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Student preferences towards law becoming a tertiary entrance score subject

Penelope Preen
Edith Cowan University

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STUDENT PREFERENCES TOWARDS LAW BECOMING

A TERTIARY ENTRANCE SCORE SUBJECT

By

Penelope Preen B.Ed

**A Thesis Submitted in partial Fulfilment of the
Requirements for the Award of**

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USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.

ABSTRACT

In Western Australian schools, student subject selection during Year 10 determines the future career path to which students aspire. Subjects offered in Year 11 and Year 12 Upper School studies are classified as Tertiary Entrance Score Subjects or Certificate of Secondary Education subjects, and students are given the opportunity to select six subjects which may comprise all Tertiary Entrance Score Subjects, all Certificate of Secondary Education Subjects, or a combination of both.

Law is classified as a Certificate of Secondary Education Subject. It is the student's intention to study Law that is the focus of this research project. The major objective is to examine the influence of the factor Law as a Tertiary Entrance Score Subject on student selection of Law, and to assess the extent of influence other subjective norms may exert on student subject selection of Law.

The project required the establishment of a pilot study group in School A to develop and refine an instrument based upon Likert's Summated Ratings Scale. The questionnaire was formulated through student/research interview trialled within the pilot school. Results of the instrument were examined, further interviews conducted and changes to the questionnaire made in preparation for the major study in School B. The major study involved 275 respondents and utilised the SAS

computer programme for analysis. The questionnaire instrument has been evaluated for validity and reliability.

The results of the study indicate students support a change to the subject classification of Law from Certificate of Secondary Education Subject to Tertiary Entrance Score Subject. The subjective norms elicited and displayed in the subject selection behaviours of students in this study have special significance for school administrators.

The data collected was prior to the introduction of the Andrich Report (1989). In 1991 this report will ensure those students seeking tertiary entrance select a minimum of 4 Tertiary Entrance Score Subjects out of a maximum of 6 subjects. The tertiary entrance requirement during this study was 3 Tertiary Entrance Score Subjects.

The impact of students selecting subjects for tertiary entrance is evident in this study in relation to selecting the subject Law. The full impact of the effect of student subject selections on Law and other Certificate of Secondary Education subjects in the future as a consequence of new requirements is yet to be evaluated.

DECLARATION

I certify that this thesis does not incorporate, without acknowledgment, any material previously submitted for a degree or diploma in any institution 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.

Signed

Dated February, 1993

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To the Principals, Senior Staff and teachers of the schools involved in the study who assisted and provided permission for surveys to be conducted, and gave support to the project.

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Penny Preen

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTORY STATEMENT

Law is a subject which is offered and taught in Year 11 and Year 12 in secondary schools in Western Australia. Students enter the Year 11 course in the year they turn 16 and complete the Year 12 course in the year they turn 17.

Within the confines of the Secondary Education Authority, which is the supreme authority in the approval of secondary syllabi in Western Australia, Law is classified as a Certificate of Secondary Education subject.

In Western Australian secondary education there exists two differing classifications of school subjects at Year 12 level. These are defined as Certificate of Secondary Education subjects and Tertiary Entrance Score subjects. A Tertiary Entrance Score subject is examined externally at the end of Year 12 and contributes to an aggregate mark used for tertiary entrance selection. A Certificate of Secondary Education subject is examined internally at the end of Year 12 and contributes to Secondary School Graduation. The score or grade attained in a CSE subject bears no contribution to a tertiary selection aggregate.

Within an average school, subject selection by students results in a combination of both Certificate of

Secondary Education subjects and Tertiary Entrance subjects. For tertiary bound students the minimum weighting required for a tertiary aggregate is three Tertiary Entrance subjects from selected groupings and three Certificate of Secondary Education subjects. A variety of combinations take effect depending on the career pathway a student has selected.

The subject of Law is a relatively new course, having commenced in Western Australian schools in 1975. The subject has experienced growth with 6 schools completing the course in 1984 to 65 schools completing the course in 1989. Law has fulfilled an identified community need for students to be trained to a higher level of understanding in the ways in which law is made in Australia and human rights and civil liberty issues are dealt with. In addition, Law can be defined as a multi-disciplined subject, incorporating skills such as oral communication, analysis and research, essay and written communication and small group interaction. The increased number of students undertaking Law show it is a subject with a growing profile within the Western Australian education system.

The class composition of Law students is generally diverse in their academic abilities and pursuits. There appears to be two broad categories of students who study law:

- a) Students interested in pursuing legal or law related careers who are above average in academic rating and thus are engaged in appropriate subjects for tertiary eligibility.
- b) Students of lower academic abilities who are seeking Certificate of Secondary School Graduation only.

Inevitably this has led to the situation of some students claiming they are doing as much work at a similar level of complexity as Tertiary Entrance Score subjects and yet others who consider the work too difficult and demanding for a Certificate of Secondary Education subject.

In response to this situation, the Law Syllabus Committee formed under the auspices of the Secondary Education Authority is currently preparing a submission to include Law in the "A" (Qualitative) Group of Tertiary Entrance Score subjects. They are aided by several prominent lawyers in seeking this re-classification.

The Andrich Report (1989) has also had some impact on the viability of the subject by recommending a minimum of four Tertiary Entrance Score subjects be studied by students in Upper School secondary classes. The results of such a recommendation naturally cannot be fully anticipated, but it will affect the student preference

and selection of Certificate of Secondary Education subjects.

For the teacher of Law the question then becomes: "Should Law become a Tertiary Entrance Score subject?" This question however does not take into account or consider the preferences of the students - the determinants of courses through their selection, and therefore staffing formulae in secondary schools.

1.2 THE RESEARCH PROBLEM

This project seeks to develop an instrument which should establish student preferences and provide planners with a reliable indicator for decisions regarding the future of Law as a subject in Secondary Schools in Western Australia.

The instrument devised and administered will determine the major research question: Do the students in School A (major study) prefer Law to be categorised by the Secondary Education Authority as a Tertiary Entrance Score Subject?

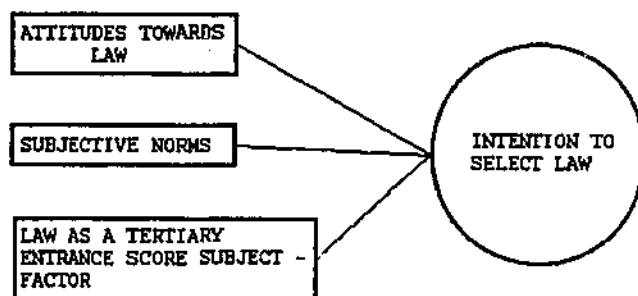
The objectives of the study comprise:

- 1 Identify the factors which students perceive as influencing their perception of Law.

- 2 Identify the factors students perceive as affecting their intention to select Law.
- 3 Develop an instrument which measures student perceptions and attitudes to the subject Law.
- 4 Examine the influence of the factor Law as a Tertiary Entrance Score Subject on student selection of the subject Law.

In a diagram, the study seeks to determine:

Figure 1. Factors Affecting the Intention to Select Law



1.3 SIGNIFICANCE OF THE STUDY

Using the observation of the varying academic abilities of students selecting Law and the imminent effect of the Andrich Report (1989), administrators are faced with the possibility of less students selecting the subject Law. The Andrich Report ensures Tertiary bound students study

a minimum of four Tertiary Entrance Score subjects. If the results of the Andrich Report (1989) culminate in tertiary bound students choosing less Certificate of Secondary Education subjects, a drop in the projected class figures for Law will be anticipated. Should this be the case, students with lower academic abilities will be selecting a subject which more talented academic students tend to view as the same workload and difficulty level as a Tertiary Entrance Score subject.

The key element in this issue is to discover which students do or do not select Law and determine the reasons why. If teachers and administrators are provided with the criteria students use to select or not select the subject Law, they are then in the position to evaluate and proceed with a valid profile for the subject. The intention of this study is to provide secondary business studies teachers, and other interested parties, with an appropriate instrument to measure student perceptions towards Law (as it is taught in Western Australian upper school courses) being a Tertiary Entrance Score subject.

1.4 LIMITATIONS OF THE STUDY

The limitations of this instrument study is for use in secondary schools in Western Australia which offer the Law syllabus as defined by the Secondary Education Authority in Years 11 and 12. The results of the study

are only indicative of the schools used for the pilot study and the major study. Both schools are north-eastern metropolitan senior high schools and operate within a district of low socio-economic status to middle class economic status.

1.5 SUMMARY

The classification of the subject Law in Years 11 and 12 as a Certificate of Secondary Education subject has raised a number of questions as to the cognitive level and application of the subject in relation to the subject classification of the Secondary Education Authority. There has been comment amongst Law students in Year 11 and 12 that the subject attracts a Certificate of Secondary Education classification based upon the subject's difficulty level and lack of contribution to a Tertiary Entrance Score aggregate. Teachers and students have been contributing to a submission which suggests Law be reclassified as a Tertiary Entrance Score Subject.

The decision to prepare an instrument to measure student perceptions of Law as a Tertiary Entrance Score subject evolved from the knowledge that students would be required to select a minimum of four Tertiary Entrance Score Subjects from 1991 onwards as part of a Ministry of Education commitment to adopt the recommendations of the Andrich Report (1989). The consequence on student

subject selections would immediately reduce the capacity of students to select Certificate of Secondary Education Subjects.

This research project addresses the specific question of student preferences towards Law becoming a Tertiary Entrance Score Subject by developing an instrument/questionnaire based upon a pilot and a major study. The results will enable teachers and administrators to assess the effect of this factor on student subject selections.

This chapter has outlined the origin of the research project and the boundaries and limitations under which the study will be conducted. Chapter Two will analyse the varied methods by which attitude formation can be measured and outline the development of the attitude definition to be used as the basis for this project.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The value of a research proposal can be assessed by the quality of theoretical concepts forming the foundation of the study. The topic of the project "Student Perceptions Towards Law Becoming a Tertiary Entrance Score Subject", necessitated the definition of a preference/attitude so the researcher is dealing with a specific concept for the confines of the study. The definition of an attitude/perception ensures the boundaries of the measurement technique are clear and essentially defines the concept to be measured.

It is natural to extend the review to the techniques by which attitudes/perceptions are indicated. The infrastructure of measurement allows the researcher to consider methodological and procedural matters for the purpose of the study.

To complement the theoretical underpinning of the project it is appropriate to research contemporary studies on similar projects. Relevant studies in the field of attitude measurement and the subject Law in secondary school curricula are included in appropriate sections of the review.

The final section of the literature review focuses on the theory of reasoned action which is a study of behavioural intent that challenges previously accepted

views on the accuracy of measuring attitudes. This section provides insight into the many components which constitute attitude and behavioural intent that a researcher must consider.

2.2 DEFINITION OF A PREFERENCE/ATTITUDE

To assess students' thoughts on whether they would favourably consider Law as a Tertiary Entrance Score subject necessitates the researcher to measure students attitudes or preferences towards Law in their selection of Upper School subjects in a Western Australian secondary school.

Numerous definitions can be located for the terms attitudes and preferences. The most simplistic definitions relate to an individual's feeling on a particular item, as to whether or not they 'like' the content of the presented item. Other researchers believe the implicit term of attitude means implied behaviour or intention. The definition adopted by a researcher is crucial to the development of a study consistent with the research questions involving attitude measurement.

One of the earliest definitions of attitude was formed by Baldwin (Ajzen & Fishbein 1980, p13) who stated that an attitude was:

"readiness for attention or action of a definite sort".

This definition sought to explain basic human behaviour or dispositions. Other writers who have defined attitude in this way included Schiff (Sewell & Burton 1974, p8) who defined attitude as:

"an organised set of feelings and beliefs which will influence an individual's behaviour".

Thurstone, cited by Ajzen & Fishbein (1980, p14) was able to add the dimension of behaviour to the definition of attitude. In the model which Thurstone developed, the positive and negative contingencies of human thought were included. As a means of measuring these added factors Thurstone apportioned a scale value to opinion statements expressed by human subjects.

Similarly, in 1935, Allport (Ajzen & Fishbein 1980, p15) stated that:

"Attitudes are comprised not only of affect but also of cognition and conation".

Indeed Allport's study revealed two people may possess the same favourable opinion of an object (in this case the Church) but differ on interpretations of the object. From this line of thinking Allport, quoted by Ajzen & Fishbein (1980, p16) defined attitude as:

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

Essentially, Allport measured the attitude response to an object as prepared in the person's mind, according to the experiences of that person. With the acceptance of the relationship between attitude and behaviour several studies then sought to disprove the definitions given.

The question of resultant behaviour was raised again by researchers. Consequently, Ajzen & Fishbein (1980, p17) note that Doob concluded:

"There is no innate relationship between attitude towards an object and any given behaviour with respect to that object. Two people may learn to hold the same attitude toward a given stimulus but they may also learn to emit different responses, given the same learned attitude. Although the attitude may initially predispose them to behave in the same ways (positively or negatively), the behaviours they ultimately come to exhibit will depend on the nature of the reinforcements they receive".

Doob's explanation further developed the overall relationship between attitude and behaviour. The key concept highlighted in this study was that despite people's behaviours differing whilst possessing the same attitude, behaviour patterns can be detected in a more holistic sense.

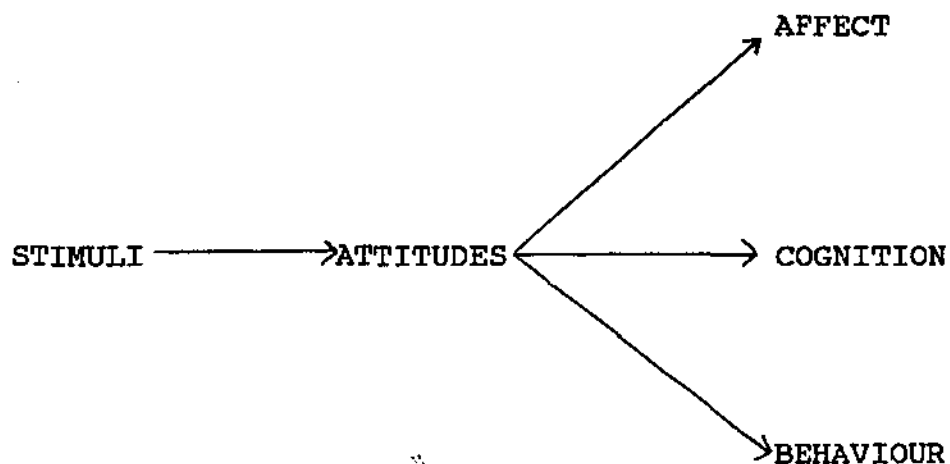
Doob's conclusions were rejected by Krech and Crutchfield (Mostyn 1978, p17) in their study of beliefs and attitudes. Arguing that previous research did not make provision for the complexities of attitude, two definitions were developed to distinguish and further delineate the concept of attitude:

"Beliefs - an enduring organisation of perceptions and cognitions about some aspect of the individual's world. Attitudes are less securely attached to the basic personality structure although they do not always incorporate the belief system. They are influenced by the opinion network of the individual and therefore subject to change from both sides".

Cartwright, Smith, Katz and Stotland (Mostyn 1978) agreed with this theory of attitude. Similarly, Krech and Crutchfield became synonymous with the multi-component view of attitude which consisted of beliefs, feelings, and action tendencies towards a subject. Again the view of a direct relationship between attitude and behaviour had surfaced.

Rosenburg (Ajzen & Fishbein 1980, p18) conceptualised attitude in a diagrammatical form:

Figure 2. Three Component View of Attitude



He argued that all resultant outputs of affect, cognition and behaviour are tempered through the person's attitude to that subject or object.

Studies during the 1970's turned their attention towards the attitude/behaviour/action relationship and seem to conclude that behaviour is but one factor or component determining a person's attitude.

The evidence from such researchers as discussed above indicates acceptance of the multi-component theory whereby affect, cognition and behaviour are factors affecting attitude. Consequently for the purpose of this study, the multi-component theory is recognised and accepted.

The definition to be utilised in this study is that of Schiff (Sewell & Burton 1974, p8):

"The individual organises these affective and cognitive components into a system which predisposes him to respond to the attitude object in a manner consistent with that system. An attitude, then, is the collection of feelings (affects) and beliefs (cognitions) which predispose an individual to react in a certain way to the object of these affects and cognitions".

Therefore, for the purpose of this study attitude may be defined as:

A student's behaviour of selection or non-selection of the subject Law will be the culmination of that student's feelings towards the subject and its Secondary Education Authority classification.

2.3 THEORIES OF ATTITUDE FORMATION

The study concentrates on the ranking of student perceptions/attitudes. The major theories of attitude formation have been developed and researched over a period of fifty years. This section will examine the major theories of attitude formation.

A) Learning Theory

Learning theory explains attitude formation as a result of stimuli and response. An individual is influenced by

the people he/she communicates with and the environment in which he/she belongs. In relation to this study, a student may be influenced by positive comments regarding Law, which develops into a behaviour which leads to a student selecting the subject Law. In this case attitude formation precedes behaviour.

B) Cognitive Dissonance Theory

Of all the theories of attitude formation, cognitive dissonance has proved the most contentious with researchers. Ajzen & Fishbein (1980, p40) outline Festinger's hypothesis of cognitive dissonance as:

"In a practical example, a student's attitude to Law may be very positive so they feel Law is a worthwhile subject, yet their attitude to Certificate of Secondary Education subjects of which Law is one is very negative as they do not regard these subjects as high status subjects."

C) Self Perception Theory

In opposition to the dissonance theory, self perception theorists consider that attitudes develop as a result of behaviour, in that individuals do not assume an attitude until they reflect on their behaviour. Mostyn (1978, p24) explains this asserting:

"The individual forms his/her original attitudes and changes or modifies their

existing attitudes on the basis of observing or being aware of his/her own actions.

The existence of dissonance, being psychologically uncomfortable, will motivate the person to try to reduce the dissonance and achieve consonance. The strength of the pressure to reduce the dissonance is a function of the magnitude of the dissonance".

Mostyn (1978, p23) suggests eight ways to deal with the dissonant attitudes when conflicting attitudes or beliefs are apparent, and which therefore make the individual uncomfortable:

- increase attractiveness of new attitude
- decrease attractiveness of the old attitude
- perceive identical characteristics between the two attitudes
- seek information and support for the new attitude and avoid discrepant information before accepting it
- influence others to change their attitude towards the new one
- reject the attitudes of previously respected sources and avoid situations that increase dissonance
- downgrade the importance of the attitude, pushing it out of the mind
- accept the inconsistency

An example of this would be a student selecting Law as an Upper School subject and then based on this action, adopt a positive attitude towards the subject, i.e. I must like Law because I chose the subject.

This section highlights the various ways in which researchers believe individual attitudes are formed. With the exception of the self perception theory, the most consistent view on attitude formation is the response to some form of stimuli. This may be projected through communication with important others, environmental considerations, information gathering on a subject or existing attitudes held by the individual. The behaviours elicited from the stimuli are responses in agreement with the individual's attitude.

For the researcher, the significance of the different theories presented is to never presume attitudes are formed in simplistic patterns. Attitudes are resultant of varying and at times complex situations.

The next section will explain strategies and techniques to measure attitudes and perceptions. These measurements are confined to methods used when the individuals are aware their attitudes are being measured, as is the case in this specific research project.

2.4 TECHNIQUES FOR THE MEASUREMENT OF ATTITUDES

The previous two sections explained theories of attitude formation. Prominent researchers have developed and trialled a variety of attitude measurement techniques. The major attitude scales developed will be outlined in this section.

A) Single Response Measures

Historically, the single response measure has been used primarily in verbal exchanges and verbal response techniques. Fishbein & Ajzen (1975, p54) state that this technique

"infers beliefs, attitudes and intentions".

Researchers using this method generally allot a concept a value on a bi-polar scale and ask the participant to make a judgement. The concept selected will determine whether the scale measures attitude or intention. Fishbein & Ajzen (1975, p56) define the attitude concept as being valid when:

"There is clear evidence that the obtained measure places the concept on a bi-polar affective dimension".

Consequently, a participant's judgement is placed on a continuum where the values allotted result in positive or negative attitudes.

B) Standard Attitude Scaling

The standard attitude scale seeks to measure strength or intensity of a person's intention, based on the attitude perceived of the object. Fishbein & Ajzen (1975, p59) represent this test in a formula:

$$A = \sum b_i e_i$$

OR

$$A = \sum I_i e_i$$

where b equals beliefs, e equals evaluation and i represents intention.

To execute the test, an attitude concept is linked to some other concept components which the participant is requested to evaluate. This is usually done on a bipolar scale. The other concept components may be statements related to the concept but not containing the specific attitude being measured. Beliefs are rated on a probable/improbable scale and the product of the two variables b and e are summed to calculate intensity of attitude. Essentially, participants are scored on their response to opinion items set down before them.

C) Bogardus's Measure of Social Distance

The Bogardus Measure of Social Distance measurement technique (Fishbein & Ajzen 1975, p61) results in a high/low score attained on a set of seven intentional

units which can be statements made arbitrarily on a topic. Bogardus's research was completed on prejudice of a number of foreign groups in a country. Those participants who scored highly on the rating were considered as a negative attitude; those with a low score were considered as a positive attitude. Once again each item was assigned a value on which the score was attained.

D) Guttman's Scalogram Analysis

Initially Guttman's scale was used to measure ability on a set of items. The higher the score the higher the level of ability. When utilised on attitude material, the scale is developed to identify responses which deviate from the expected. These responses are represented in a formula which calculates the coefficient reproducibility. Fishbein & Ajzen (1975, p67) outline the mathematical calculations in terms of minimal marginal reproducibility, stating:

"The coefficient of reproducibility must be compared with this index of minimal marginal reproducibility, only when reproducibility exceeds minimal marginal reproducibility".

This means that when the coefficient is less than 1, the research is considered valid.

In relation to research it appears evident that Guttman's scale is dependent on the type and selection

of items for analysis. It is unlikely in certain circumstances for the scale to accurately assess deviant responses from the expected responses, unless all items are very similar in attitude projection.

E) Likert's Summated Ratings

Likert's scale appears very similar to the previously stated methodologies outlined in this section. Once again a selection of belief items are assembled for the participant to assess as favourable or unfavourable. Items which do not evoke a favourable/unfavourable response are rejected and removed from the set of items. Participant's responses are scored on a rating scale of 1 to 5 with strong favourable attracting the 5 score.

An initial score is derived from the addition of the responses with a high score corresponding to a favourable attitude. As mentioned earlier, neutral items are rejected. To ascertain these items, the Likert theory tests items for 'internal consistency'. If an item response matches the linear representation of the item on a graph, then it is assumed to be consistent.

This preliminary preparation ensures a set of pre-tested items which can then be utilised for other individual attitude studies. The theory is useful in its elimination of items which do not return a discriminate

value, so the researcher can assess the quality of attitude testing as well as the reliability of the responses.

F) Summary of Attitude Measurement Techniques

In conclusion, this section described the variety of techniques researchers can adopt in measuring attitudes. The focus has remained with those techniques used in the circumstance of the participant being aware his/her attitude was being assessed. All methods assign a numerical value to the participant's response and by mathematical calculation derive a figure which represents a favourable/unfavourable or positive/negative attitude towards a subject or object with the exception of the single response method.

One method of attitude evaluation was not included in this section. The Theory of Reasoned Action and the measurement techniques of the theory will be discussed in a later section. The next section deals with the current studies or research projects related to the subject in question - Law.

2.5 PREFERENCES/ATTITUDES TO THE SUBJECT OF LAW

The purpose of this section is to examine current studies conducted by researchers on the topic of Law as a subject in secondary schools. Literature searches

reveal that little attention has been focused on the subject of Law in secondary schools, and even less on the selection criteria students utilise in subject selection of Law.

General subject selection studies have been conducted in a number of countries. Examples of these are Koballa's development of Attitude Toward the subject Science Scale in Canada (1988); and the Research Branch of the Education Department of Western Australia, Attitude to Subject Questionnaire for the Baseline Project (1987).

Only one documented study on the area of Law has been conducted in Western Australian secondary schools. Law, as a subject, entered the secondary school curriculum in Western Australia in 1975 in one metropolitan high school. Whilst the popularity of the subject has increased greatly, the largest research concern has been directed towards the syllabus, and surveys dealing with teacher management of a subject for which little formal training has been provided.

No current research that is being conducted into the teaching of Law in Canadian secondary schools has appeared from the literature searches. Law has been part of the secondary and primary education curriculum in Canada for about twenty years.

An unpublished report by Williams (1988) on subject selection at a senior high school in Perth, Western Australia in 1988 incorporated a study into the loss of popularity of the subjects Law and TEE Computing in student selection of subjects for Year 11 in 1989. A questionnaire was administered to Year 10 and 11 students at the school and questions included reasons for selecting Law and reasons why Law was not selected. The survey allowed open responses and comments, but generally adopted the Likert Scale of Attitude measurement. Results were presented in a table format with percentages shown for each student response. The overwhelming conclusion from the study was that students did not value the subject Law as being of enough interest to them. The report recommended better marketing of the subject.

The Williams Study (1988) will be useful as a comparative resource to the current study reported in this thesis. However, a number of fundamental differences between the Williams and current study are apparent. These differences include:

- 1 Differing socio-economic student population.
- 2 The variations in academic thrust of the schools in the studies.
- 3 In the major study at School B, the construction of the survey will be one directly involving students.
- 4 The involvement of students in the construction of the survey for the current study.

The major instrument of the Williams study used the Likert Scale. The study conducted at that school into subject selection has highlighted valuable attitude traits of students, developed over a period of time. The item banks will be of value in the preparation of items for the current study.

The following section will examine the influence of the Theory of Reasoned Action on both the conduct of a study and the measurement of attitudes and beliefs.

2.6 THE THEORY OF REASONED ACTION

A great deal of research has been conducted in the area of attitude measurement. Notwithstanding the contribution made by such theorists as Doob, Thurstone and Likert, the question remained as to whether attitude was the sole determinant of behaviour. Acceptance of the theory that attitude is the sole determinant of behaviour was widespread and a number of measurement techniques were successfully tested to correlate this view.

The theory of reasoned action challenges the widely accepted view that attitude is the major factor in eliciting behaviour. Ajzen & Fishbein (1980, p6) propose that whilst attitude is a factor in an individual's intended behaviour

"a second determinant of intention is the person's perception of the social pressures put on him/her to perform or not to perform the behaviour in question ... this factor is termed the subjective norm".

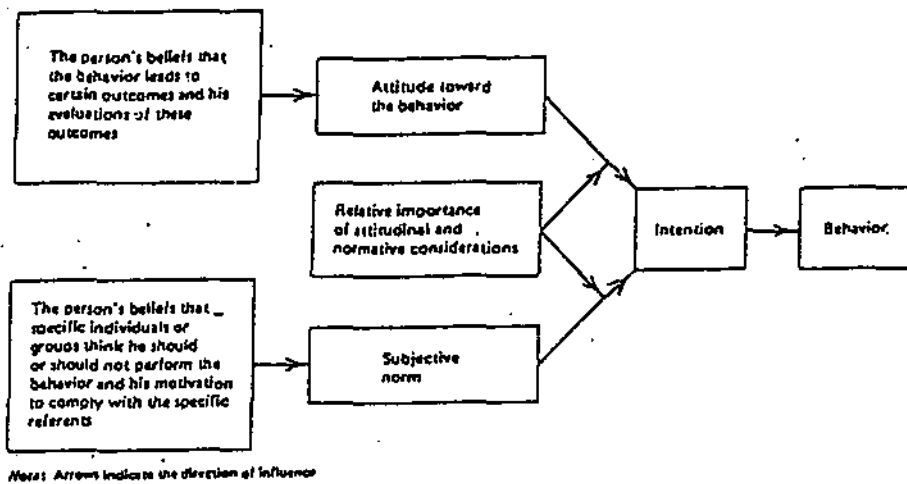
The proponents of the theory of reasoned action hold common views with previously mentioned researchers in their definition of attitude. The difference in terms of the practical application of their theory is accounting for the influence of significant other factors in the intention to perform or not perform a behaviour. This can be likened to the peer pressure a teenager feels when involved in group activities. The influence of significant others also relates to the influence of parents and teachers in the selection of a career path.

Ajzen & Fishbein (1980, p7) conclude:

"Generally speaking, a person who believes that most referents with whom he/she is motivated to comply think he/she should perform the behaviour will perceive social pressure to do so".

The following figure describes Ajzen & Fishbein's model of factors determining a person's behaviour. (1980, p8)

Figure 3 Factors Determining A Person's Behaviour



Ajzen & Fishbein's Model (1980, p8)

The theory of reasoned action assumes humans are rational and can make systematic use of information available to them. Consequently, Ajzen & Fishbein (1980, p8) state:

"People consider the implications of their actions before they decide to engage or not engage in a given behaviour".

This assumption and the consequences therein allow the researcher not only to estimate the expected behaviour but to also understand the behaviour.

Relating the theory of reasoned action to the research project, the theory applies to common school situations. Using an example, a student possesses a very positive

attitude to the subject Law. The student perceives the course leads to improved educational and career prospects. The opinion of a significant subjective norm, such as a parent, may consider Law as a desirable subject only for those wishing to be Barristers. The influence of the parent may become the major determinant of intention and behaviour of the student. Therefore the student does not select Law despite having a positive attitude towards the subject.

Using previous attitude measurement techniques, this behaviour would have been assessed as a negative student attitude towards Law as a subject. The theory of reasoned action explains the behaviour in terms of personal attitudinal factors being suppressed by normative factors as determinants of intention.

The theory of reasoned action provides a model which defines both personal attitude and the subjective norm. The theory relies on the assumption that individuals make rational decisions influenced by attitude and subjective norms. The main advantage of the reasoned action theory is the high degree of reliability for prediction of behavioural intent.

2.7 SUMMARY OF LITERATURE REVIEW

The literature review outlined in the previous sections indicates the general direction of attitude research.

The question of attitude definition has led to the meanings of attitudes/perceptions and beliefs being explored by the number of studies investigated. Acceptance of the meanings of attitudes/perceptions and beliefs are reflected in the number of studies investigated.

Opinion on how attitudes are formed remains diverse. The more traditional authors contend attitudes are formed through personal response to stimuli. This can be influenced by personal experience or information. Ajzen & Fishbein (1975) extend the notion of attitude formation to the intent of an individual to perform or not to perform a behaviour. The inclusion of subjective norms have added a new dimension in the study of attitude theories.

Various techniques have been adopted to measure techniques from single response to the Likert type scales which allocate a value to a response. The theory of reasoned action poses measurement scales to assess both attitude and behavioural intention. Of particular relevance to the study being conducted, the single response technique is valid for the initial interview situation. The acceptance that a person's beliefs evoke certain outcomes will be utilized in this study. Ajzen & Fishbein (1980 p8) contend that two components lead to intention: the individual's beliefs and the

individual's response to significant others opinion of what the individual should do.

The factors selected for this study; attitude towards Law and Law as a Tertiary Entrance Score subject were designed to collect data to ascertain how student attitudes to Law may be affected by Law being classified as a Tertiary Entrance Score subject.

CHAPTER 3

DESIGN OF THE STUDY

3.1 INTRODUCTION

The primary intention of the study is to provide educators in Western Australian secondary schools with an instrument to collect data on student attitudes to the Year 11 and Year 12 Certificate of Secondary Education Subject, Law. Furthermore, the study is designed to derive specific student perceptions and reactions to the comment Law should be a Tertiary Entrance Score Subject.

The instrument selected to ascertain student responses is a questionnaire format. The format of the questionnaire was derived from the need to present recipients of the questionnaire with a survey which possessed the components of: ease of completion, appropriate language for the year levels involved, and above all questions which were pertinent to the study in question and the students' experiences and knowledge of the subject Law. The necessity to test the appropriateness of the questionnaire in relation to the objectives of the research project required a two phase approach to the development of the instrument.

The first phase of the project was the selection of a pilot group and the subsequent preparation of a trial questionnaire based on student responses given during group interviews. The trial questionnaire was then piloted with these students and the data analysed for

its usefulness to the research project. The results of the pilot study group were used to refine the instrument.

The initial stage of the pilot study was to find a group of students similar to the sample of students to be used in the major study with regard to socio-economic status, and school enrolment. The student group referred to in the Pilot Study will be known as School B for the purposes of the research project.

The second level or phase of the study was the management and implementation of the questionnaire throughout the Year 10, 11 and 12 population of the major study school. Throughout the research paper the major study school will be named School A.

Because of the similarity between School A and School B in terms of socio-economic status and student enrolment, some limitations in the utility of the derived instrument for the wider community may seem apparent. At this stage in the development of the instrument the research concern rests largely in establishing a reliable and valid measuring device. A later study would be desirable to test, and if or where necessary, modify the instrument to accommodate the full range of student population within all schools in Western Australia or beyond.

The emphasis of the Design Chapter to follow is to report on the major stages of the research project from inception to the analysis of student responses. The focus of the chapter is the following aspects of design and implementation:

a) The Purpose and Organisational Structure of the Pilot Study.

This section will detail the rationale of the pilot study and the procedure adopted for the selection of students.

b) The Pilot Study process.

This section commences with the outlining of the methodologies used in the collection of verbal student responses which were utilised in the formation of the trial questionnaire and continues to present a detailed description of the process of questionnaire administration and modification towards the aim of a valid measuring device.

c) Major Study.

This section describes the basic categories of the questionnaire and how the study was conducted in the school.

d) Data Analysis.

This section focuses on the methodologies used in the collection of data and the techniques utilised in the analysis of the data.

e) Validity and Reliability Tests.

This section will state the external co-efficient tests applied to data collected to determine the reliability and validity of the results.

3.2 PILOT STUDY ORGANISATION

The purpose of the pilot study was to elicit student responses toward the Year 11 and Year 12 Certificate of Secondary Education Subject, Law, and their attitude to the specific statement Law should be a Tertiary Entrance Score subject, and revise the questionnaire before administering it for the main study. The responses from the students were instrumental in the preparation of a trial or draft questionnaire which could be administered in schools in Western Australia to assess student attitudes on the above topics related to the subject Law.

The necessity of the pilot study to the process of the development of an accurate instrument can be seen from the need to generate an appropriate questionnaire, trial the questionnaire, analyse the results, and refine or modify the questionnaire in preparation for the major study.

School B was selected for the pilot study because of several similarities which the school shared with the Major Study school, School A. The main bases for this

choice included: commonality of the Law classes, comparability of school population, likeness of socio-economic status and proximity so that travel between the schools was not a hindrance to the study.

Students were chosen on the basis of the year level they were currently studying during 1989. A random sample selection process was conducted by the Senior Teacher of the Business Education Department at School B. These students remained unknown by name, ability or any other factors other than the year level in which the students were engaged. A constraint of the selection procedure of students was the necessity to have a variety of students in each year level, some of whom had selected Law in Year 11 or Year 12 (depending on their current year status), and some of whom had not selected Law in Year 11 or Year 12. Year 8 and Year 9 students from School B were not involved in the pilot programme. The number of students selected in each year were ten students.

3.3 PILOT STUDY PROCESS

The methodology selected in undertaking the pilot study was of a naturalistic type and semi-structured interviews were used as the initial point of contact with the students. Much has been written with reference to the interview and observation methodology. A weakness highlighted by Kerlinger (1973, p538) was the ability of observation by the interviewer:

"...The basic weakness of the observer is that he can make quite incorrect inferences from observations".

Kerlinger indicates that many researchers have an interest in their work and therefore could be influenced by their own perceptions in gauging student feeling or attitude. To contain the possible misrepresentation of student views, a structured interview schedule was developed. The purpose of this schedule was four fold:

- a) engender trust from the students about the role of the researcher;
- b) develop general trends and knowledge of the school situation and future aspirations;
- c) direct attention to the subject Law;
- d) allow students to express open opinions in relation to the Certificate of Secondary Education classification of the subject.

Interviews were conducted at School B in a group situation. The decision to have students in a group

situation was to overcome any reservations the students may have had in being seen separately. Students were arranged in year groups and were directed to a room with the researcher during their Uninterrupted Silent Reading Period and Form Period. A group forum was organised with the furniture arranged in a circle in preparation for the discussion.

The initial stage of the interview process was dominated by the researcher, explaining the purpose of the project and the project's importance for future directions of the subject. Students were assured of the confidentiality of their answers both in the research project and in terms of their school environment. The students agreed to contribute voluntarily to the project by answering questions in the open interview situation and then by completing a pilot study questionnaire. The findings of student' comments during interview sessions were recorded in shorthand by the interviewer.

The major categories for the interview questions asked were as follows:

- 1 General demographic features of their life at school.
- 2 Career interests.
- 3 Subjects chosen for Upper School studies and their relation to career interests.
- 4 Knowledge of the Secondary Education Authority's classification of Certificate of Secondary

Education Subjects and Tertiary Entrance Score
Subjects.

- 5 Requirements for Tertiary Entrance.
- 6 Knowledge of the content and provision of the
subject Law in Upper School studies.
- 7 General feelings about the subject Law.
- 8 Reasons for the selection of the subject Law.
- 9 Reasons for the non-selection of the subject Law.
- 10 The determinant of the Law being a Certificate of
Secondary Education subject influencing subject
selection.

The first draft questionnaire was compiled using the data provided by the School B students. A variety of attitudinal measurement and intentional measurement techniques were used. Likert's summated ratings were used to distinguish between favourable and unfavourable responses and single response measures utilised for the factual demographic data. Students were given the opportunity to express opinions in short open answer written questions.

The major emphasis of the draft questionnaire was to both collect data and to probe for additional responses which could aid the interpretation of student intent. Of significance in the questionnaire was the linkage between the feeling towards Law as a subject, the subjective norms in the student's environment, and the intent to select Law as an Upper School subject.

The draft questionnaire could be classified into 3 broad areas:

- 1 Factual data regarding year level, subject selection and career objectives.
- 2 Factors which influence student attitudes towards Law as a subject and selection criteria.
- 3 Student perception on whether the classification of Law as a Certificate of Secondary Education subject is desirable.

The questionnaire session was administered using the same method as the interview situation. Students were seated in a circle. The completed questionnaires were then categorised and sorted to determine the success of the questionnaire instrument in terms of student readability and accurate student completion of the questionnaire. Questionnaires which were not fully completed or where students had indicated they were unsure of the question or the method by which to answer the question, were highlighted for a follow up interview to be conducted. Such interviews were conducted on an individual basis and again completed during the Form Period of the school timetable.

Refinements to the draft questionnaire were made after considering student responses to simplify and clarify questions of ambiguity or confusion. A more streamlined format was adopted to allow for less complicated data analysis.

The pilot phase of the study enabled the development of the final questionnaire to progress through four stages. The group interviews against a structured interview schedule was followed by the development of a draft questionnaire. Trial of the draft questionnaire with the pilot school students revealed some shortcomings with some students. From follow-up interviews with these students about the shortcomings further modifications of the questionnaire were undertaken. The resulting questionnaire became the research instrument in the study.

3.4 MAJOR STUDY

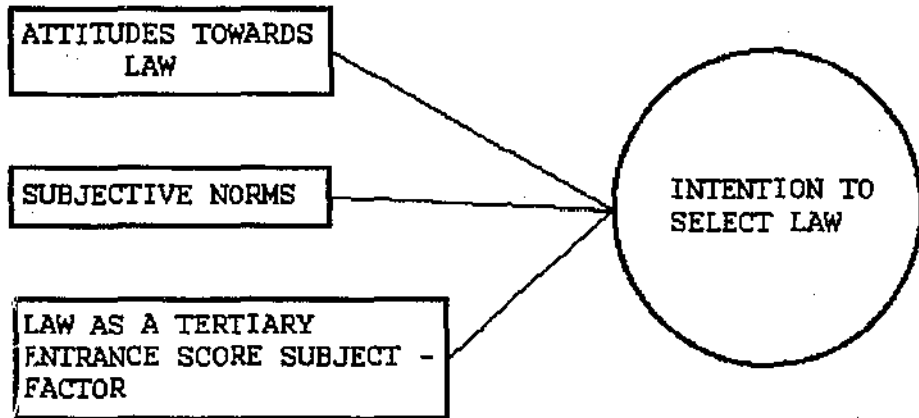
The previous section on the pilot study organisation and process described the structure and conduct of the study in the preparation and generation of the final questionnaire for the use in the major study at School A.

The emphasis of the major study was to extend the research to represent a total school perspective on the subject of Law and the specific response to Law becoming a Tertiary Entrance Score Subject and to use these responses in the management of the subject in the future.

The final questionnaire prepared from the pilot study was categorised into three factors relevant to the study.

Each factor is represented by a section in the questionnaire, namely; Attitudes towards the subject Law, Significant Others Opinions Representing Subjective Norms; and Law as a Tertiary Entrance Score Subject. These factors are represented in Figure 4.

Figure 4 Factors Affecting the Intention to Select Law



The major study was conducted at School A, a medium sized urban city school in Western Australia. The school had been established for over 20 years and was now in the situation of a declining student population.

The subject Law had been offered to students in the school for over five years but the subject had declined in terms of student numbers during the last three years.

At the request of the Principal all students in years 10, 11 and 12 who were in attendance at the school on the day the questionnaire was administered were instructed to complete the questionnaire. Two hundred and seventy five year 10, 11 and 12 students completed the questionnaire, comprising 130 year 10 students; 92 year 11 students; 53 year 12 students. 147 respondents were male and 128 respondents were female. The researcher was available for any queries which may have arisen in the completion of the questionnaire.

The rationale for the project was given to all students as was the researcher's thanks for their contribution and effort in completing the questionnaire. Anonymity and confidentiality of student responses was guaranteed. The basic form of the questionnaire contained the following categories:

- 1 Students' current year level and sex.
- 2 Subject selections for Year 11 or Year 12 as appropriate and student classification of Secondary Education Authority categories as Certificate of Secondary Education or Tertiary Entrance Score subjects.

In this category students were also required to indicate a ranking of interest and a ranking of difficulty using numbers one through to six.

- 3 Student subject selection influences from significant others such as parents and peers and the processes within the school environment which contributed to subject information and selection. This section sought to collect data to define the strengths of influence of subjective norms determining subject selection.
- 4 Specific attitudinal questions related to the subject Law.
- 5 Student reasons for the selection or the non-selection of the Upper School subject Law.
- 6 Student perceptions on Law as a Tertiary Entrance Score Subject.

The categories of questions were assigned to the three factors outlined in Figure 4.

Category one was to determine the age and sex of responses for demographic purposes. Students' age and sex were sought to differentiate between school years. Additionally students were asked to list whether subjects studied were Tertiary Entrance or Certificate of Secondary Education Subjects to provide a school/community profile, giving additional information to the number of students involved in tertiary or non-tertiary study.

Category three used a variety of techniques to obtain student responses on the input of school personnel, peers and parents to their subject selection behaviour. These included ticking types of information in the school, and short answers on parent/teacher/peer comments or influences during subject selection. This category collected data to assess the influence of the factor "Subjective Norms" on the intention to select Law.

Category four was devoted solely to student responses on attitude to Law as a subject. Students were presented with a scale comprising strongly agree; agree; disagree and strongly disagree on which to register their attitude to eight statements regarding the subject Law. Category five used the same technique to collect data on the reasons why Law was or was not selected as a subject. These results were used to demonstrate the influence of the factor, "Attitudes Towards Law".

Categories five and six relate directly to the factor "Law as a Tertiary Entrance Score Subject". Data gathered in these categories was based upon a scale of: Very important; important; and not important in response to statements presented in two sections; reasons why Law was not selected as an Upper School subject; and reasons for selection of Law as an Upper School subject.

The final presentation of the instrument provided a variety of methodologies to assess student attitude and intention. The composition of the questionnaire contained:

- a) Factual demographic items
- b) Ranked items
- c) Fixed choice items
- d) Yes/No items
- e) Scaled items
- f) Open ended items requiring written response

The questionnaire was the principal data collection technique used for the major study. The major study resulted from the initial work completed in the pilot study and the instrument used was derived from the outcomes of that study. The student responses elicited from the major study will form part of the Chapter - Results of the Major Study.

3.5 DATA ANALYSIS

The initial data was obtained through interviews. On completion of the interviews a trial questionnaire was compiled and then tested on students in School B of the pilot programme. After modification, students in School A completed a final questionnaire which contained a variety of response techniques, namely, ranking items, fixed choice items, yes/no items, scaled items and open ended items.

The first pilot student instrument questionnaire was the direct result of the interview situation. The initial student responses in the interview were confirmed in the variety of options students selected for each choice question. The intention of the pilot study was to develop a questionnaire which would prove to be an accurate and valid instrument to measure student responses in the major study conducted in School A. As a consequence there was no necessity to prepare and report on a detailed analysis of the pilot study responses.

On return of the completed questionnaire forms, each question was assigned a value and inputted to a Statistical Analysis System program. The results of the major study at School A were to be arranged in two progressions. The first tabulated results represented the demographic responses expressed in percentages. The second tabulated results represented the presentation of responses to scaled items showing mean and standard deviation of student attitude responses.

The data, which were represented in table format, were grouped into the six categories listed in the Design of the Study Chapter and were analysed in each category represented below:

- a) Students' current year level and sex
- b) Subject selection
- c) Subject selection influence

- d) Attitude toward the subject Law
- e) Selection or Non-Selection of the subject Law
- f) Law as a Tertiary Entrance Score Subject

3.6 SUMMARY OF CHAPTER

The components of the design of the study outlined in the preceding sections shows the specific direction of the research project. The objectives of the study were to survey the intention to study the subject Law, based on three broad factors:

- a) Attitudes towards the subject of Law
- b) Subjective norms operating during subject selection
- c) Law as a Tertiary Entrance Score Subject

The research commenced with a pilot study programme based in School B which possessed a number of similarities with the major study School A. The initial procedure adopted was a series of group interviews centred primarily around single response answers. From the interviews conducted, a trial questionnaire was presented to the students of School B and assessed for its suitability to the major study programme.

After minor alteration, the research project was undertaken at School A on the total school population of Years 10, 11 and 12's who were present on the day. Student responses were awarded values and these were

keyboarded into a SAS program, giving frequency, percentage, average and standard deviation results.

The final examination of the measurement technique was completed with a correlation study between attitudinal responses in different sections of the questionnaire. The student response results, and the conclusions to be drawn from them will be discussed in Chapter 4 - Results of the Major Study, and Chapter 5 - Summary and Recommendations.

CHAPTER 4

RESULTS OF THE MAJOR STUDY

4.1 INTRODUCTION

The purpose of this chapter is to present detailed results of student responses to each question on the final questionnaire conducted at School A.

The research project at School A involved the completion of questionnaires by 275 respondents from Years 10, 11 and 12. The questionnaire was divided into six broad categories, which were summarised at the completion of each category. The ten broad categories for reporting results were:

- a) Demographic Results - incorporating year level and sex of the student respondents
- b) Subject Selection Results
- c) Career Selection
- d) Normative Influences on Subject Selection
- e) Subject Information Provided in the School
- f) Attitudes Toward the subject Law
- g) Non-Selection of the subject Law
- h) Selection of the subject Law
- i) Student Opinion on Law as a Tertiary Entrance Score Subject
- j) Why Law is Offered in Secondary Schools

4.2 STUDENT YEAR LEVEL AND SEX

Table 1 indicates that the greatest percentage of students participating in the questionnaire were Year

Ten students, representing approximately 47 per cent of the sample size. Table 2 reports on the gender of students completing the questionnaire. Over 50 per cent of the respondents were male.

Table 1

Student Year Level

Year Level	Frequency	Percentage
Year 10	130	47.3%
Year 11	92	33.5%
Year 12	53	19.2%
Total	275	100.0%

Table 2

Student Gender

Gender	Frequency	Percentage
Male	147	53.5%
Female	128	46.5%
Total	275	100.0%

4.3 SUBJECT SELECTION

Students were requested to list their six subject selections which they were either currently studying in Year 11 and Year 12, or in the case of Year 10 students, had selected to study in Upper School in 1990.

All students in Year 11 and Year 12 completed this section. Of the Year 10 respondents, 27.6 per cent indicated they would not be returning to the school to complete Year 11 and Year 12, choosing to seek employment or admission to a Technical and Further Education institution. A further 18.4 per cent were unable to recall all six subject selections. The partial completion of this section of the questionnaire was mainly due to timetable clashes evident on the timetable gridline and students had yet to make another selection.

Of the subject selections made, Law was selected by a very small minority of students as one of their six subject selections (see Table 3). Of the 275 students completing the questionnaire, only 20 have selected Law as one of their subjects in the following year. Consideration of staffing formulae for such low class numbers place the subject in jeopardy of cancellation from the timetable, despite the increase in numbers for the Year 10 population.

Table 3

Subject Selection of Law

Year	Frequency	Percentage
10	10	3.6%
11	6	2.2%
12	4	1.4%
Total	20	8.2%

The question concerning student subject choice, required students to rank the subjects they had selected in terms of interest and difficulty on a scale of one to six (one representing the greatest interest or the greatest difficulty). The combined results of student interest and difficulty shown in Tables 4 and 5 indicated that the majority of students ranked Law as a subject of great interest to them, but considered the subject's difficulty level as their second or third easiest subject.

Table 4

Interest Perceptions of Law

Year	1	%	2	%	3	%	4	%	5	%	6	%
10	2	20	2	20	1	10	1	10	2	20	2	20
11	2	33	3	50	1	17	0	0	0	0	0	0
12	1	25	2	50	1	25	0	0	0	0	0	0

Table 5

Difficulty Perceptions of Law

Year	1	%	2	%	3	%	4	%	5	%	6	%
10	2	20	1	10	0	0	3	30	3	30	1	10
11	0	0	0	0	0	0	2	33	2	33	2	33
12	0	0	0	0	0	0	0	0	4	100	0	0

The scores related to subject selection classification canvassed by students to classify their subject choices into two categories: Tertiary Entrance Score Subjects and Certificate of Secondary Education Subjects for each subject choice, resulting in six classifications.

The selection of Tertiary Entrance Score Subjects was predominant. The influence of the necessity for a minimum of three Tertiary Entrance Score Subjects from Groups A and B has been highlighted from the results. As mentioned previously, some Year 10 students did not complete this section of the questionnaire because they were seeking employment or alternative training.

Table 6

TES or CSE Subject Classification

Classification	Frequency	Percentage
Tertiary Entrance Score Certificate of Secondary Education	849	51.4%
No Subject Selection	523	31.7%
	278	16.9%
Total	1 650	100.0%

Tables 3 and 6 outline the subject selections made by students and their relative Secondary Education Authority Classification as either Tertiary Entrance Score Subjects or Certificate of Secondary Education Authority Subjects. Tables 4 and 5 relate directly to the minority of students in the sample population who selected Law as a subject and reflects their perceptions regarding the difficulty and the interest of the subject. In particular students in Years 11 and 12 considered the subject Law interesting and placed Law in their first three rankings. Year 10 students did not share this interest. Differences were also seen between the Year 10 student responses and the Year 11 student responses in the perceptions of difficulty of the subjects. Thirty per cent of Year 10 student responses ranked Law in the first three places of difficulty, whereas Year 11 and 12 students considered Law as one of their less difficult subjects.

4.4 CAREER SELECTION

This section of the questionnaire sought the types of career interests students possessed. Opportunity was given for students to select a maximum of three career interests. The majority of students were very decisive on the specific career choice they were considering most seriously. Table 7 shows 655 (83.1 per cent) student responses indicated career interests requiring Tertiary Education for long term career goals. 140 (16.9 per cent) considered Tertiary Education non-essential for their career choice. However of this 16.9 per cent, 11.3 per cent of respondents considered they would need either Technical and Further Education or on the job skill training.

Table 7

Career Choices and Further Education

<u>Classification</u>	<u>Frequency</u>	<u>Percentage</u>
Tertiary Education Training Required	685	83.1%
No Further Training	94	11.3%
	46	5.6%
<u>Total</u>	<u>825</u>	<u>100.0%</u>

In addition to eliciting the students career interest, and hence their correlation to subject choices, students were asked their perception of how important to them was the classification of subjects into Tertiary Entrance

Score subjects and Certificate of Secondary Education subjects. The results from this particular section of the questionnaire were in conflict with the training required to secure career choices and are highlighted in Table 8. 22.8 per cent of students surveyed indicated they did not care about the classification of subjects which is in direct conflict with the follow up interviews where students acknowledged future training would be necessary for their career interests. 78 students did not respond to this question, of which 36 students indicated they would not return to school.

Table 8

Subject Selection Dependence on CSE or TES Classification

Classification	Frequency	Percentage
Depended upon for Tertiary Entrance	123	62.4%
Wanted on CSE Subjects	20	10.2%
Unsure of Career Direction	9	4.6%
Don't Care	45	22.8%
Total	197	100.0%

4.5 SUBJECT SELECTION INFLUENCES ON PEERS

Students indicated with a yes/no response to the question "Were you influenced in any way by the subject selections of your immediate friends when selecting your own subjects?" (see Table 9). Opportunity was given for a descriptive answer as to how this influence was manifested. Two reasons were given by respondents: I wanted to be in the same classes as my friends, and I chose what I needed for the future. An overwhelming majority of students from all years dispelled the concept of peer influence in subject selection. The school leavers (numbering 36) did not complete this section of the questionnaire.

Table 9

Subject Selection and Peer Influence

Response	Frequency	Percentage
Yes	31	13%
No	208	87%
Total	239	100%

While parental opinion regarding subject selection exerted very little influence on student subject selections, the responses reported in Table 10 indicate that a consultative process was adopted in households when the selection of subjects occurred. In addition to

the school leavers, four other students opted not to answer this question.

Table 10

Subject Selection and Parental Influence

Category	Frequency	Percentage
No influence at All	148	63.0%
Helped in Subject Selection	41	17.4%
Changed some Subject Selections	1	0.4%
Gave Information and Advice	30	12.8%
Decided my Subject Selections	15	6.4%
Total	235	100.0%

Students were asked if teachers pressured them to make certain subject selections and to state the type of comments used by teachers in encouraging students to select certain courses. Approximately one third of students had interaction with teachers regarding subject selection. A variety of comments were forthcoming from this interaction. Once again school leavers did not answer this section of the questionnaire and 5 other students declined to provide a response. Very few teachers in School A exerted influence over student subject selections (see Table 11). Table 12 displays teacher comments on subject selection in more detail.

Table 11

Teacher Pressure and Subject Selections

Response	Frequency	Percentage
Yes	69	29.5%
No	165	70.5%
Total	234	100.0%

Table 12

Teacher Comments and Subject Selection

Category	Frequency	Percentage
Don't want you in my class	1	0.4%
Too many TES and too much pressure	1	0.4%
Subjects selected with grid timetable	2	0.9%
Should do more English	2	0.9%
Should do more Mathematics	4	1.7%
Do this subject	24	10.5%
You can do this subject but you are too lazy	5	1.7%
Subject selection will get you nowhere	5	1.7%
Good job prospects	2	0.9%
Subjects selected too hard	17	7.4%
Need subject for career preference	2	0.9%
Could be in a higher class	4	1.7%
No teacher comments made	160	69.9%
Total	229	100.0%

Students responded to the question "To what extent did your subject selection depend on the subject being classified as a Tertiary Entrance Score Subject (TES) or a Certificate of Secondary Education Subject (CSE)?" The results are reported in Table 13. Students provided additional comments to a simple Yes/No. The majority of students displayed a working knowledge of Tertiary entrance requirements and expressed the need, not necessarily the desire, to select appropriate Tertiary Entrance Score subjects to enable them the opportunity for tertiary entrance. It is evident students view their subject selection as being dependent on whether they choose to attain tertiary acceptance.

Table 13

Subject Classification Dependency on Tertiary Entrance

Response	Frequency	Percentage
Very Important	74	38.3%
Important	70	36.3%
Not Important	49	25.4%
Total	193	100.0%

82 students did not respond to this question.

4.6 SUBJECT INFORMATION PROVIDED IN THE SCHOOL

A checklist containing the most common means of providing assistance and information for the subject selection in secondary high schools required students to tick each type of information provided at the school. The methods most commonly cited by students were Senior Teacher Presentations, Visit to the Guidance Officer, and the Subject Booklet (see Table 14).

Table 14

Subject Information in the Schools

<u>Category</u>	<u>Frequency</u>
Library Displays	63
Subject Department Displays - Posters	50
Senior Teacher Presentations/Talks	200
House or Form Group Teacher Presentations	96
Assemblies with Deputy Principals/Principal	95
Visit to the Guidance Officer	112
Subject Booklet with Subject Content	216
Parent Nights/Interviews	57

4.7 ATTITUDES TOWARDS THE SUBJECT LAW

Students were presented with a list of eight statements relating to the subject Law. All statements were written in the positive form and students completed this section by circling a choice positioned on a continuum as would be described similar to a Likert Scale. The choices students were given comprised Strongly Agree, Agree, Disagree or Strongly Disagree.

Table 15D

Statement: Law is Difficult to Study

Category	Frequency	Percentage
Strongly Agree	43	17.3%
Agree	117	47.2%
Disagree	78	31.5%
Strongly Disagree	10	4.0%
<hr/>		
Total	248	100.0%

27 (9.8%) Students declined to respond to this statement.

Mean 2.221

Standard Deviation 0.776

Table 15E

Statement: Who Teaches Law is a Consideration in Subject Selection

Category	Frequency	Percentage
Strongly Agree	26	10.6%
Agree	53	21.5%
Disagree	111	45.1%
Strongly Disagree	56	22.8%
<hr/>		
Total	246	100.0%

29 (10.5%) Students declined to respond to this statement.

Mean 2.800

Standard Deviation 0.910

Table 15F

Statement: My Parents Consider Law Important

Category	Frequency	Percentage
Strongly Agree	25	10.2%
Agree	98	40.0%
Disagree	96	39.2%
Strongly Disagree	26	10.6%

Total 245 100.0%

30 (10.9%) Students declined to respond to this statement.

Mean 2.502

Standard Deviation 0.817

Table 15G

Statement: My Parents Consider Law Useful

Category	Frequency	Percentage
Strongly Agree	23	9.4%
Agree	134	54.7%
Disagree	70	28.6%
Strongly Disagree	18	7.3%

Total 245 100.0%

30 (10.9%) Students declined to respond to this statement.

Mean 2.338

Standard Deviation 0.748

Table 15H

Statement: I Am Aware of the Content of Law in Upper School

Category	Frequency	Percentage
Strongly Agree	12	4.8%
Agree	97	38.8%
Disagree	106	42.4%
Strongly Disagree	35	14.0%
Total	250	100.0%

25 (9.1%) Students declined to respond to this statement.
Mean 2.656 Standard Deviation 0.777

Table 15I

Statement: Other Student Comments

Category	Frequency	Percentage
Should be a Tertiary Entrance Subject	19	25.3%
Subject is a Waste of Time	17	22.7%
Too Easy a Subject	1	1.3%
Can be Useful in Later Life	12	16.0%
Law Should be Compulsory	1	1.3%
Law is a Difficult Subject	7	9.3%
Law is Interesting	7	9.3%
Other Comments	11	14.7%
Total	75	100.0%

A majority of students (200 or 72.7%) declined to offer a comment.

Student responses in this section of the questionnaire exhibited definitive perceptions of Law as a subject. Students displayed a positive attitude towards the subject with approximately 66 per cent indicating that Law was considered both interesting and informative. Law was not seen as an especially useful subject for career pursuits of a non-Law nature. Whilst the subject was viewed in a favourable way, a strong perception of the need for hard work and an increased workload became very clear. A relationship existed between the statements "Law has a heavy workload" and "Law is difficult to study" with 76.9 per cent of students agreeing with the workload statement and 64.5 per cent of students agreeing with the difficulty level. Such percentages are a contradiction to the workload and difficulty percentages of the students in Year 11 and Year 12 who have completed the course. Most of these students did not rank Law as one of their most difficult subjects. A possible reason linked to such high percentages for the Year 10 students is the apparent lack of knowledge of the Law content in upper school with 56.4 per cent indicating they were unsure of the syllabus content. Parental influence was evident in this section of the questionnaire with approximately 64 per cent recording their parents considered Law useful. The influence of the relationship between subject selection and the teacher of the subject was not recorded as a major consideration in the subject selection.

4.8 SELECTION OR NON SELECTION OF THE SUBJECT LAW

The questionnaire was separated into two sections of the instrument. Respondents were divided into Students who had selected Law and Students who had not selected Law in Upper School. Twenty-three students had selected Law as an Upper School subject and 252 had decided not to select Law as an Upper School subject. Each group of students was given a list of alternatives which may explain their choice or non-choice of the subject. All alternatives were written in the positive form and students were asked to consider their responses in terms of how important each choice was to their subject selection.

Students were able to select from:

VI - Very Important - a major consideration

I - Influenced you to some extent

NI - Not Important - was not considered

As with each of the sections of the questionnaire pertaining to attitude measurement, students were given the opportunity to list any other reasons not contained in the choices. The results of students not selecting the subject Law will lead the tabulated results of each statement. A summary will be provided at the end of the tabled results 16 and 17.

Table 16M

Statement: Other Reasons For Not Selecting Law

Category	Frequency	Percentage
The Subject has Too Heavy a Workload	18	85.7%
The Subject is Too Hard for a CSE Subject	1	4.8%
Other	2	9.5%
<hr/>		
Total	21	100.0%

231 (91.66%) students did not respond to the option of other comments.

The degree of influence each of the choices elicited from student responses can be more conclusively viewed from the percentage of students who indicated a circle for either Very Important or Important as their selection. The following table indicates the alternatives which were considered to be the most important by students in a ranked format.

Table 17

Greatest Influences for the Non-Selection of Law

Category	Percentage Ranking
I preferred to select other subjects on the same gridline of the timetable	78.1%
I did not consider Law useful for my future career choices	61.2%
I did not consider Law useful for future life	57.9%
Law is not a Tertiary Entrance Score Subject	53.6%
Law was not available on a gridline which suited my other subject selections	49.7%
I did not think Law sounded interesting	49.3%
I disliked the lower school unit/s in Legal Studies and Law	41.1%
My parents did not consider Law useful	33.8%
My teachers said I would not be able to cope with the workload in Law	27.2%
I did not like the teacher taking Law	25.8%
My teachers said I would not be able to cope with the difficulty level of Law	24.2%
None or few of my friends selected Law	24.0%

The non-Law selection criteria highlighted some very positive attitudes to the interest and information upper school Law courses could provide to students. These attitudes did not seem to stem from any normative influence such as peers, teachers or parents, but more so from an intrinsic feeling or belief about the subject. This is reinforced by the views students recorded on the opinions of their friends (3.6% ranked this as very important); parents (9.1% ranked this as very important); or teacher views on difficulty and workload levels (5.0% and 6.8%) respectively.

This study has provided educators in the field of Law some key perceptions from students as to why Law is studied by comparatively few students at School A. The statement "I preferred to select other subjects on the same gridline of the timetable" was the highest ranking reason for the non-selection of Law in upper school studies with a large 78.1% of students considering this option as very important or important enough to influence their selection of subjects. Related to this alternative was the choice statement Law is not a Tertiary Entrance Score Subject where 53.6% of students ranked this as an influence on their subject selection. The timetable grids at School B were constructed with the intent of placing both Tertiary Entrance Score Subjects and Certificate of Secondary Education Subjects on the same gridlines throughout the total grid system of the timetable. The rationale for the adoption of this grid format was to allow students to:

Select 6 Tertiary Entrance Score Subjects

Select 6 Certificate of Secondary Education Subjects

Select a variety of both Tertiary Entrance Score Subjects and Certificate of Secondary Education Subjects.

The results of the student surveys can point to two possible reasons why students preferred to select other subjects on the gridline where Law was placed. The first of these reasons may be the student's desire to achieve Tertiary Entrance in a particular faculty. If

the Tertiary Entrance Score subject on that gridline was a recommended subject or a pre-requisite for career ambitions, undoubtedly Law would not be selected in such a circumstance because it did not lead to that particular objective. The second reason stemmed from the first conclusion and was backed by 53.6% of student responses that studying Law did not aid in any way the achievement of tertiary admission due to the Secondary Education Authority's classification of the subject as Certificate of Secondary Education subject category.

Two other choice statements perceived as important by students have revealed key attitudinal traits regarding the purpose of studying Law and the application of its learning in the community. Fifty-seven per cent of students did not consider studying Law as being useful to them in their future lives as citizens. Sixty-one of responses indicated Law was not considered helpful in future career choices. This can be linked to a previous section of the questionnaire where a majority of students recorded that they were basically unaware of the content of the subject Law. A perception was held by students of School A that a main reason for selecting Law was to further a Law related career. Further discussion will be made of the results of this section in the summary.

4.9 STUDENT RESULTS WHO SELECTED LAW

Twenty-three students at School A selected Year 11 or Year 12 Law at School A. Statements related to subject selection were given and students could respond with:

VI - Very Important - a major consideration

I - Influenced to some extent

NI - Not Important - was not considered

Students in this category were given 13 statements, and the opportunity to record the reasons which influenced their selection. The results were tabulated in the same format previously presented and have been summarised at the completion of Table 19.

Table 18A

Statement: I Thought Law Seemed Interesting

Category	Frequency	Percentage
Very Important	11	47.8
Important	8	34.8
Not Important	4	17.4
Total	23	100.0%
Mean 1.69	Standard Deviation 0.764	

Table 18D

Statement: My Parents Advised Me to Select Law

Category	Frequency	Percentage
Very Important	2	8.7%
Important	8	34.8%
Not Important	13	56.5%
Total	23	100.0%
Mean 2.478		Standard Deviation 0.665

Table 18E

Statement: Law Would Be Useful in Future Life

Category	Frequency	Percentage
Very Important	11	47.8%
Important	9	39.1%
Not Important	3	13.0%
Total	23	100.0%
Mean 1.652		Standard Deviation 0.714

Table 18F

Statement: Law Would be Useful in My Future Career Choices

Category	Frequency	Percentage
Very Important	9	39.1%
Important	11	47.8%
Not Important	3	13.0%
Total	23	100.0%
Mean 1.739	Standard Deviation 0.688	

Table 18G

Statement: My Teachers Said I Would be Able to Cope With the Workload in Law

Category	Frequency	Percentage
Very Important	1	4.3%
Important	5	21.7%
Not Important	17	73.9%
Total	23	100.0%
Mean 2.695	Standard Deviation 0.558	

Table 18H

Statement: My Teachers Said I Would Enjoy Law and Find it Interesting

Category	Frequency	Percentage
Very Important	1	4.3%
Important	7	30.4%
Not Important	15	65.2%
Total	23	100.0%
Mean 2.608	Standard Deviation 0.583	

Table 18I

Statement: I Like and Get on With the Teacher Taking Law

Category	Frequency	Percentage
Very Important	2	8.7%
Important	4	17.4%
Not Important	17	73.9%
Total	23	100.0%
Mean 2.652	Standard Deviation 0.647	

Table 18J

Statement: Employers Would be Impressed With My Knowledge of Law and This Would Help Me Obtain Employment

Category	Frequency	Percentage
Very Important	3	13.0%
Important	13	56.5%
Not Important	7	30.4%
Total	23	100.0%
Mean 2.173	Standard Deviation 0.650	

Table 18K

Statement: I Enjoyed the Lower School Unit/s in Law and Legal Studies

Category	Frequency	Percentage
Very Important	8	34.8%
Important	7	30.4%
Not Important	8	34.8%
Total	23	100.0%
Mean 2.000	Standard Deviation 0.852	

Table 18L

Statement: I Did Not Wish to Select Any Other Subject
on the same Gridline of the Timetable as Law

Category	Frequency	Percentage
Very Important	3	13.0%
Important	6	26.1%
Not Important	14	60.9%
Total	23	100.0%
Mean 2.478	Standard Deviation 0.730	

Table 18M

Statement: The Subject Was a Certificate of Secondary
Education Subject

Category	Frequency	Percentage
Very Important	2	8.7%
Important	5	21.7%
Not Important	16	69.6%
Total	23	100.0%
Mean 2.608	Standard Deviation 0.656	

Table 18N

Statement: Other Reasons for Selection of Law

Category	Frequency	Percentage
Really interesting	3	42.9%
Only subject worth doing on the grid	2	28.6%
Other comments	2	28.6%
Total	7	100.0%

To determine the strength of the influence for each of the alternatives given, selection one and selection two percentages were added to indicate the ranking of the most important to the least important influence affecting student selection of the subject Law. These results are tabulated on the following page:

Table 19

Greatest Influences in the Selection of Law

Category	Percentage Ranking
Law would be useful in future life	86.9%
Law would be useful in my future career choices	86.9%
Law seemed interesting	82.6%
Employers would be impressed with my knowledge of Law and this would help me obtain employment	69.5%
I enjoyed the lower school unit/s in Law and Legal Studies	65.2%
My parents advised me to select Law	43.5%
I did not wish to select any other subject on the same gridline of the timetable as Law	39.1%
My teacher said I would enjoy Law and find it interesting	34.7%
The subject was a Certificate of Secondary Education subject	30.4%
I like and get on with the teacher taking Law	26.1%
My teachers said I would be able to cope with the workload in Law	26.0%
My friends thought Law seemed interesting	13.0%
At least one of my friends decided to study Law	13.0%

The greatest influence on students selecting Law was the perception that the subject would be useful in both future life and future career choices. This contrasts dramatically with the view expressed by students who did not select Law as one of their subjects.

The interest level displayed in the responses from students selecting Law was approximately 87 per cent, indicating a most positive attitudinal value towards the subject. Selection was based predominantly on this feature of the course and the perception of interest.

Parental influence showed to a greater extent in this category of student, but was not considered an influential factor in the selection of the subject Law. Teachers and friends were recorded as the least influential in the subject selection of Law.

The statement "The Subject was a Certificate of Secondary Education Subject" stimulated discussion on whether the subject Law should be a Tertiary Entrance Score subject. Of the Law students at School B only 2 or 8.7 per cent indicated that this was a very important factor in making their decision. Sixteen of the 23 students at school A or 69.6 per cent considered that Law being a Certificate of Secondary Education Subject was unimportant in their decision to select Law. This point will be discussed further in the summary.

4.10 STUDENT OPINIONS ON LAW AS A TERTIARY ENTRANCE SCORE SUBJECT

Students were asked to give a written response to the comment "Law should become a Tertiary Entrance Score Subject". Provision was made for a maximum of three opinions on the topic. The students' responses were grouped into 6 general categories and the Law and Non-Law student replies were calculated separately. It was apparent from Tables 20A and 20B, that both groups indicated their desire for Law to become a Tertiary Entrance Score Subject with differing percentage.

Approximately 72 per cent of Law students wished Tertiary Entrance status, whilst approximately 75 per cent of Non-Law students approved of Tertiary Entrance classification.

Table 20A

Tertiary Entrance Status - Opinion of Law Students

Category	Frequency	Percentage
No	9	28.1%
Yes - workload is TES	6	18.8%
Yes	9	28.1%
Yes - useful for career	8	25.0%
Total	32	100.0%

Table 20B

Tertiary Entrance Status - Non-Law Student Opinion

Category	Frequency	Percentage
No	33	17.5%
Yes - workload is TES	21	11.2%
Yes	79	42.1%
Yes - useful for career	42	22.3%
Don't Care	9	4.8%
Other	4	2.1%
Total	188	100.0%

4.11 WHY LAW IS OFFERED IN SECONDARY SCHOOLS

This question was designed as a descriptive one to provide extra information for the researcher. The question asks students to give reasons why they consider Law is offered in the secondary schools in Western Australia. From the responses provided in Table 21, a large number of students accept Law can be useful for their future lives and careers.

Table 21

Why is Law Offered in Western Australian Secondary Schools

Category	Frequency	Percentage
Need a range of subjects	5	2.6%
Useful for future careers	63	33.4%
Useful for general life	74	39.2%
Interesting subject	26	13.8%
Teachers want it in schools	4	2.1%
Other	17	8.9%
Total	189	100.0%

86 students chose not to respond to this question.

4.12 CORRELATION ANALYSIS

The previous sections within this chapter have tabulated student responses in the major pilot study school in accordance with the structure of questions in the survey conducted in School A.

The correlation between the variable of Law is an interesting and informative Subject and the students who did or did not select Law as an Upper School subject will be examined. Students who rated the statement Law is interesting and informative, numbered 256 out of a population of 275 students surveyed. Students were given four alternative answers, comprising: strongly agree, agree, disagree, strongly disagree. Table 22 illustrates the result for the whole population of School A.

Table 22A

Students Who Strongly Agreed Law is Interesting and Informative

	SELECTED LAW	DID NOT SELECT LAW
Frequency	6	18
Per cent	2.34	7.03
Row Per cent	25.00	75.00
Column Per cent	27.27	7.69

Table 22B

Students Who Agreed Law is Interesting and Informative

	SELECTED LAW	DID NOT SELECT LAW
Frequency	15	131
Per cent	5.86	51.17
Row Per cent	10.27	89.73
Column Per cent	68.18	55.98

Table 22 C

Students Who Disagreed Law is Interesting and Informative

	SELECTED LAW	DID NOT SELECT LAW
Frequency	0	62
Per cent	0.00	24.22
Row Per cent	0.00	100.00
Column Per cent	0.00	26.50

Table 22D

Students Who Strongly Disagreed Law is Interesting and Informative

	SELECTED LAW	DID NOT SELECT LAW
Frequency	1	23
Per cent	0.39	8.98
Row Per cent	4.17	95.83
Column Per cent	4.55	9.83

The school population described in Table 22 was then disseminated into the year population of the Major Study School A, namely Year 10, Year 11 and Year 12. These results are presented in Tables 23A - D for the Year 10 population, Tables 24A - D for the Year 11 population and Tables 25A - D for the Year 12 population. A summary will be given at the completion of individual tables.

Table 23A

Year 10 Students who Strongly Agreed Law is Interesting and Informative

	Law	Non-Law	Total
Frequency	1	11	12
Per cent	0.83	9.09	9.92
Row Per cent	8.33	91.67	
Column Per cent	9.09	10.00	
Total	11 9.09	110 90.91	121 100.00

In Table 23A, 10 per cent of the Year 10 population who did not select Law, strongly agreed it was an interesting and informative subject.

Table 23B

Year 10 Students Who Agreed Law is Interesting and Informative

	Law	Non-Law	Total
Frequency	9	56	65
Per cent	7.44	46.28	53.72
Row Per cent	13.85	86.15	
Column Per cent	81.82	50.91	
Total	11 9.09	110 90.91	121 100.00

In Table 23B approximately 51 per cent of the Year 10 student population who did not select Law considered Law an interesting and informative subject by choosing Agree.

Table 23C

Year 10 Students Who Disagreed Law is Interesting and Informative

	Law	Non-Law	Total
Frequency	0	30	30
Per cent	0.00	24.79	24.79
Row Per cent	0.00	100.00	
Column Per cent	0.00	27.27	
Total	11	110	121
	9.09	90.91	100.00

Table 23C shows approximately 27% of the Year 10 student population who did not select Law disagreed Law was an interesting and informative subject. Of those students selecting Law 0 per cent disagreed with this statement.

Table 23D

Year 10 Students Who Strongly Disagreed Law is Interesting and Informative

	Law	Non-Law	Total
Frequency	1	13	14
Per cent	0.83	10.74	11.57
Row Per cent	7.14	92.86	
Column Per cent	9.09	11.82	
Total	11	110	121
	9.09	90.91	100.00

Approximately 11 per cent of Year 10 respondents who did not select Law strongly disagreed with the statement Law is interesting and informative.

The summary of results for the Year 10 student population reveal a very small number, 11 students, of the total student population selected Law. With one exception these students considered Law as an interesting and informative subject. The same relationship did not exist between those students (110 in total) who did not select Law. There is incongruity between non selection and the positive attitude held that Law is interesting and informative.

Approximately 61 per cent of the student population who did not select Law considered the statement in a

positive form. These statistics posed the question as to why do students choose not to select subjects they consider interesting and informative. This question will be discussed further in the next section of this chapter.

Table 24A - D presents the results of the Year 11 student population using the same correlation variables of Law is interesting and informative and students who did not select Law as a subject for upper school studies. The results display similar trends evidenced in the Year 10 population.

Table 24A

Year 11 Students Who Strongly Agree Law is Interesting and Informative

	Law	Non-Law	Total
Frequency	3	4	7
Per cent	3.49	4.65	8.14
Row Per cent	42.86	57.14	
Column Per cent	42.86	5.06	
Total	7	79	86
	8.14	91.86	100.00

Table 24A shows approximately 5 per cent of the Year 11 population who did not select Law strongly agreed that Law was an interesting and informative subject, and 43

per cent of students who selected Law strongly agreed as to the subject's interest and informative nature.

Table 24B

Year 11 Students Who Agree Law is Interesting and Informative

	Law	Non-Law	Total
Frequency	4	43	47
Per cent	4.65	50.00	54.65
Row Per cent	8.51	91.49	
Column Per cent	57.14	54.43	
Total	7	79	86
	8.14	91.86	100.00

54.43 per cent of Year 11 students who did not select Law agreed Law was interesting and informative. Approximately 57 per cent of those who selected Law agree with the statement.

Table 24C

Year 11 Students Who Disagree Law is Interesting and Informative

	Law	Non-Law	Total
Frequency	0	24	24
Per cent	0.00	27.91	27.91
Row Per cent	0.00	100.00	
Column Per cent	0.00	30.38	
Total	7	79	86
	8.14	91.86	100.00

In Table 24C a smaller per centage (30.38 per cent) of students who did not select Law disagreed with the statement Law is interesting and informative.

Table 24D

Year 11 Students Who Strongly Disagree Law is Interesting and Informative

	Law	Non-Law	Total
Frequency	0	8	8
Per cent	0.00	9.30	9.30
Row Per cent	0.00	100.00	
Column Per cent	0.00	10.13	
Total	7	79	86
	8.14	91.86	100.00

Approximately 10 per cent of students in Year 11 who did not select Law strongly disagreed with the statement Law is an interesting and informative subject. None of the students who selected Law disagreed or strongly disagreed with the statement.

The data of the Year 11 student population in relation to their views on the given statement Law is interesting and informative resembled the Year 10 results in that a majority of students (59.49%) who did not select Law as an upper school subject assessed Law in a positive vein.

Table 25A - D represents the results of the Year 12 student population. The analysis adds strength to the trend exhibited by the Year 10 and Year 11 population. As shown by the table, only 4 out of a possible 48 students selected Law as an upper school subject.

Table 25A

Year 12 Students Who Strongly Agree Law is Interesting and Informative

	Law	Non-Law	Total
Frequency	2	3	5
Per cent	4.17	6.25	10.42
Row Per cent	40.00	60.00	
Column Per cent	50.00	6.82	
Total	4	44	48
	8.33	91.67	100.00

This table shows 50 per cent of those Year 12 students who selected Law strongly agreed Law is an interesting and informative subject. 6.82 per cent of those who did not select Law also strongly agreed with the statement.

Table 25B

Year 12 Students Who Agree Law is Interesting and Informative

	Law	Non-Law	Total
Frequency	2	31	33
Per cent	4.17	64.58	68.75
Row Per cent	6.06	93.94	
Column Per cent	50.00	70.45	
Total	4	44	48
	8.33	91.67	100.00

The remaining 50 per cent of students who selected Law agreed that Law is an interesting and informative subject. Of the students who did not select Law 70.45 per cent agreed with the statement.

Table 25C

Year 12 Students Who Disagree Law is Interesting and Informative

	Law	Non-Law	Total
Frequency	0	8	8
Per cent	0.00	16.67	16.67
Row Per cent	0.00	100.00	
Column Per cent	0.00	18.18	

Total	4 8.33	44 91.67	48 100.00
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Approximately 18 per cent of students who did not select Law disagreed with the given statement, and in Table 25D 4.55 per cent strongly disagreed with the statement.

Table 25D

Year 12 Students Who Disagree Law is Interesting and Informative

	Law	Non-Law	Total
Frequency	0	2	2
Per cent	0.00	4.17	4.17
Row Per cent	0.00	100.00	
Column Per cent	0.00	4.55	

Total	4 8.33	44 91.67	48 100.00
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The Year 12 student responses show an increasing number of students not selecting Law who believed the subject was interesting and informative. The influence of the factor Law is not a Tertiary Entrance Score Subject will be examined and discussed in the next section to assess the influence of this factor on student selection.

4.13 LAW AS A TERTIARY ENTRANCE SCORE SUBJECT

The previous section of this chapter highlighted student attitudes towards Law amongst those students who selected Law and those students who did not select Law.

The views of those students who did not select Law and their positive attitude towards Law gave rise to a result which suggested the majority of students who do not select Law in School A agreed Law was an interesting and informative subject. The question remained as to why students who displayed a positive attitude towards Law did not select Law as an upper school subject.

This section of chapter 4 deals with the correlation of the statement Law is interesting and informative with the factor Law is not a Tertiary Entrance Score Subject which was listed as a reason in the non-selection of Law component of the survey, for the whole study population of students who did not select Law.

Students were given four alternative responses for the statement Law is interesting and informative, namely, strongly agree, agree, disagree and strongly disagree.

For the statement Law is not a Tertiary Entrance Score Subject, students who did not select Law were given three alternative responses, namely, very important, important and not important.

Tables 26A, 26B and 26C show the analysis of these two variables for the total school population of students who did not select Law as an upper school subject.

Table 26A

Students Who Considered Law is Not a Tertiary Entrance Score Subject as Very Important in Their Non-Selection of Law

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Frequency	6	37	7	5	55
Per cent	2.67	16.44	3.11	2.22	24.44
Row Per cent	10.91	67.27	12.73	9.09	
Column Per cent	27.27	29.37	12.50	23.81	
Total	22	126	56	21	225
	9.78	56.00	24.89	9.33	100.00

Table 26B

Students Who Considered Law is Not a Tertiary Entrance Score Subject as Important in Their Non-Selection of Law

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Frequency	5	38	13	7	63
Per cent	2.22	16.89	5.78	3.11	28.00
Row Per cent	7.94	60.32	20.63	11.11	
Column Per cent	22.73	30.16	23.21	33.33	
Total	22 9.78	126 56.00	56 24.89	21 9.33	225 100.00

Table 26C

Students Who Considered Law is Not a Tertiary Entrance Score Subject as Not Important For Their Non-Selection of Law

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Frequency	11	51	36	9	107
Per cent	4.89	22.67	16.00	4.00	47.56
Row Per cent	10.28	47.66	33.64	8.41	
Column Per cent	50.00	40.48	64.29	42.86	
Total	22 9.78	126 56.00	56 24.89	21 9.33	225 100.00

Of the students who indicated they strongly agreed with the statement, (22 in total), 27.27 per cent considered the fact that Law was not a Tertiary Entrance Score

Subject as very important in their non-selection of Law as a subject. A further 22.73 per cent considered this factor as important in their non-selection of Law as a subject. The remaining 50 per cent did not consider this as important in their non-selection of Law and selected other variables as their reasons for non-selection.

Students who agreed with the statement Law is interesting and informative numbered 126. Approximately twenty-nine per cent considered the factor Law is not a Tertiary Entrance Score Subject as very important in their non-selection of the subject Law and an additional 30.16 per cent cited this factor as Important in their decision not to select Law.

The number of students who disagreed with the statement Law is interesting and informative, numbered 56 out of a possible 225. Approximately thirteen per cent responded that Law not being a Tertiary Entrance Score subject was very important in their non-selection of the subject and another 23.21 per cent recorded this factor as important. Approximately sixty-four per cent did not consider Law not being a Tertiary Entrance Score subject as important in their decision making process.

Twenty-one students strongly disagreed that Law is interesting and informative. Of this population 23.81 per cent viewed the Tertiary Entrance Score factor as

Very Important in their non-selection of the subject with 33.33 per cent considering this factor as Important. Approximately forty-three per cent deemed this factor as unimportant in their non-selection of the subject Law.

The influence of the factor "Law is not a Tertiary Entrance Score Subject" was dominant in the results tabled for both selection and non-selection of the subject Law. A significant percentage of those students who displayed positive attitudes towards the subject Law had not selected Law and indicated the consequence of non-selection of Law was related to the subject being classified as a Certificate of Secondary Education subject and not a Tertiary Entrance Score Subject.

4.14 CHAPTER SUMMARY

The focus of chapter 4 was to present and discuss the results of the major study in School A. A summary of each of the categories contained in the survey was provided at the conclusion of each category.

The results of the survey can be broadly summarised in the section headings of this chapter.

1 Demographic Results

A total of 275 students were involved in the implementation of the survey instrument, comprising

130 Year 10 students, 92 Year 11 students and 53 Year 12 students.

2 Subject Selection

A very small number of total respondents selected Law as an upper school subject, despite registering the view Law was an interesting and informative subject. Over 50 per cent of the student population selected Tertiary Entrance Score subjects in general.

3 Career Selection

The influence of student selection of Tertiary Entrance Score subjects was emphasised in 83.1 per cent of all students indicating career choices or preferences required tertiary training. Approximately sixty-two per cent of students acknowledged their subject selection was dependent upon tertiary entrance.

4 Subject Selection Influences

A high percentage of respondents dispelled the view that peers and parents exerted influence on student subject selections in upper school. The number of students citing teacher influence over subject selection was also in the minority.

5 Subject Information Provided in the School

Students recalled the major source of subject information was the upper school subject selection booklet provided by the administration of the school and the talks given by senior teachers in the school.

6 Attitudes Towards the Subject Law

Law was perceived in a positive light by the students at School A, but not considered as especially useful for future life and careers. In terms of workload Law was viewed as having a heavy workload, although a majority of students accepted being unaware of the content of the subject.

7 Non-Selection of Law as a Subject

The major reasons chosen for student non-selection of Law included preference for other subjects on the same gridline, Law not useful for future career choices or future life, Law was not a Tertiary Entrance Score subject and Law was not available on a gridline which suited other subject selections.

8 Selection of Law

The most important factors respondents chose for the selection of the subject Law were interest, future usefulness in career choices, impression on employers and enjoyment of law school (years 8 - 10) legal studies.

9 Student Opinion of Law as Tertiary Entrance Score
 Subject

The preferences of the majority of all students in the study was for Law to be changed from a Certificate of Secondary Education subject to a Tertiary Entrance Score Subject.

The final chapter will conclude the analysis of the instrument used in the major study and comment on the implications for school administrators and Law teachers in Western Australia.

CHAPTER FIVE

SUMMARY AND DISCUSSION

5.1 INTRODUCTION

Many Educators believe the classification of the subject Law as a Certificate of Secondary Education subject in Western Australia is inappropriate with regard to both its status in other Australian States and the cognitive skill levels required to successfully complete the syllabus. To this end educators have conducted surveys involving teachers and academics to ascertain their opinions on the subject classification authorised by the Secondary Education Authority.

The fundamental purpose of the research project undertaken at the pilot school, known as School B, and the Major Study School, known as School A, was to develop an instrument to assess student opinions and perceptions of the subject Law in its current form offered to Year 11 and Year 12 students in Western Australian schools. The instrument was developed and refined through the establishment of a pilot study where research/student interviews formed the basis of a questionnaire format, classified into distinct and separate categories of:

Student Perceptions of the subject Law

Factors affecting selection of Law

Law as a Tertiary Entrance Score Subject

The instrument was trialled in the pilot school and after changes to improve effectiveness and readability, a survey was conducted within the Year 10, 11, and 12 student population at major study school A.

The summary and conclusions of the results derived from the student responses are discussed in the following sections under the categories outlined above.

5.2 BACKGROUND

The nature of the research problem for this project was outlined previously in Chapter 1. Essentially the project recognised the difficulties being experienced by senior high schools in Western Australia with the subject Law having a Certificate of Secondary Education classification. Students in these schools were required to make decisions regarding subject selection for upper school studies and questioning why the subject Law has a Certificate of Secondary Education subject classification rather than a Tertiary Entrance Score Subject classification. It became apparent that students were selecting subjects primarily on their subject classification from the Secondary Education Authority to ensure tertiary entrance.

Through district and subject meetings, teachers expressed the view that the current subject classification for Law was inappropriate for the level

of skills required to gain success in achieving the objectives of the syllabus. Further it was suggested that students dismissed Law as a subject selection purely because Law is not included in tertiary institution aggregate calculations.

The research project sought to test these opinions by developing an instrument to measure student influences and considerations in the selection of upper schools subjects and specifically the influences determining the selection or non-selection of the subject Law. The draft questionnaire was piloted at a neighbouring school whilst the study was completed on a whole Year 10, 11 and 12 population at a metropolitan high school.

Chapter 2 discussed the various ways in which researchers believe individual attitudes are formed. The view that attitude formation is dependent on some form of stimuli was widely acknowledged, as was the concept that attitudes are never presumed to be formed in simplistic patterns as a result of communication with others or environmental interaction.

As discussed previously, many researchers tested and adopted the position that attitude was the sole determinant of behaviour. Ajzen and Fishbein (1980) challenged this view from results obtained during research on "The Theory of Reasoned Action". Their study maintains people review the consequences of their

actions before they decide to perform a behaviour. In reviewing the consequences of their actions, other subjective norms are considered.

The initial project results for the student who selected Law confirm the view of early researchers in that their attitude to the subject Law was confirmed as the major determinant in their subject selection behaviour. Students who selected Law as an upper school subject were given statements related to subject selection and three categories of response were provided, namely: Very Important - a major consideration; Important - influenced to some extent; Not Important - was not considered.

Tables 18B (My Friends Thought Law Seemed Interesting); 18C (At Least One of My Friends Decided to Study Law); 18D (My Parents Advised Me to Select Law); 18H (My Teacher Said I Would Enjoy Law and Find it Interesting) reflect the subjective norms of peer, teacher and parent influence on subject selection. The number of the student who selected Law clearly show the subjective norms were negligible in affecting attitude formation in comparison to the student level of interest in the subject.

Additionally, the Secondary Education Authority classification of the subject Law as a Certificate of Secondary Education subject rather than a Tertiary

Entrance Score Subject has little bearing on subject selection as reflected in Table 18M (The Subject was a Certificate of Secondary Education Subject). For the student selecting Law in this research sample population of 275, the primary behavioural intent was derived from their attitude toward the subject Law, rather than any other normative or subjective consideration.

Differences to the above results occurred in the research responses provided by students who did not select the subject Law. The research shows students who did not select Law expressed a positive attitude towards the subject. Consequently the non-selection of Law as an upper school subject indicates other subjective norms prevailed in subject selection considerations.

The Theory of Reasoned Action proposed by Ajzen and Fishbein (1980) which extended the study of attitude formation to the next stage of action or behaviour assists in explaining the non-selection of the subject Law. Students who did not select Law as a subject displayed a positive attitude towards the subject. This theory provides a model which defines both personal attitude and subjective norms. Pivotal to the theory is the assumption that individuals make rational decisions, which are influenced by their attitude and affected by subjective norms. The major advantage of the reasoned action theory is the high degree of reliability for prediction of behavioural intent.

Figure 3 (Factors Determining a Person's Behaviour) in Chapter 2 showed in diagram form a summary of the influences affecting an individual's behaviour according to Ajzen & Fishbein's (1980, p8) model. The two initial inputs are the individuals' beliefs that their behaviour leads to certain outcomes and the individual's evaluation of these outcomes; and the second input is the individual's belief of what other people think the individual should or should not perform, and the individual's motivation to comply with specific referents.

The majority of the students involved in the research believed Law was an interesting and informative subject. Sixty per cent of students who believed Law was an interesting and informative subject and did not select Law, stated that Law being a Certificate of Secondary Education subject was either Very Important or Important in their decision not to select the subject.

The question was raised as to why students who displayed a positive attitude towards the subject Law did not select the subject. This question called into question the concept of a single attitude determining behaviour. The survey sought to ascertain the influence of the subjective norm of Law as a Tertiary Entrance Score Subject amongst students who had not selected Law as an upper school subject. Fifty per cent of students who did not select law stated the subject's classification

as a Certificate of Secondary Education subject as either Very Important to Important in their decision not to select Law. The remaining 50 per cent cited other variables which were presented in Table 17.

A comparison was then conducted to evaluate the influence of the subjective norm of Law as a Tertiary Entrance Score Subject amongst those students who did not consider Law as an interesting and informative subject. Of the 56 students out of a possible 224, who did not believe Law was an interesting and informative subject, some 35 per cent ranked the fact that Law was not a Tertiary Entrance Score Subject as Very Important or Important in their decision not to select Law as an upper school subject.

The results of this analysis highlight the subjective norm influence described in Ajzen & Fishbein's (1980) theory of reasoned action. Students who possessed positive attitudes towards the subject Law displayed no behavioural intent to study Law. Approximately one third of those students who did not possess positive attitudes towards the subject Law went through the analysis and evaluation of subject selection of Law to eventually discard Law as a subject choice based not on attitude, but on the subject's Secondary Education Authority classification of Law as a Certificate of Secondary Education Subject rather than a Tertiary Entrance Score Subject. This confirms the view that

individuals analyse the outcomes of their intentions against other subjective norms before displaying behavioural intent, and reinforces the concept that Secondary Education Authority subject classification is a major determinant in the selection or non-selection of an upper school subject.

Student responses reflect that the positive attitude displayed toward the subject Law was tempered by the individual's evaluation of the consequences of selecting Law. The correlation analysis conducted indicates that the negative attitude displayed toward the subject Law by a minority of students in the research, was also tempered by the individual's desire for Tertiary Entrance. The constraints of the subjective norms, especially Tertiary Entrance eligibility, as stipulated by the Tertiary Institutions Service Centre, may have influenced many students to perform the behaviour of non-selection of the subject Law.

The behaviour intention not to select Law as an upper school subject was displayed after rational consideration of the consequences of Tertiary Entrance, therefore confirming the reasoned action model. Ajzen & Fishbein (1980) contend that attitude is not the sole determinant of a person's behaviour, but one which is combined with the influence that results from contact with different environments and other significant people, eg parents and peers.

Consequently, the structure of the research project allowed for the measurement of 3 major factors as determinants in the student's intention to select Law as an upper school subject. The 3 factors selected were: Attitudes towards Law, Subjective Norms (other influences), and Law as a Tertiary Entrance Score Subject.

Adoption of the Theory of Reasoned Action (Ajzen & Fishbein 1980) by accepting attitude was not the sole effect on student subject selection behaviour, highlighted the level of influence of each of the three major determinants in the selection or non-selection of the subject Law.

The following sections of this chapter will examine each of the three categories and report on the results of the study.

5.3 STUDENT PERCEPTIONS OF THE SUBJECT LAW

This component of the instrument sought student responses on a four level scale ranging from strongly agree to strongly disagree. The instrument was effective in discerning positive attitudes towards the subject Law, despite students indicating that they found difficulty in assessing how useful the subject would be in future career and life situations. The subject was

perceived as being difficult to study by all students, and students acknowledged a lack of awareness of the content in the Law syllabus.

5.4 PERCEIVED FACTORS INFLUENCING THE SELECTION OF THE SUBJECT LAW

The section of the instrument which involved student selection of the subject Law was administered to two separate student groups - those who had selected Law and those who had not selected Law. Students were provided with a three level continuum for response selection ranging from very important to not important. In both circumstances the student's intrinsic assessment of the subject's value and use for future life was evident. The major considerations for selection of Law was student interest whilst the non-selection responses indicated a lack of usefulness in future careers, a perception of a heavy workload, Law being unavailable on an appropriate timetable gridline, and Law being a Certificate of Secondary Education subject.

The subjective factors incorporating parental opinions, peer group influence and teacher opinion were primarily viewed as not important in the final student subject selections.

5.5 LAW AS A TERTIARY ENTRANCE SCORE SUBJECT

The instrument was designed to approach the question of Law as a Tertiary Entrance Score subject in two ways.

The first was a direct Yes/No response involving the total student population in School A. Students then clarified the selection of their Yes response with regards to the workload of Law being equivalent to a Tertiary Entrance Score Subject and the usefulness of the subject for career choices in the future.

The second method was to include Law as a Tertiary Entrance Score subject as one of the variables or statements included in the reason for or reasons against the selection of the subject Law. This variable featured as a major reason for non-selection of the subject Law, irrespective of the student's individual attitude to the subject.

5.6 CONCLUSIONS

The results of the research study presented in this project have specific implications for school administrators and teachers of Law throughout the state of Western Australia.

The research project was conducted on a school population working on the principle that a student's three or four best Tertiary Entrance Score Subjects will be utilised to calculate a tertiary entrance aggregate. This premise will change for students entering Year 11 in 1991 as the base number of subjects utilised will be

a minimum of 4 Tertiary Entrance Score subjects in accordance with the Andrich Report (1989).

The instrument used in this study has clearly differentiated between the factors affecting student subject selection. A majority of students relied on a tertiary aggregate score to pursue a career of their choice and recognised the need to select Tertiary Entrance Score subjects particular to their individual career choice. The study indicates a causal factor between the need for tertiary admission and the selection of Tertiary Entrance Score Subjects.

The commonly held conception of peer, parent and teacher influence as an input into student decision making processes on subject selections has been challenged by the student respondents who participated in the major study at School A. Results suggested that students utilised the content given in subject selection booklets prepared by the school and made independent decisions in the selection of subjects.

The importance of a subject's Secondary Education Authority classification as a Tertiary Entrance Score subject or a Certificate of Secondary Education subject was emphasised by students in their responses to subject selection. It could be argued students were more interested as to whether a subject would be calculated in a Tertiary aggregate than they were in assessing the

intrinsic value or potential of the subject to themselves. Perhaps some subjects were being studied purely as a means to an end - that end being a tertiary entrance aggregate.

The results of this study have implications for teachers of Law in their identification of students who will select Law as a subject because of their interest in the syllabus content. Very few students in this research project selected Law on the basis of the value of the subject to themselves, rather basing their selection on eligibility for tertiary entrance.

The process by which Law is placed on a school's upper school timetable grid may affect the number of students selecting the subject Law. Non-selection of Law or low student numbers in the subject can result in the subject offering being cancelled and students reselecting alternative subjects on the same gridline. Subject viability is a decision currently made by administrators within individual schools.

The placement of Law on a timetable grid is of particular interest to teachers of Law as a consequence of student subject preferences for Tertiary Entrance Score subjects as displayed in this study. Should Law be placed on the same gridline as some traditionally popular List 1 or List 2 Tertiary Entrance Score subjects, non-selection of the subject Law may result.

It is reasonable to conclude the promotion of the subject Law and the resultant placement of the subject on a timetable grid are major concerns for teachers of Law who wish to establish viable Law classes.

The process by which students selected subjects to study in Years 11 and 12 was to a great extent governed by their Secondary Education Authority subject classification. Other subjective influences in this decision making process appeared to play a very minor role in the final subject selection. Indeed the factors affecting subject selection in upper school studies was one area worthy of further research.

5.7 RECOMMENDATIONS

The findings of this study highlight a number of areas where change could result in greater educational benefit to students contemplating upper school studies in Western Australia's secondary schools. Suggested changes include:

- a) Improved communication and marketing management for the provision of course information for the subject Law.
- b) Developing a close working relationship with the school's executive on timetabling issues related to the placement of Law.

- c) Promotion of the subject through key personnel such as Guidance Officers and Vocational Education teachers.
- d) Pursuing the need for Law to become a Tertiary Entrance Score subject with the Secondary Education Authority through the Law Syllabus Committee.

The results obtained in this study are inconclusive for any educational institution other than School A. The study provides a beginning for further research questions:

- a) The effect of Tertiary Institution Admission on the Selection of Certificate of Secondary Education subject.
- b) The effect of the implementation of the Andrich Report (1991) on the subject selection patterns of students as a result of student necessity to select four Tertiary Entrance Score Subjects on an individual school basis or statewide basis.
- c) Research studies on the number of students selecting Law in Victoria, Australia since the subject's implementation as a Higher School Certificate Course Subject (equivalent to Western Australia's Tertiary Entrance Score Subject).

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APPENDICES

LAW QUESTIONNAIRE

Tick your current (1989) year level 10 ___ 11 ___ 12 ___

Tick your sex Male ___ Female ___

Year 11 and 12 students only

Please indicate on the following table:

- The subjects you are currently studying
- Their classification as a Tertiary Entrance Score Subject (TES) or Certificate of Secondary Education Subject (CSE)
- Your ranking (1 to 6) of their difficulty and interest (1 means the most difficult or the most interesting)

SUBJECT	TES/ CSE	INTEREST (1 to 6)	DIFFICULTY (1 to 6)

Please list your career interests for the future:

Subject Information from your School

When deciding upper school subject selections, which of the following types of information/assistance did you receive in your school? Please tick each type provided.

- Library Displays _____
 - Subject Department Displays - Posters _____
 - Senior Teacher Presentations/Talks _____
 - House or Form Group Teacher Presentations _____
 - Assemblies with Deputy Principals/Principal _____
 - Visit to the Guidance Officer _____
 - Subject Booklets with Subject Content _____
 - Parent Nights/Interviews _____
 - Other (please state) _____
-

Questions Related to Subject Selection

These are short questions requiring a written response.

Were you influenced in any way by the subject selections of your immediate friends when selecting your own subjects? If so, how?

In what ways did your parent/parent's opinions about your subject selections affect your final subject selection?

Were you subjected to any pressure on subject selection by your teachers at the time of the selection? If so, what type of comments were made to you?

To what extent did your subject selection depend on the subject being classified as a Tertiary Entrance Score Subject (TES) or a Certificate of Secondary Education Subject (CSE)?

Law Related Questions

These questions relate to the subject of Law. The following answers are to be completed by circling the choice which best reflects your opinion on the statement.

eg Green is my favourite colour SA A D SD

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

- | | | | | | |
|---|--|----|---|---|----|
| 1 | Law is interesting and informative | SA | A | D | SD |
| 2 | I can use Law in any career I choose | SA | A | D | SD |
| 3 | Law has a heavy workload | SA | A | D | SD |
| 4 | Law is difficult to study | SA | A | D | SD |
| 5 | Who teaches Law is part of my consideration in subject selection | SA | A | D | SD |
| 6 | My parents consider Law important | SA | A | D | SD |
| 7 | My parents consider Law useful | SA | A | D | SD |
| 8 | I am aware of the content of Law in Upper School | SA | A | D | SD |

Do you have any other feelings or opinions about Law as a subject?
Please state below.

THIS SECTION TO BE COMPLETED ONLY BY STUDENTS WHO DID NOT SELECT LAW IN UPPER SCHOOL

Reasons Why Law was not selected as an Upper School Subject

Listed below are a number of possible reasons why you did not select Law. Please determine how important each of these reasons were to you by circling the appropriate response.

VI - Very Important - a major consideration
I - Influenced you to some extent not to select Law
NI - Not Important - was not considered

- | | | | | |
|------|---|----|---|----|
| i | I did not think Law sounded interesting | VI | I | NI |
| ii | I did not like the teacher taking Law | VI | I | NI |
| iii | None or few of my friends selected Law | VI | I | NI |
| iv | I did not consider Law useful for future life | VI | I | NI |
| v | I did not consider Law useful for my future career choices | VI | I | NI |
| vi | My parents did not consider Law useful | VI | I | NI |
| vii | My teachers said I would not be able to cope with the workload in Law | VI | I | NI |
| viii | My teachers said I would not be able to cope with the difficulty level of Law | VI | I | NI |
| ix | I disliked the lower school unit/s in Legal Studies and Law | VI | I | NI |
| x | I preferred to select other subjects on the same gridline of the timetable as Law | VI | I | NI |
| xi | Law was not available on a gridline which suited my other selections | VI | I | NI |
| xii | Law is not a Tertiary Entrance Score Subject | VI | I | NI |
| xiii | Any other reasons (please state) | | | |

QUESTION SEVENTEEN - THOSE STUDENTS WHO DID SELECT LAW

Reasons for Selection of Law as an Upper School Subject

Listed below are a number of possible reasons why you selected Law. Please determine how important each of these reasons were to you by circling the appropriate response.

VI - Very Important - a major consideration
I - Influenced you to some extent to select Law
NI - Not Important - was not considered

- | | | | | |
|------|--|----|---|----|
| i | I thought Law seemed interesting | VI | I | NI |
| ii | My friends thought Law seemed interesting | VI | I | NI |
| iii | At least one of my friends decided to study Law | VI | I | NI |
| iv | My parents advised me to select Law | VI | I | NI |
| v | Law would be useful in future life | VI | I | NI |
| vi | Law would be useful in my future career choices | VI | I | NI |
| vii | My teachers said I would be able to cope with the workload in Law | VI | I | NI |
| viii | My teachers said I would enjoy Law and find it interesting | VI | I | NI |
| ix | I like and get on with the teacher taking Law | VI | I | NI |
| x | Employers would be impressed with my knowledge of Law and this would help me obtain employment | VI | I | NI |
| xi | I enjoyed the lower school unit/s in Law and Legal Studies | VI | I | NI |
| xii | I did not wish to select any other subject on the same gridline of the timetable as Law | VI | I | NI |
| xiii | The subject was a Certificate of Secondary Education subject | VI | I | NI |
| xiv | Any other reasons (please state) | | | |

Please comment on the opinion that Law should become a Tertiary Entrance Score Subject.

Why do you think schools in Western Australia offer the subject Law?
