	34.0	23.0	40.0	20.0	19.0	33.0
	D	47.6	40.0	53.0	40.0	50.0	52.0	48.0
	A	17.1	17.0	17.0	15.0	15.0	29.0	10.0
	SA	7.3	9.0	6.0	5.0	15.0	0.0	10.0
18	SD	6.1	9.0	4.0	10.0	5.0	10.0	0.0
	D	43.9	49.0	40.0	45.0	35.0	48.0	48.0
	A	37.8	31.0	43.0	30.0	45.0	33.0	43.0
	SA	12.2	11.0	13.0	15.0	15.0	10.0	10.0
19	SD	4.9	3.0	6.0	0.0	5.0	0.0	14.0
	D	14.6	11.0	17.0	10.0	15.0	14.0	19.0
	A	45.1	37.0	51.0	15.0	50.0	52.0	62.0
	SA	35.4	49.0	26.0	75.0	30.0	33.0	5.0
20	SD	2.4	0.0	4.0	0.0	10.0	0.0	0.0
	D	15.9	17.0	15.0	20.0	15.0	14.0	14.0
	A	65.9	51.0	77.0	40.0	65.0	76.0	81.0
	SA	15.9	31.0	4.0	40.0	10.0	10.0	5.0
21	SD	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	D	3.7	3.0	4.0	5.0	5.0	0.0	5.0
	A	51.2	40.0	60.0	30.0	65.0	57.0	52.0
	SA	43.9	57.0	34.0	65.0	30.0	43.0	38.0
22	SD	1.2	3.0	0.0	5.0	0.0	0.0	0.0
	D	3.7	3.0	4.0	10.0	5.0	0.0	0.0
	A	35.4	34.0	36.0	5.0	45.0	43.0	48.0
	SA	59.8	60.0	60.0	80.0	50.0	57.0	52.0
23	SD	36.6	43.0	32.0	30.0	35.0	48.0	33.0
	D	53.7	43.0	62.0	50.0	60.0	52.0	52.0
	A	4.9	9.0	2.0	15.0	0.0	0.0	5.0
	SA	4.9	6.0	4.0	5.0	5.0	0.0	10.0
24	SD	2.4	3.0	2.0	5.0	5.0	0.0	0.0
	D	34.1	23.0	43.0	30.0	30.0	38.0	38.0
	A	54.9	60.0	51.0	45.0	65.0	52.0	57.0
	SA	7.3	14.0	2.0	20.0	0.0	5.0	5.0

ITEM	RESPONSE	ALL	BOYS	GIRLS	YEAR 8	YEAR 9	YEAR 10	YEAR 11
		N = 82	N=39	N = 43	N = 20	N = 20	N = 21	N = 21
25	SD	25.6	23.0	28.0	35.0	20.0	24.0	24.0
	D	43.9	37.0	49.0	10.0	60.0	48.0	57.0
	A	22.0	26.0	19.0	30.0	20.0	24.0	14.0
	SA	7.3	14.0	2.0	25.0	0.0	5.0	0.0
26	SD	1.2	0.0	2.0	0.0	0.0	0.0	5.0
	D	24.4	20.0	28.0	45.0	30.0	10.0	14.0
	A	68.3	69.0	68.0	35.0	70.0	90.0	76.0
	SA	6.1	11.0	2.0	20.0	0.0	0.0	5.0
27	SD	13.4	11.0	15.0	10.0	15.0	14.0	14.0
	D	43.9	34.0	51.0	45.0	25.0	38.0	67.0
	A	25.6	31.0	21.0	25.0	35.0	33.0	10.0
	SA	17.1	23.0	13.0	20.0	25.0	14.0	10.0
28	SD	1.2	3.0	0.0	5.0	0.0	0.0	0.0
	D	11.0	11.0	11.0	5.0	20.0	10.0	10.0
	A	74.4	66.0	81.0	60.0	80.0	81.0	76.0
	SA	13.4	20.0	9.0	30.0	0.0	10.0	14.0
29	SD	1.2	0.0	2.0	0.0	0.0	0.0	5.0
	D	24.4	17.0	30.0	15.0	35.0	14.0	33.0
	A	56.1	57.0	55.0	50.0	55.0	62.0	57.0
	SA	18.3	26.0	13.0	35.0	10.0	24.0	5.0
30	SD	1.2	0.0	2.0	0.0	0.0	0.0	5.0
	D	11.0	6.0	15.0	5.0	20.0	10.0	10.0
	A	56.1	43.0	66.0	45.0	55.0	52.0	71.0
	SA	31.7	51.0	17.0	50.0	25.0	38.0	14.0
31	SD	7.3	11.0	4.0	15.0	10.0	5.0	0.0
	D	72.0	77.0	68.0	65.0	60.0	81.0	81.0
	A	14.6	9.0	19.0	20.0	20.0	5.0	14.0
	SA	6.1	3.0	9.0	0.0	10.0	10.0	4.0
32	SD	1.2	0.0	2.0	5.0	0.0	0.0	0.0
	D	18.3	14.0	21.0	15.0	15.0	14.0	29.0
	A	50.0	49.0	51.0	30.0	60.0	62.0	48.0
	SA	30.5	37.0	26.0	50.0	25.0	24.0	24.0
33	SD	50.0	49.0	51.0	60.0	75.0	33.0	33.0
	D	42.7	43.0	43.0	35.0	20.0	62.0	52.0
	A	6.1	6.0	6.0	5.0	5.0	5.0	10.0
	SA	1.2	3.0	0.0	0.0	0.0	0.0	5.0
34	SD	15.9	23.0	11.0	15.0	15.0	14.0	19.0
	D	24.4	26.0	23.0	5.0	30.0	29.0	33.0
	A	34.1	23.0	43.0	30.0	25.0	43.0	38.0
	SA	25.6	29.0	23.0	50.0	30.0	14.0	10.0
35	SD	6.1	9.0	4.0	0.0	15.0	5.0	5.0
	D	13.4	20.0	9.0	25.0	10.0	14.0	5.0
	A	69.5	57.0	79.0	45.0	75.0	71.0	86.0
	SA	9.8	14.0	6.0	25.0	0.0	10.0	5.0
36	SD	3.7	3.0	4.0	10.0	0.0	5.0	0.0
	D	46.3	43.0	49.0	30.0	45.0	52.0	57.0
	A	39.0	43.0	36.0	50.0	40.0	43.0	24.0
	SA	11.0	11.0	11.0	10.0	15.0	0.0	19.0

ITEM	RESPONSE	ALL	BOYS	GIRLS	YEAR 8	YEAR 9	YEAR 10	YEAR 11
		N = 82	N=39	N = 43	N = 20	N = 20	N = 21	N = 21
37	SD	11.0	17.0	6.0	10.0	10.0	14.0	10.0
	D	65.9	66.0	66.0	60.0	70.0	71.0	62.0
	A	19.5	14.0	23.0	30.0	20.0	10.0	19.0
	SA	3.7	3.0	4.0	0.0	0.0	5.0	10.0
38	SD	2.4	0.0	4.0	0.0	0.0	5.0	5.0
	D	1.2	3.0	0.0	0.0	0.0	5.0	0.0
	A	32.9	40.0	28.0	25.0	30.0	43.0	33.0
	SA	63.4	57.0	68.0	75.0	70.0	48.0	62.0
39	SD	45.1	60.0	34.0	55.0	50.0	57.0	19.0
	D	47.6	34.0	57.0	40.0	45.0	29.0	76.0
	A	1.2	3.0	0.0	0.0	0.0	5.0	0.0
	SA	4.9	3.0	6.0	5.0	5.0	5.0	5.0
40	SD	26.8	31.0	23.0	30.0	10.0	33.0	33.0
	D	50.0	43.0	55.0	45.0	60.0	48.0	48.0
	A	15.9	17.0	15.0	5.0	30.0	19.0	10.0
	SA	6.1	9.0	4.0	15.0	0.0	0.0	10.0
41	SD	6.1	6.0	6.0	5.0	5.0	5.0	10.0
	D	43.9	29.0	55.0	20.0	50.0	52.0	52.0
	A	39.0	49.0	32.0	50.0	30.0	38.0	38.0
	SA	11.0	17.0	6.0	25.0	15.0	5.0	0.0
42	SD	1.2	0.0	2.0	0.0	0.0	0.0	5.0
	D	4.9	3.0	6.0	10.0	5.0	0.0	5.0
	A	53.7	37.0	66.0	30.0	70.0	57.0	57.0
	SA	40.2	60.0	26.0	60.0	25.0	43.0	33.0
43	SD	14.6	20.0	11.0	20.0	10.0	24.0	5.0
	D	65.9	63.0	68.0	65.0	65.0	57.0	76.0
	A	15.9	14.0	17.0	15.0	20.0	10.0	19.0
	SA	3.7	3.0	4.0	0.0	5.0	10.0	0.0
44	SD	1.2	0.0	2.0	0.0	0.0	0.0	5.0
	D	13.4	9.0	17.0	20.0	10.0	10.0	14.0
	A	63.4	66.0	62.0	45.0	75.0	67.0	67.0
	SA	20.7	26.0	17.0	35.0	15.0	24.0	10.0
45	SD	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	D	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	A	36.6	26.0	45.0	10.0	40.0	48.0	49.0
	SA	62.2	74.0	53.0	90.0	60.0	52.0	49.0
46	SD	3.7	0.0	6.0	0.0	5.0	5.0	5.0
	D	20.7	20.0	21.0	20.0	25.0	19.0	19.0
	A	59.8	57.0	62.0	45.0	60.0	62.0	71.0
	SA	15.9	23.0	11.0	35.0	10.0	14.0	5.0
47	SD	3.7	6.0	2.0	0.0	10.0	5.0	0.0
	D	15.9	14.0	17.0	25.0	0.0	19.0	19.0
	A	63.4	51.0	72.0	45.0	75.0	62.0	71.0
	SA	17.1	29.0	9.0	30.0	15.0	14.0	10.0
48	SD	15.9	20.0	13.0	20.0	20.0	5.0	19.0
	D	34.1	31.0	36.0	20.0	45.0	38.0	33.0
	A	46.3	49.0	45.0	55.0	35.0	52.0	43.0
	SA	2.4	0.0	4.0	5.0	0.0	5.0	0.0
49	SD	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	D	8.5	9.0	9.0	5.0	5.0	10.0	14.0
	A	75.6	63.0	85.0	70.0	85.0	76.0	71.0
	SA	14.6	26.0	6.0	25.0	10.0	10.0	14.0

ITEM	RESPONSE	ALL N = 82	BOYS N=39	GIRLS N = 43	YEAR 8 N = 20	YEAR 9 N = 20	YEAR 10 N = 21	YEAR 11 N = 21
50	SD	23.2	20.0	26.0	25.0	25.0	19.0	24.0
	D	54.9	49.0	60.0	55.0	35.0	67.0	62.0
	A	15.9	20.0	13.0	15.0	30.0	10.0	10.0
	SA	6.1	11.0	2.0	5.0	10.0	5.0	5.0
51	SD	15.9	17.0	15.0	20.0	10.0	24.0	10.0
	D	35.4	46.0	28.0	55.0	20.0	33.0	33.0
	A	26.8	17.0	34.0	10.0	35.0	29.0	33.0
	SA	22.0	20.0	23.0	15.0	35.0	14.0	24.0
52	SD	13.4	20.0	9.0	30.0	0.0	19.0	5.0
	D	64.6	54.0	72.0	50.0	65.0	67.0	76.0
	A	20.7	26.0	17.0	20.0	35.0	14.0	14.0
	SA	1.2	0.0	2.0	0.0	0.0	0.0	5.0
53	SD	24.4	29.0	21.0	25.0	20.0	29.0	24.0
	D	43.9	51.0	38.0	40.0	35.0	48.0	52.0
	A	22.0	14.0	28.0	25.0	30.0	24.0	10.0
	SA	8.5	6.0	11.0	10.0	10.0	0.0	14.0
54	SD	13.4	23.0	6.0	25.0	5.0	24.0	0.0
	D	63.4	60.0	66.0	55.0	55.0	71.0	71.0
	A	20.7	14.0	26.0	20.0	40.0	5.0	19.0
	SA	2.4	3.0	2.0	0.0	0.0	0.0	10.0
55	SD	52.4	54.0	51.0	55.0	60.0	52.0	43.0
	D	40.2	37.0	43.0	40.0	35.0	43.0	43.0
	A	4.9	3.0	6.0	0.0	5.0	5.0	10.0
	SA	2.4	6.0	0.0	5.0	0.0	0.0	5.0
56	SD	15.9	20.0	13.0	20.0	10.0	14.0	19.0
	D	56.1	49.0	62.0	55.0	50.0	48.0	71.0
	A	24.4	29.0	21.0	25.0	35.0	33.0	5.0
	SA	3.7	3.0	4.0	0.0	5.0	55.0	5.0
57	SD	8.5	14.0	4.0	15.0	10.0	10.0	0.0
	D	48.8	43.0	53.0	30.0	60.0	52.0	52.0
	A	29.3	23.0	34.0	35.0	20.0	19.0	43.0
	SA	13.4	20.0	9.0	20.0	10.0	19.0	5.0

ITEM NO. CORREL 'N. MEAN STAN.DEV.

1	0.543	2.82	0.57
2	0.451	2.83	0.56
3	0.138	3.23	0.92
4	0.432	3.57	0.75
5	0.129	3.90	0.79
6	0.479	2.63	0.64
7	0.408	3.30	0.78
8	0.431	2.45	0.70
9	-0.192	3.26	0.77
10	0.229	3.95	0.86
11	0.484	3.56	0.76
12	0.502	1.96	0.74
13	0.477	3.05	0.74
14	0.475	3.12	0.43
15	-0.277	2.81	0.78
16	0.404	2.61	0.70
17	0.376	2.96	0.87
18	0.408	2.44	0.79
19	0.507	3.11	0.83
20	0.482	2.95	0.65
21	0.497	4.37	0.68
22	0.291	3.54	0.63
23	0.271	3.22	0.75
24	0.438	3.65	0.71
25	0.540	3.08	0.91
26	0.540	2.79	0.56
27	0.279	2.54	0.93
28	0.572	3.00	0.54
29	0.608	2.92	0.69
30	0.587	3.18	0.67
31	0.439	2.81	0.66
32	0.249	3.10	0.73
33	0.242	3.42	0.67
34	0.519	2.69	1.03
35	0.531	3.81	0.74
36	0.546	2.43	0.74
37	0.506	2.84	0.66
38	0.142	3.57	0.65
39	0.074	3.37	0.76
40	0.124	3.01	0.85
41	0.576	2.55	0.77
42	0.609	3.33	0.63
43	0.276	2.91	0.67
44	0.491	4.01	0.71
45	0.264	4.59	0.63
46	0.514	2.88	0.71
47	0.339	2.06	0.69
48	0.625	3.33	0.82
49	0.420	4.02	0.59
50	0.178	2.95	0.80
51	0.442	2.45	1.00
52	0.317	2.90	0.62
53	0.505	2.88	0.92
54	0.566	2.88	0.66
55	0.274	3.43	0.70
56	0.531	2.84	0.73
57	0.471	2.52	0.84

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