The philosophy, execution and

efficacy of the guidance system

as seen through Edinburgh Schools.

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INTRODUCTION

In this paper I wish to discuss the Scottish Guidance System: its birth and early development, its theory and its practice as seen through a sample of Edinburgh Secondary Schools and comment on its possible future.

The scope of this kind of analysis is quite enormous and I only scratch the surface. A more detailed survey will need to be done if effective assessment of the current situation is to be made for the whole of Scotland.

While developing this paper over the past three years I have found that my own attitudes have changed with regard to the objectives and relative merits of this system called Guidance. This I feel is healthy and I am sure the System can stand all the twists and contortions placed upon it. It is a dynamic area dealing with people in their own unique situations requiring unique assessments and solutions. As it develops as an ongoing enterprise it gains in confidence, makes mistakes, assesses and re-assesses, growing in promise each year. Can it fulfil all that it promises? I hope that this survey in some way shows how Edinburgh Schools are responding.

THE NEED FOR A SYSTEM

(1) In 1950 there were 1,200 secondary schools in Scotland with an average roll of approximately 300 pupils. In 1970 there were 450 secondary schools with an average roll of approximately 800. In 1974 the average roll in Edinburgh's twenty secondary schools was 1,310 and one school boasts a place in the Guinness Book of Records as being the largest school in Britain for that year having a roll in excess of 2,500 pupils. The changes in size of these educational institutions says something about the changes in society and its changing attitude towards the individual and education. Larger units are much more economical to run and the capital outlay per head is less than smaller units. The political change from a selective to a non-selective form of Education has resulted in the introduction of new larger buildings or more usually the use of Annexes which do not give the desired social mix envisaged by the supporters of true Comprehensive Education. Equal opportunity for all? Nine of the twenty secondary schools in Edinburgh are new, i.e. built since the Second World War. Nine others have annexes associated with them: some have as many as three annexes associated with them.

(2) There has been a change in the relative importance of Home - Church - School. The Church is playing a minimal role in socialisation compared with the past and the home is turning increasingly towards the school for support. What is our skill that enables us to take on this task, so willingly handed over by agencies traditionally capable but no longer willing?

(3) More choice is now given to more pupils. For example, pupil choice in curricular options, choice of leisure activities, also the recognition that pupils should choose their careers for themselves.

(4) Although most people appear to cope with adolescence, there are indications that some help at this time might be useful. The divorce rate, absentee rate, mental illness and alcoholism, act as useful indicators. The pace of living in present day society is hectic. In order that society may continue to push forward, its demands are inexhaustible and consequently there will be many who through no fault of their own, will become victims of such demands. The best that they can hope for is that the "back up" systems to that society can provide some facility to enable the damage done to be less permanent than it might otherwise have been. In 1976 there are a myriad of organisations geared to help the individual in society. It seems ironical that the more organisations there are to offer help the more distant the individual may seem to be from them. More often than not this may be the fault of some other less interested body insensitive to the needs required. The story is quite familiar through Social Work, Child Guidance, Child Psychiatry, Children's Panels, List D Schools. There are not enough staff, too little time and money and far too many needing help.

These are some of the reasons put forward to suggest the necessity for having some form of structure for Guidance in our Schools.

The teacher's dubious"station in life" seemed to society to avail him of unique opportunities to bridge that gulf between the young individual and the adult masses. From the mere mention in passing of child welfare for the few in the 1945 and 1962 Education (Scotland) Acts there has blossomed a series of books, pamphlets and multicoloured papers proposing teacher intervention on behalf of every pupil. The Scottish Education Department Paper "Guidance in Scottish Secondary Schools" H.M.S.O. 1968 was the final "go ahead" to schools to become more positive in their Guidance Structure. The "Orange Paper" as it became known, outlined in broad terms the basic philisophy and the Local Education Authorities were left to devise methods of implementing it. The dates of implementation varied from Authority to Authority and indeed within each Authority it varied from School to School.

The manner in which this major change in educational thinking was introduced left much to be desired. After a placid, almost lukewarm reception it developed into an unseemly rush. Many observers considered that the introduction of the Green Paper on "The Structure of Promoted Posts in Secondary Schools in Scotland" issued in 1971 was ill-timed and that the combination of the two Papers precipitated ill-considered promotions to the detriment of Guidance in Schools. In its infancy (up until 1971) appointments to Guidance were being made with relative caution: that infancy, however, was never allowed to reach natural maturity. The opportunity to involve non-Honours teachers in promotions and also to fill subject vacancies was too much of a temptation to pass up. It was suggested that too many posts of Guidance were offered as "jobs for the boys" and that

this has led to some unsuitable people being involved in pupil Guidance.

The willingness and ability to step down from that secure pedestal of authority and encourage group discussion and expression of opinions that may run counter to one's own is considered vital to the success of a guidance programme, yet how often have we seen or heard of how little this is being done. It is depressing to hear related tales of Guidance Tutors entering a group discussion situation brandishing a belt. Once an appointment has been made there seems little that can be done to relieve the tutor of his post of responsibility.* Where the unhealthy rush has produced unsuitable persons the whole philosophy of Guidance is under constant threat.

Now that the dust has settled and the work of the Guidance team has been observed, it has become noticeable that the number of applicants for a post in School Guidance has dropped quite remarkably, to the extent that jobs have to be re-advertised. One head teacher commented in his own submission to this survey that the quality of teacher he would require just "is not around". Now guidance people are appreciating just how much work is involved and realise that it is "no soft option".

* Paragraph 45 page 17, "Guidance in Scottish Secondary Schools", H.M.S.O. 1968.

THE GUIDANCE STRUCTURE

The actual detailed composition of the Guidance Team in each school has been left to the head teacher of that school. However, in the Green Paper of 1970 guide lines have been laid down for various sizes of school roll. The grading of staff was changed and a table was produced showing grades and distributions of promoted posts. The figures quoted were to be considered a minimum complement.

	100/ 300	300/ 600	600/ 900	900/ 1200	1200/ 1500	1500/ 1800	1800 +
Head Teacher	1	1	1	1	1	1	1
Deputy Head	1	1	1	1	1	1	1
Assistant Head		1	2	3	4	5	5
Subject Principal	One principal teacher in departments with 40 hours or more of instruction in the subject per week.						
Assistant Principal	One assistant principal teacher in departments with 140 hours or more of instruction in the subject per week.						
Social/Guidance Leisure Principal	1	2	3	4	5	6	7
Assistant Principal		1	2	3	4	5	6

Through this redefining of promoted posts there arose the following.

An Assistant Head Teacher (Guidance) responsible for the co-ordination of personal, curricular and vocational guidance: and liaison with external agencies.

A Principal Teacher (Guidance) responsible for personal, curricular and vocational guidance, leisure activities, vocational guidance programme.

An Assistant Principal Teacher (Guidance) responsible for personal, curricular and vocational guidance.

To allow flexibility in the guidance structure authorities were allowed to consider one post of principal teacher (guidance) as equivalent to two posts of assistant principal teacher (guidance)

WHAT KIND OF SYSTEM?

Guidance can be defined as the taking of that personal interest in pupils as individuals which makes it possible to assist them in making choices or decisions. There are three main fields in which guidance is considered necessary: curricular, vocational and personal. While it is convenient to discuss these aspects separately, they are in fact very closely linked.*

Curricular and vocational guidance have presented little difficulty in defining. Traditionally parents have turned to the school for advice and the school has recognised its responsibility in these fields. The choices have, however, become more complicated. Not only is there a wide diversity of courses offered in school but there is a much greater variety of occupations from which to choose. Many pupils will remain to the end of their school career quite undecided as to the type of work they want to undertake unless they are helped to make up their minds.

The third area, that of personal guidance, takes on a much more sensitive role. Many teachers take - and always have taken - a deep personal interest in their pupils and are ready to lend a helping hand when required. Many claims are, however, made on a teacher's time and in the stress of other work even the most sympathetic teacher may fail to notice that a particular pupil would benefit from advice or help. The task of the school may be seen to have two separate but closely linked aspects. There is first a need to provide within the curriculum opportunities for all pupils to consider the social

* For further detailed consideration see "Guidance in Scottish Secondary Schools", H.M.S.O. 1968.

and moral problems which are important to them. Secondly, there should be members of staff whom the pupils know they have the right to consult, if they wish, about personal matters.

Virtually all the subjects of the school curriculum have something to contribute to the personal development of the pupils. However, a more sustained programme in the field of social and moral education was considered necessary. Part of this field was developed by the Millar Report on Religious and Moral Education.

However, society expects! Since the falling away of the influence of both Church and Home, society expects the school to fulfil an increasingly large role in socialisation. Out of the Guidance Programme there has developed a field of Social Education.

In the past, concern for Adolescence was expressed in terms of authoritative demands from adult society for young people to be given or inculcated with, or directed to observe, certain values or standards which adult society felt were important. These demands permeated learning establishments even as late as the early 1960's. The emphasis was upon the adult knowing best and the young person needing to conform. However, the Eppels* in their study suggest that there have been subtle changes in the climate of opinion, the beginning of which was probably marked by Professor Carstairs in his Reith lectures in 1962 on the "Vicissitudes of Adolescence". He emphasised that there were many strong opinions but little evidence. His talks heralded a change in opinions towards a concern for understanding the quality of personal relationships in themselves rather than a desire to impose arbitrary absolute standards. The Eppels suggest that there is now much more

* "Adolescents and Morality". Routledge Keegan Paul, 1966.

caution about accepting "ex cathedra" utterances at their face value and a greater demand for reliable information based on sociological enquiry. It has been suggested that the same approach is required to Social Education. An attempt to define Social Education might therefore be:-

"a concern to facilitate the social development of the individual so that he realises his full potential as a discriminating and discerning social being with the capacity to make his own choices and decisions within the wide variety of possibilities presented by a heterogeneous and pluralistic society".

This definition places the emphasis upon "social being", i.e. recognising the important process of socialisation through which we learn to behave socially and the importance of seeing the individual in his social context with which he is continually in interaction. Also there is a recognition of the need of the individual to make his own choices without direction or control.

There would seem to be three main needs so far as social education in the school is concerned. Firstly, the organisation of the school should become concerned to develop social relationship and participation in the fullest sense.

Secondly, there should be a guidance and counselling system which enables pupils to make informed decisions and support them when other aspects of the organisation cannot meet their needs.

Thirdly, there should be a social education curriculum component which would be related to the social needs of pupil's and which would include team teaching and new methods.

Most educationalists now accept that the school is not only aiming at academic development but at social development too. Research such as that by Musgrove* has quite clearly shown that even the academic pupil, particularly the older pupil, wants the school to be an institution which concerns itself with the expressive needs of pupils. Where this research showed that most secondary schools were largely concerned with instrumental objectives, i.e. training for intellectual and vocational goals, pupils required the school to be concerned with socio-emotional behaviour. One's need to be accepted and feel secure affects one's performance in every sphere of activity. As young people in school move out of the directed and controlled life-space of the child and prepare to move into the varied, ill-defined and independent life-space of the adult, it becomes more important that it is recognised that few tasks will be properly achieved without a real concern to provide the appropriate socio-emotional climate.

Any organisation only proceeds smoothly and effectively if it creates the total social climate and relationships which are necessary to pursue its chosen objectives. In a large, specialised and, to some extent, bureaucratic organisation like a large secondary school, any objectives regarding social development of pupils must be made an explicit component of the task of the organisation, and the organisation itself must be arranged in such a way as to make it explicit to the members, both staff and pupils, that a concern for social development is of primary importance.

* "Youth and Social Order", Routledge Keegan Paul, 1964.

Secondary schools in their concern to become more efficient in achieving academic objectives are becoming larger and therefore increasingly impersonal. Close primary relationships based upon informal personal knowledge are difficult to attain. Within such an organisation, members, both staff and pupils, will have problems arising from the fact that personal needs are not easily met by a large institution.

At the same time, the individual pupil is growing through adolescence (a recognised time of stress) to the point where he is a leaver, either academic or non-academic. This is happening when he is subjected to greater social pressures than ever before from his peer group, from wider society and from his family. He is, therefore, likely to have individual needs and difficulties which present problems for the organisation. Musgrove suggests that many academic pupils, in particular, had problems of role-conflict arising from these different social pressures.

The Schools Council Working Paper No. 27 entitled "Crossed with Adversity", although concerned with the education of socially disadvantaged children, nevertheless has a great deal to say of significance for the social education of all children. It suggests three basic objectives for secondary education - competence, confidence and co-operation. Competence is defined as social in character and therefore it is suggested competence in social participation must be a conscious aim of the school itself. Confidence is individual in emphasis but implies that the school must consciously contribute to the development of the pupil's self-concept. By co-operation is meant active, democratic participation in the life and policy of the school.

This means more than the mere opportunity for some to assume positions of responsibility and implies that the school organisation must make provision for the genuine participation of pupils. All this is acceptable, but to what extent does the present organisation of the secondary school and the present distribution of power and status within that organisation permit this social climate necessary to foster such a system of social education? Is there not still an over-emphasis on the classical theory of management, assuming that men must be controlled by authority? With it there tends to develop a system of hierarchical authority, multiple layers of supervision, fixed areas of responsibility and often written rules governing behaviour. Here superordinate/subordinate relationships tend to be all-important. Does this not imply a response of management to an alienated work force? This alienation is derived from a feeling of little or no status within the organisation where one cannot develop a self-concept or self-esteem. This has similarities to McGregor's 'X' Theory of Management.* This kind of situation must be contrary to the objectives of social education.

Likert in "New Patterns of Management" also shows that direct authority provokes resentment. He emphasises the principle that members of an organisation need acceptance, appreciation and recognition. This principle requires that members need to see the objectives of the organisation as important for them and their own tasks as significant. Each individual must feel that me makes a contribution to the organisation which emphasises his personal worth and importance. This applies equally to

* Douglas McGregor's Theory of Management Practice

See Appendix V

staff and pupils in the school organisation.

Means have to be found by which the school can express a similar concern for the individual pupil. In the past, schools have been more successful in enabling pupils to identify with either academic or vocational goals than with socio-emotional goals. The objectives of social education require the school to build within itself a means by which the pupil can derive a sense of acceptance, of belonging and of security. Those responsible for the organisation of such systems need to be trained to work according to the principles mentioned. To retrain teachers who have been teaching for some years will present problems - not least of which might be the training of adults to talk of what adolescents require - adults authority - and adults in authority over adolescents. This is in danger of becoming a highly emotive remit.

An organisation of three hundred pupils (as house and/or year groups might well be), though it can be used as an instrument for developing "belongingness" or aiding socialisation is still a large-scale or secondary institution in sociological terms. It is difficult for primary relationships to develop on such a basis. Social development will only be helped if this unit is organised into smaller components within which pupils can develop real security and identity. Experience suggests groups of between twelve to fifteen pupils to be meaningful. Once these groups have been founded they need time to develop relationships, security and confidence which can be quickly dispelled under pressure.

If a school reaches this point organisationally it has done a great deal to establish the context within which

social education can proceed. In fact, by participation in such an organisation some aspects of social education are already being provided.

Social education must always be seen as socio-emotional orientated rather than content orientated. By taking this view one avoids the temptation of "teaching" it the way one would teach an academic subject in the normal curriculum. By this I mean that any curriculum content should be seen as a means to an end of social development rather than an end in itself. This implies that social development cannot be taught only that opportunities can be created within which social development might be facilitated.

It is generally felt that within the timetable for every pupil there should be a component of at least two periods per week which would be called social education. The curriculum enables the expression of needs. Within this part of the curriculum the staff responsible would need to have sufficient contact with pupils to develop primary and personal relationships and to enable pupils to develop these skills in their turn.

The teacher within the social education part of the curriculum should need to emphasise the expressive part of the teaching role, i.e. the part concerned with the development of feelings, relationships and emotions, more than the instrumental part of the role, i.e. that concerned with task objectives. Not only does this raise questions regarding the selection and training of teachers to operate in this way, but also raises questions regarding the organisation of this component of the curriculum and the methods which should be employed, e.g. team teaching - homogeneous groups based on age and developmental difference.

WHAT DO WE HAVE?

The last section deals with what might be considered a suitable approach to coping with the quite enormous task placed upon the school in order to achieve acceptable standards of socialisation. Before examining what has been accomplished it must be pointed out that no single organisation will reach these targets and each will have its own distinct ways of setting about the task. There appears a dilemma before the organisation starts out. As it has been stated the staff must be specially trained. There is no known training scheme which I would define as suitable and adequate for the task intended. Although there exists a 10 week course for Assistant Head Teachers no such course is available for the assistant teacher wishing to take up a post in guidance. By attendance at, and involvement in such a concentrated scheme the teacher gains invaluable knowledge and expertise which enables him to apply with confidence for any post in Guidance.

The in-service training available is, in my opinion, inadequate. Since the recent economic cutbacks in education the pupil teacher ratio has been increased. This has led to the refusal of the Headteacher to allow a member of staff to take time off during the day. To expect anyone to give of their best after a full day's work is at the best being optimistic and at the worst thoughtless. The one-day or two-day conferences present a disjointed approach to training since not every staff member can attend all desirable courses. They cannot even approach a compromise. Thus before

embarking on the task the staff know that they are inadequately trained and that if they succeed at all it will be on natural talent and blind hope.

The Survey

In order to get an overall impression of the impact of Guidance on the Schools in Edinburgh, I compiled five types of Questionnaires, each different and relevant to the sample receiving them. My main information was collected from Attitude Questionnaires which I sent to Guidance and Non-Guidance Staff and also to pupils who had received at least three years of Social Education. In addition, I also sent larger, traditionally styled questionnaires to half of the Non-Guidance Staff and to all the Guidance Staff.*

The Attitude Questionnaire to Non-Guidance Staff was constructed in such a way that I might ascertain firstly, whether there was any marked animosity between them and the Guidance Staff and secondly, whether they felt the Guidance system was of any value. The Attitude Questionnaire to Guidance Teachers was designed to see whether they were satisfied with the structure and remit placed upon them by the Edinburgh Report on "Social Education in Adolescence", a booklet outlining the topics which might be discussed at various stages through the Secondary School. The Attitude Questionnaire to pupils covered all aspects of Guidance but emphasised the personal aspects more than others. It is my belief that unless a confident bond between the pupil and the Guidance Tutor is established, little of consequence will be gained by the operation of a Guidance programme.

* See Appendix IV for details.

For details of sampling see Appendix III.

So that I might make savings on time and money I approached Mr. Roy Dyer, Adviser in Guidance and Social Education for Edinburgh Schools. I felt that apart from courtesy it might add respectability to the project especially when asking Head Teachers for permission to approach members of their staff with questionnaires. This proved to produce quite mixed results. Having "selected" the schools to be approached as described in Appendix III I received very few replies to my initial official letter (see Appendix II for those replies which I did receive).

The first letter was from a school in a deprived area with a reasonably well developed Guidance system. I had hoped to gain a favourable reply from this school where I felt I would find a situation, for example of high birth rate, one parent families, social and economic deprivation, which would have forced the school to act in a positive and determined way and would by now have a well established system in operation. The reply was quite contrary to my expectations and its impact was such that I despaired of receiving any positive replies at all. However, a few others arrived soon after offering their services and also supplying me with most welcome information about their systems and the thoughts of the Head Teachers. But by the end of that month I had only received replies from five schools. Fearing that against all professional findings the official approach was not achieving the desired effect I sent out a handwritten personal letter (see Appendix II). This did in fact achieve the desired

results and after an initial delay of a month I was able to get under way. This did, however, run me close to the school holidays so I delayed delivery of the questionnaires until the third term, which began April 17th, leaving little time to chase up any unreturned questionnaires. Each batch of questionnaires was coded in such a way that I could determine which schools were responding and enable me to reduce costs of follow up reminder cards to a minimum. Here I was to discover a very interesting fact. School 5 had not returned any Guidance Questionnaires. On making circuitous enquiries it transpired that the Guidance team had as one objected to the questionnaire because they felt it was a means by which the Adviser in Guidance could "snoop" on them. There had apparently developed an element of bad blood between the Adviser and the Guidance team and I found myself caught up in it to the extent that I was not going to get a high response rate from Guidance teachers. (See Appendix III for % response rates from schools).

Replies continued to come in until 18th June and the spread was such that I considered I had sufficient numbers to give me adequate information without incurring additional expense of follow-up letters.

The Analysis

How did the replies compare with the system outlined above? (Chapter V). From the Non-Guidance Staff there was a 77.7% response which suggested that attitudes to Guidance did exist and were willingly expressed. 72% of respondents were register teachers. If, as I believe, steady pupil-teacher contact is desired then the teacher most likely to achieve and sustain this contact will be the form teacher. Of these

56% taught less than half their register class and 11% taught none at all. These figures I find quite depressing and present a situation fraught with danger. What a lack of opportunity for successful communication, one of the building bricks necessary to help dispel the barrier of mistrust developed between pupil and teacher over the past century. The majority of respondents (75%) had contact with between 100 - 200 pupils. No one had contact with fewer than 100 pupils.

Most of the staff were fairly conversant with what the school Guidance system was trying to achieve although as many as 28% indicated that no formal attempt had been made to outline the Guidance System of the particular school. Half the staff were involved with pupil activities after school: 39% taking part three times per week: 40% four times per week. Most of these 85% were involved in club activities.

12% indicated that although they were not guidance teachers they had attended in-service training connected with Guidance or Social Education.

Looking at the Attitude Questionnaire it could be seen that only 16% of the respondents felt that the Guidance team in their own school was not doing a good job. The overall attitude seemed to be that the Guidance teacher was doing a good job in the area of Personal Guidance but that Social Education was not necessary as an isolated topic and certainly should not be the responsibility of the Guidance staff alone. 67% reacted in this way and practically all (91%) insisted that Social Education should be treated as an integral part of the curriculum covered by Social Studies, English, Home Economics, Religious Education and Biology.

83% felt able and willing to discuss aspects of Social Education with their pupils at any time but "not necessarily on period 3 every Tuesday" as one respondent put it. 63% expressed concern at the size of the school roll and the danger of inadequate personal attention available to every pupil. 61% were of the opinion that if the school was run as a unit of 600, considered educationally more desirable than the politically and/or economically motivated suggestions of a roll of 1200+, then there would be little need for a Guidance system as we now know it. With a unit of 600 it is possible for a teacher to get to know almost every pupil in the school and it is certainly possible for more than one member of staff to express an interest in a pupil to an extent not considered possible in the larger schools. The individual stands a better chance of feeling part of a community which does not need the intricate webs of communication where individuals stand less chance of going passed unnoticed.

Whilst agreeing that the Guidance team in their school was doing a good job, 75% considered that all potential Guidance teachers should attend in-service training before applying for such posts and that no reference should be made to the candidate's teaching subject when making the appointment.

For those who believe that Guidance is an effective way of paying some teachers more, without having to pay extra to everyone, the response to attitude statements 12 and 15 concerning "jobs for the boys" and "rewards for long service" should help to counter such charges. Only 24% and 28% respectively agreed. 24% similarly felt that Guidance

teachers should not be paid a responsibility allowance.

With reference to the fear expressed by some contributors to the Times Educational Supplement* that "this apparently complicated cult is in danger of usurping the traditional and much valued role of the Scottish teacher", the statement was put that "Now there is a Guidance system in the school the ordinary teacher has less responsibility for the pupils in his charge". 70% disagreed, 60% strongly disagreeing. In an attempt to pursue the matter I suggested that there was a marked dichotomy between the Guidance Staff and other teaching staff: 35% said there was. I suspect that the existence of a dichotomy as suggested by 35% of the staff stems from fear that not only was the register teacher losing his traditional hold on the personal life of the pupil but through this topic called Social Education there was a danger of his subject area also experiencing deprivation. Far from conceding that it may well be possible to reach different standards by different approaches and that there is room for both, the specialist has retrenched and views every new move with deep suspicion.

Comments

Basically the overall attitude by non-guidance staff to Guidance in school is a favourable one. There is positive support for the systems in their own schools and I detect a feeling of protectiveness in their replies. The staff seem willing to defend those questions which attempt to criticise the Guidance team: for example, statements 4, 5, 12, 19 and 25 of the Attitude Questionnaire, yet they are not willing to let

* Miss McDonald - Notre Dame College of Education - (February 1976)
Mr. McMillan - Fife - (January 1976)

the Guidance team take all the glory (see statements 10, 11, 18 and 21). They feel that every teacher has a part to play in the social development of the child and seem to welcome the opportunity to play a supportive role without the drudgery of paperwork which often accompanies the work of the Guidance staff.

The questionnaire given to pupils tried to find out about the relationship between the tutor and the pupil. Many statements attempt to denigrate the tutor, e.g. statements 4, 6, 10, 15, 18 and 20. In every case there is a significant repudiation of each statement. 88% agreed that the idea of the school Guidance system was a good one, which implies that they were definitely gaining something from such a system. They realise what might be achieved through it and have experience of it functioning successfully. 70% felt that the Guidance system in their own school offered a useful service, yet 17% were not sure what their guidance tutor was supposed to do. When it was suggested that the wrong people had been given the jobs as Guidance teachers and that they did not have a genuine interest in the job, 60% and 67% respectively disagreed strongly with these statements whereas 19% and 14% agreed. In fact, only 9% disagreed with the statement that Guidance teachers work very hard.

The results for statement 3 gave me cause for concern since it was out of harmony with all other trends and yet I felt that it was one of the key statements to indicate whether or not there was a successful relationship between pupil and tutor. The statement read "If I had a serious problem I would not go to my Guidance tutor". The overall results were -

Agree	Not sure	Disagree
30%	30%	40%

When I analysed according to schools I came across a set of results from one school which read -

Agree	Not sure	Disagree
72%	11%	17%

whereas all other samples read -

Agree	Not sure	Disagree
10%	37%	53%

On close inspection of the questionnaires quite a number of respondents had written to the effect that in their school, which had a horizontal structure of year tutors and a vertical structure of Social Education teachers, the Year Tutor who was supposed to act as their confidant, could not be trusted. Apparently according to 7 of the 18 in the group a pupil had discussed a personal problem and had been assured confidentially, only to find out that it had been discussed in the staffroom and the subject brought up in another class by another teacher to the great embarrassment of the pupil. These pupils felt they could discuss things with their Social Education teacher but <u>never</u> with the Year Tutor.

Although this set of results skews the results as a whole, it has served very well to highlight what was said earlier. Security and confidence need time to develop and can be quickly dispelled under pressure. The one redeeming feature about this set of pupils is that they do have someone to whom they can go if they have a problem - the Social Education teacher, but there is one member of the Guidance team who has not yet established his/her role in the school and it would seem doubtful if he/she ever will.

With the Guidance questionnaires I was attempting to assess the attitude of the Guidance team to the system as they saw it working in their schools compared with the recommended outlines of the 1968 Memorandum and local authority papers.

The response rate was much lower than that of the "non-guidance" teachers (only 55%) partly for the reason mentioned earlier in this paper (page19) but perhaps also the length of the full questionnaire put some people off. The layout and cover was the same for guidance teachers as for non-guidance teachers and the number of attitude statements were fewer. In retrospect some of the statements may have been considered obvious and one or two questions seem irrelevant. However, after analysing those which were returned, I detected a feeling of uncertainty and lack of confidence. When asked whether their loyalty was to their subject or to guidance 33% said it was to their subject. When asked if they were presented with a straight choice between a post of responsibility within an academic subject and Guidance, which would they now choose, 28% said they would choose a position of responsibility in their subject. Of these, 50% of the respondents were Principal Teachers of Guidance. Question 44 asked "Why did you apply for a post in Guidance?" and asked the respondents to rate the influence various statements may have played in their applying for a job. Whilst 3 of the 4 statements produced the expected Guidance orientated replies, one of the statements "I did not consider my qualifications alone would lead to a promoted post within my academic subject" produced a quite different set of results. Only 67% disagreed with this statement, 16% not being sure. This result may well lend support to the theory that at the beginning the wrong people

were given jobs in Guidance and that although the scrutiny has become more intensive there are still some who are able to pierce the net and use the system as a means of promotion. One of the basic facts which needs to be accepted is that if a guidance system is to succeed at all it must have stability in personnel with very little movement of staff within the system creating a reliable reference point for the pupil to approach, adhere to and finally launch himself from, as he passes through the school.

Inevitably, in order to better one's standard of living, one has to leave the classroom and enter administration. Many people opt for this because of economic necessity. Others, as has been suggested above, do so in order to escape the classroom.

I believe that one of the reasons so many Principal Teachers said they would opt for a promoted post in their subject is because they are not in control of their situation. Not only will there be an assistant head of guidance on the scene but also the headmaster will direct to a large extent what policy will be. The subject teacher seems to enjoy much more autonomy and is respected as a specialist.

The main area of conflict between guidance and non-guidance staff is that of Social Education. Whereas the non-guidance teacher felt that Social Education should be an integral part of the curriculum (92%), they did not feel that it should be the responsibility of the guidance staff alone (67%). The guidance staff saw Social Education as part of their remit (80%). Replies to statements 10, 16 and 18 of the Attitude Questionnaire bear this out.

16% received some form of in-service training before applying for a guidance post. 95% have attended in-service training courses since their appointment. Not everyone agreed that prospective guidance staff should attend training courses before applying for a guidance post (84% in favour). 79% believed that Training Colleges should run compulsory courses on Guidance and Social Education. Such courses would have to emphasise the role played by the classroom teacher. That as a register teacher, which many will be on taking up their first appointment, they will have a unique opportunity of developing primary relationships with their pupils, a relationship which even the Guidance Staff will not have an opportunity to develop. This could even be designed as a "taster" course enabling students to ascertain whether they are really interested in entering this field. As many as 95% agreed that no account should be taken of a teaching subject when appointments are made for a guidance post. This compares with 76% of non-guidance respondents.

The proportion of the timetabled day given to Guidance varied considerably from school to school. 22% of respondents had only 10% of the time given to Guidance, 28% had 40% of their time, whereas 5.6% had as much as 70% of the time. Social Education was taught by non-guidance members of staff in some schools. Only 16% of guidance tutors had contact with all levels of the school through Social Education. In schools with Annexes tutors were assigned to those pupils attending the annexe and did not have contact with the upper school at all. 10% of tutors were affected in this way. The number of groups of pupils seen for social education per week varied -

53% seeing between 0 - 5 groups per week

33% seeing between 6 -10 groups per week

13% seeing between 11 -15 groups per week.

The variety of group members emphasises the way in which individual schools have been allowed to develop their Guidance programme. If the Social Education teacher is also Guidance tutor to the group then those with between 11 - 15 groups per week have a great problem of identification and communication on their hands. Case loads of 150+ are not conducive to frequent counselling opportunities.

The majority of tutors have group contact one period per week (89%). No one had more than two periods contact per week. The group sizes varied from 21% having less than 15 pupils per group through to 16% having no group of less than 15 in number. The composition of the groups also varied. 30% had groups of mixed sexes, 25% had boys only, 15% had girls only and the rest had some mixed, some not.

When considering counselling and counselling facilities the picture is brighter. Every tutor was able to withdraw a pupil from a class for interview purposes, but, as many pointed out, they always tried to limit this to "non-essential" periods of the day and vary the subject lessons to be interrupted.

24% attempted to see each pupil one per term

41% saw their pupils once per year

24% were not able to guarantee seeing a pupil once a year

The major problem here seemed to be the size of the "case load", 69% having more than 150 pupils in their charge. Facilities available for interviewing varied considerably, but 53% had a private office for the purpose. 5% felt they had no suitable accommodation.

The resources available to tutors in the way of audio-visual aids were in plentiful supply. All items mentioned, including a Video Tape Recorder, seemed to be readily accessible to the majority of tutors. These can be successfully used as "jumping off" points for discussion. The judicious use of tapes and films often stimulate discussion at all levels of the school.

Summary and Conclusions

Before one can come anywhere near to accomplishing the objectives I have outlined and establish a confident social/emotional establishment, one must convince "the man at the top" of the school. The headteacher of any school determines the policies of his school. His influence and philosophy percolate down through both staff and pupils. His influence even in the most democratic of school management structures is there for all to see. Without his conviction for Guidance in school, the way ahead will be desperate. He has to be prepared to encounter obstacles to the smooth running of his well tried academic machine, even to the extent of looking for a different machine altogether. Although staff no longer get paid by results there still exist agencies geared to investigate drops in examination standards. How do these bodies assess the overall achievements of a school? Do they even bother?

Those parents who faithfully support parents' evenings, school plays and sports days still expect the school to provide their child with that piece of paper which reads "passport to success".

There are members of staff who wish to be allowed to "teach their subject" and be concerned with nothing else. There are pupils who hate anything not seen to contribute towards academic success. Unless it is possible to convince these people that educational success has much broader implications than the narrowly curricular then no school can hope to avoid the obvious disharmony that exists in schools today.

From the surveys of these Edinburgh schools it seems fair to say that there exists a Guidance structure which has some idea what it wishes to achieve but it is somewhat hampered. There exists a harmony between Guidance and Non-Guidance staff which could be exploited more fully. The impression gained is that the Non-Guidance members of staff would be only too pleased to be allowed further opportunities to establish purposeful contact with pupils.

The pupils themselves are becoming increasingly geared to the purposes of the Guidance system and in particular the use of these periods of social education. It has taken some time to become established but we are now approaching the stage when every pupil in school is exposed to social education and has been so throughout his school career. This gives credance to the topic which to some earlier pupils was just another non-examinable subject put into the timetable with no apparent purpose.

Certain areas, considered priority areas in social education, are best dealt with by experts. What better way to promote integration amongst staff than involvement in a social education programme which includes as many subject departments as possible and still allows room for topics to be dealt with by the Guidance team within the social education periods. These topics may not require any further specialisation other than experience of life. For example, personal relationships, the family, money. This could then allow the opportunity to establish firm and trusting relationships to be built up in a situation where it is obvious that honesty prevails. Children are quick to spot a teacher who is not sure of his teaching topic. If a topic is considered important then it should be

seen to be so and taught by an expert.

As long as the type of teaching qualification plays a part in determining who is appointed to the Guidance staff of a school, then we cannot hope to obtain a highly effective school Guidance system. A very high percentage of respondents both Guidance and Non-Guidance agreed with this statement. Guidance is one area where compromise, no matter how promising, cannot play a contributory role in the overall effectiveness of the system. More care and consideration must go into choosing a guidance tutor than any other member of staff. The tutor must be demonstrably suitable for the job first of all, then only if all else is equal should the teaching subject be considered.

Bearing in mind the purpose of social education topics, that of providing a means to an end, the depth to which one goes in each topic is not so important and should vary from group to group. What we should be doing is stimulating thought and discussion, developing logical arguments, learning to accept opinions which are not one's own, providing factual evidence which clarifies the issues of the day. Above all, we should be developing a useful relationship which should last a lifetime. Under the present scheme of things this is not likely to be achieved in Edinburgh schools. The "case loads" are too large, the time available for counselling too limited. The social education groups are too big and the number of occasions for meeting too few. In my opinion, the tutors are not aggressive enough in their demands and lack confidence through inadequate training. Guidance is one area where one should not learn on the job. The personal lives of children are too delicate to abuse, yet they are crying out for help. Would it be better to refuse to "meddle" and bring home to society the grave problems

of youth today in some shocking way rather than pay lip service to a system which society believes to be functioning but is clearly not? The dilemma for the tutor is obvious. Do we plod on from crisis to crisis in the vain hope of achievement, saving one out of the ninety nine or do we refuse to work under the system as it is at present.

From the results of the survey I believe it possible, if one could convince the headteachers of the necessity for priority in Guidance, to establish core groups of teachers working together with children in mind, in such a way that they would soon convince others that through the establishment of meaningful relationships it is possible to produce a team of pupils and staff working together for the benefit of all.

It must be shown that it is possible to change the present system which approaches Douglas McGregor's 'X' Theory of Management to his 'Y' Theory of Management which suggests that the average human being learns not only to accept but to seek responsibility and that the ability to exercise high imagination and creativity in solving problems is widely and not narrowly distributed in the population. This can be achieved if the right attitudes and climates prevail.

APPENDIX I

EDUCATION AUTHORITY SCHOOLS ONLY

Year	1950	1960	1968	1969	1970	1975
No. of schools	898	757	608	584	537	450

Year	School Roll under 200	School Roll over 1,000
1960	190	86
1970	156	97
1975	70	?

A P P E N D I X I I

c/o Mr R Dyer
Adviser in Guidance and Social Education
Dean Centre
Edinburgh

The Head Teacher

Dear

In the light of Regionalisation we feel that it would be helpful to take stock of the state of play in our own area before we become absorbed into the larger confederation.

Although Guidance in Schools has been with us for a very long time, the Guidance System as we now know it is relatively new. Before we adopt policies which may differ from those which we now follow we must be clear of just what we are doing and of its value if any. The success of this System depends to a large extent on the general acceptance of its value by members of Staff, both "non-Guidance" and "Guidance".

I would like to ask certain randomly selected members of Staff in Edinburgh Schools to state their attitudes to the Edinburgh Guidance System. Because I ask for information about the Schools I would first of all like your permission to approach some of your Staff members. I enclose a copy of the Questionnaire to be sent to "non-Guidance" Staff.

I would also like to issue Attitude Questionnaires to some 15-16 year old pupils to ascertain their own feelings about the System. I would prefer to approach pupils who have experienced at least three years of Guidance and Social Education. Since I do not have accurate information about the length of time the System has been in operation in your School, perhaps you would be kind enough to indicate whether you feel you are able to accommodate one or both of my requests.

Needless to say I would very much welcome your own impressions on the whole Area of Guidance in Schools yet appreciate that time is precious. Should you wish any further information please do not hesitate to contact either myself or Mr Roy Dyer at any time.

Yours sincerely

A J Merriman

11th March, 1975.

Dear Mr. Merriman,

I am afraid I cannot agree to a staff survey and questionnaire in this school on the philosophy, execution and efficacy of the guidance system. Further, I think it most unwise to seek the ill-informed prejudice of the so-called teaching profession on the subject. The only persons with whom I would be willing to discuss the subject would be H.M. Inspectors, the Directorate and the Chairman of the Education Committee - and, in the future, with the Chairman of the School Council and the Director of Social Work. Despite what has been quoted in the T.E.S.S. from H.M.I. Burdin et al, I do not think it is appropriate to examine the effects of a system which has only been in operation for two years. Further, to place on the first page of Guidance Scotland the title 'Is Guidance Really Necessary', is both provocative and misleading. The Guidance structure exists - the only question is how we can improve it. Its value is self-evident. The main reason for the poor publicity and tarnished image is ignorance, pure ignorance, and the secondary cause is that good guidance work is performed in confidence and goes, unfairly, unsung:

'Along the cool sequester'd vale of life
They kept the noiseless tenor of their way'.

Yours sincerely,

Headmaster.

17th March, 1975.

Dear Mr. Merriman,

I refer to your undated letter received on 12th March, 1975.

You have my permission to approach members of my Staff as requested paragraph 5.

As our House system has not yet been in operation for three years, the Questionnaire issue for pupils will not be applicable.

I will complete the form giving my own impressions as soon as I can.

Yours faithfully,

Headmaster.

27th March, 1975.

Dear Sir,

In connection with your letter of 8th March and your Guidance Scotland Questionnaire, I would like to make the following comments. You are at liberty to approach some of my Staff to obtain their attitudes to the Guidance System.

This is only our second year with Guidance under the aegis of the Year Master. We had one year before that when Social Education was given to a number of pupils but not all of them. You may feel that this, therefore, disqualifies us from the 3-Year requirement. Certainly, we have not had Guidance for three years. You suggest that you would like my own impressions on the whole area of Guidance in Schools.

Firstly, it worries me very much. I feel that the amount of time required to make a noticable impression on the pupils who need it most, simply is not available. This is either because of other time-tabling commitments or if these were removed the reluctance of Year Staff to commit so much of their teaching life to this one aspect. I see this as possibly being the most important aspect of schooling for many pupils but it is also the one in which the present staff are least well-versed. This suggests that a new type of teacher is required who has been trained in this aspect of the work. The thought of the possible type of person who might volunteer for this work fills me with horror. My present feeling is that too many of our Social Workers are "anti-authority" in their attitude and so over-sympathetic to the problem of the individual with insufficient thought for the social group. There are many facets to Social Education, two of these being the problems of the individual and the problem of the community. Obviously, these are not unrelated. The Guidance system tends to be concerned with the first of these and Social Education with the second. The pupils who tend to be devoid of any social conscience are usually the ones who are in need of a considerable amount of Guidance, but Guidance can also be required by many pupils who have strongly formed social conscience. The persons who carry out this work in school must feel that it is a necessary and worth while job. Unfortunately, it is at the same time an exhausting one. At present it is carried out in this school by ten members of staff. Some schools extend this Social Education to every member of the staff but is every member interested and capable of carrying out the work effectively. When Religious Education was taught /

taught by every teacher in the school, it was effectively given by someteachers but was quite ineffectual in many cases. I fear that Social Education, if extended to sufficient teachers to lighten the load might well become ineffectual in the hands of those with insufficient interest in the work. Question 7 of your Questionnaire is very significant.

In addition to all the above comments, there is the problem of shortage of staff. The Green Paper resultedin a number of appointments where the teacher had less class teaching time and to the strengthening of Social Education which necessitates smaller sections than for normal class instruction. We, in Edinburgh, have been fortunate in having a better quota than that suggested by the "Red Book" but if, by one means or other, there is a reduction in the number of staff in Edinburgh schools to enable other areas to gain staff then I fear I might be tempted to reduce the amount of Guidance and the size of Social Education classes to enable me to cope with a smaller staff. I fear this might be the wrong attitude and I might hesitate to take it. I think this shows up the quandary. It is a very relevant subject but is more relevant to non-Certificate pupils than to Certificate pupils because the Certificate pupils are more likely to come from homes where theparents inculcate some social awareness and consequently less work need be done in school in this way. A sweeping statement, I accept this, but one which in my experience is true.

Yours faithfully,

Rector.

15th March, 1975.

Dear Mr. Merriman,

Thank you for your letter of 8th March, 1975.

I have no objection to your approaching some of my staff as you suggest. It will also be quite in order for you to approach the pupils too, but though our House System has been functioning for ten years, we have only begun to timetable Social Education relatively recently.

I can only comment briefly on the Area of Guidance in Schools by adding that I feel all the Guidance Staff in this school do a very worthwhile job and that my task as Headmaster is made much easier thanks to the system we run. I must admit that in a large school the work is largely administrative but I do feel that we provide a need to those pupils in our midst who are especially requiring this service.

Miss Reid, my Assistant Headteacher (Guidance) may be able to assist you with further enquiries and in distributing the questionnaires.

Yours sincerely,

Headmaster.

20th March, 1975.

Dear Mr. Merriman,

I have received your letter dated 8th March asking if we would be willing to complete certain forms for you in connection with your Thesis for a M.Ed. degree.

So that I can approach individual staff personally I would request that any communication is made direct to myself when you have decided who you would like to complete your Questionnaire.

For your information this school was opened in 1971 though a limited guidance system had been operating beforehand. The present formal guidance structure has therefore been operating for pupils up to and including the present 4th year.

I wish you every success in your work for the M.Ed.

Yours sincerely,

Head Teacher.

9th April, 1975.

Dear Mr. Merriman,

Thank you for your letter of 7th April.

I confess that some of the wording on your questionnaire did tend to put me off. However, in the light of your letter I feel that we shall be able to co-operate with you. I am sure that members of my Staff whom you approach will be prepared to assist you.

Yours sincerely,

Headmaster.

18, Mayfield Gardens
Edinburgh 9
7.4.75

Dear

Following my letter to you last month I have received a number of enquiries as to the nature and reasons for my proposed investigations.

I am engaged on a piece of research concerning Teachers' Attitudes and in particular their attitudes to Guidance. This research will I hope contribute towards the completion of my M.Ed Degree. Mr Ray Dyer is familiar with my investigations and since he too would be interested in any findings that may be available has agreed to have his name associated with the project. This is not in any way an official document and I am sorry if I have given this impression. I can only presume that the style of the questionnaire made the venture look official. No school can be traced from the completed questionnaires and this is of no interest to me. No teacher above P.T. has been included in the random sample and those chosen have been extracted from the Corporation Handbook on Staffing in Edinburgh Schools. 1974/75. A summary of any results will be sent to Headteachers and it is hoped that they may be of some interest.

The wording in the Introduction has been described as "provocative". I agree only in so far as when dealing with attitudes we must remember that Attitudes are Subjective and are often accurately expressed if prompted by the right "key words". These act as a Catalyst. Those who believe in the Guidance System will react against the expression "Is Guidance really necessary?" whereas those who only pay lip service to the system will react for it.

I am in no way wishing to prejudge the outcome of such a survey but I have a feeling that a lot more is thought of the System than the Times Educational Supplement and other critics give its credit for. If it is at all possible to put some facts and figures forward in support of the System then let us do so.

Should you have any queries concerning this survey please contact me at 447 1041 Daytime.
667 6164 evenings + Weekends.

Thank you for your considerations

A.J. Merriman.

A P P E N D I X I I I

Statistical Detail of the Surveys

The Sampling Design.

Since cost was the greatest limiting factor in this survey a sampling technique had to be adopted.

The 20 Secondary Schools in Edinburgh were first of all stratified by their Educational Structure prior to Comprehensive Policies being introduced. This provided four main categories:- Selective fee-paying, 4, Senior Secondary, 8, Junior Secondary, 6 and New Schools, 2. Not anticipating any major problems concerning access to staff it was decided to approach half the schools in each stratum and these were selected on a random basis within each stratum. Having selected 10 schools the total size of the sample was noted and the populations divided into "Guidance" and "non-Guidance" staff, the constraint being that the teacher should have pupil-contact hours equivalent to a Principal Teacher or more. This excluded the majority of Board of Study Members although some members gave their opinions quite spontaneously in writing. There were 873 "non-Guidance" teachers employed in those schools and a one in four systematic sampling fraction was chosen. There were 92 Guidance Tutors employed and it was decided to approach all of them.

The names were taken from the Corporation Staff Roll and in all 200 "non-Guidance" teachers were approached. The one in four sample would ensure that most Subject Departments were represented in the sample and that only the smallest

departments might miss out. These departments were more than likely to be of such a nature that there was a small pupil teacher ratio - likely to be of a selective nature and presenting few behavioural problems, a point most relevant to the study. Although confidentiality was assured I did code the schools so that as the questionnaires returned I could spot which school was returning the questionnaires and where I would need to send a reminder. Except where members of staff signed their questionnaires there was no way of identifying the individual in each school.

In fact, 24% of respondents signed their questionnaires. The responses were as indicated below.

	No. receiving Questionnaires		% Response	
School Code	Classroom "Non-Guidance" Teachers	Classroom "Guidance" Teachers	Classroom "Non-Guidance" Teachers	Classroom "Guidance" Teachers
1	32	14	94	80
2	20	8	77	56
3	18	11	78	50
4	22	10	45	40
5	12	8	42	0 *
6	18	8	100	75
7	16	8	74	56
8	20	10	77	53
9	20	8	100	80
10	22	7	58	63
	200	92	76%	55%

The questionnaires were hand delivered to the Schools and were accompanied by self-addressed envelopes to be handed into the School offices where they were to be delivered to the Dean Education Centre by the Schools internal post system.

The Questionnaires

Five types of Questionnaires were produced.

(1) An attitude Questionnaire to all "Non-Guidance" participants.

(2) A supplementary Questionnaire of a more traditional style was given to half of the "Non-Guidance" participants.

(3) An attitude Questionnaire to all "Guidance" participants.

(4) A supplementary Questionnaire of a more detailed nature was given to half of the "Guidance" participants.

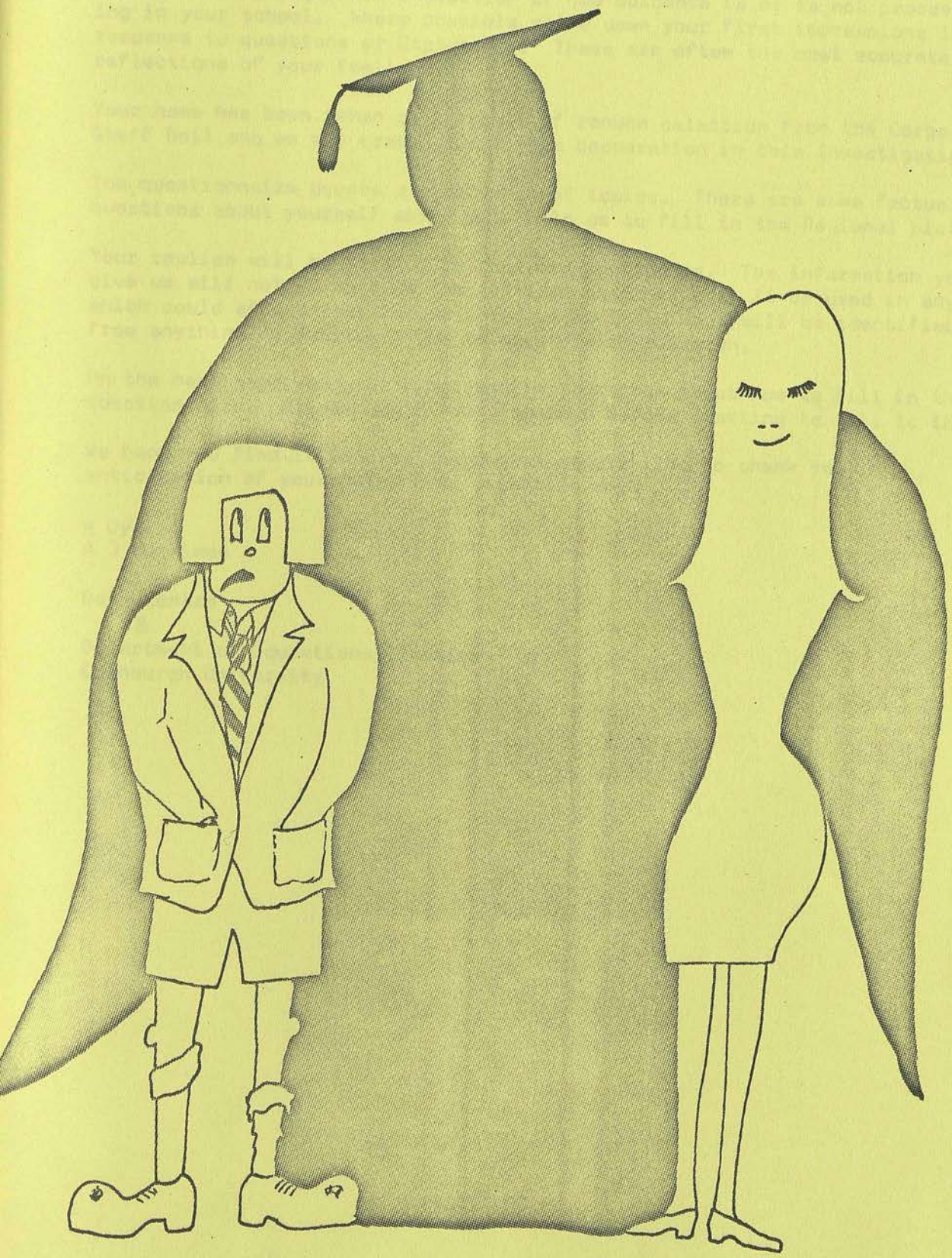
(5) An attitude Questionnaire to pupils who had received at least three years of Social Education in the School. (The assumption being that these pupils will have been involved in a form of Guidance System for three years also)

The pupil response from the three schools who felt they fulfilled the three year requirement was 100%.

APPENDIX IV

SAMPLE QUESTIONNAIRES.

Guidance Scotland



IS GUIDANCE REALLY NECESSARY?

Now that Regionalisation is upon us and systems are being reviewed, renewed or even resurrected we feel that a good hard look should be taken at the School's Guidance System. Is it doing what was intended? Is it really necessary? The only people who can answer these questions are yourselves, the teachers on the spot, if not on the job.

We would be grateful if you would take time to answer this questionnaire so that we may obtain an indication of how Guidance is or is not proceeding in your school. Where possible write down your first impressions in response to questions or Statements. These are often the most accurate reflections of your feelings.

Your name has been taken as a result of random selection from the Corporation Staff Roll and we are grateful for your cooperation in this investigation.

The questionnaire covers a wide range of topics. There are some factual questions about yourself which will help us to fill in the Regional picture.

Your replies will be treated in complete confidence. The information you give us will not go outside the research team nor will it be used in any way which could affect your future career. No individual will be identifiable from anything we publish. Our interest is in research.

On the next page you will find some instructions about how to fill in the questionnaire. Please would you read them before starting to fill it in.

We hope you find it interesting and we should like to thank you in anticipation of your helping us with this work

R Dyer
A J Merriman

Dean Centre
&
Department of Educational Studies
Edinburgh University

INSTRUCTIONS

Since we are dealing with a large sample of people, it is not possible to interview everyone personally. We, therefore, have to use a postal questionnaire and to ask most of the questions in such a way that you record your answer by choosing one of several alternatives given to you. These alternatives are numbered and answering involves putting a ring around the number beside the answer to your choice. If you wish to enlarge upon any answer in writing, please feel free to do so. We shall be very interested in any comments you have to make, but please make sure that you also ring an answer.

There are, as well as factual questions, various questions in which we ask you to decide how much you agree or disagree with various statements. These are set out in the form of statements which can be rated in five possible ways, from one extreme - strongly agree, represented by the number 5, to the other extreme - strongly disagree, represented by the number 1, as in the example below.

Strongly agree	5	4	?	2	1	Strongly disagree

We would like you to tick the column number appropriate to your immediate feelings.

Ignore the numbers in the margin. They are for computer use later on.

UNIV. EDINBURGH EX BIBL

4 1

1 2 | 3 4 5 6 | 7 8 9 10 11 12 13

Official use only

1. What is your official position in the school structure?

.....

14

2. What is the approximate number of Pupils you come in contact with in the classroom situation per timetable week? (ie if contact is with same class more than once, count only as one contact occasion)
Please ring

				%
0 - 10	1	101 - 150	7	42
11 - 20	2	151 - 200	8	33
21 - 30	3	201 - 250	9	13
31 - 50	4	251 - 300	10	4
51 - 75	5	301 - 400	11	5
76 - 100	6	401 - 500	12	3
		501+	13	

15

3. Are you a Register Teacher?

Yes	1	72
No	2	28

16

4. If so what proportion of your register class do you teach in your subject area?

All	1	22
More than half	2	11
Less than half	3	56
None at all	4	11

17

5. Do you see your work as a register teacher

Contributing to the overall Guidance System of the school?	1	78
Superfluous to the needs of the pupil?	2	17
Becoming less effective now that the Guidance System has been introduced?	3	5

18

THE SUCCESS OF ANY SCHOOL SYSTEM DEPENDS SO MUCH ON THE WILLINGNESS OF THE WHOLE STAFF TO ACCEPT AND COOPERATE WITH ITS RUNNING.

6. Are you involved in any way with the Guidance System other than as a Register Teacher?

Yes	1	28
No	2	72

19

7. If yes; Did you offer your help voluntarily? 1 — 71
Did you think that you were expected to help? 2 — 29
Did you feel pressurised into it? 3 — -

8. If no; Were you asked and you refused? 1
Did you offer and were refused? 2
None of the above please specify
..... 3

20

Official use only

9. Were you teaching in a Secondary School before the Guidance Structure came into being?

			%
	Yes	1	36
	No	2	64

21

10. If so; Were you involved in Pastoral Care of pupils?

	Yes	1	56
	No	2	44

22

11. If so; As a Register Teacher only? 1

As a Subject Teacher only? 2

Not as a teacher of the child but as a member of staff having contact with the pupil in some informal extra-curricular capacity? 3

23

All of the above? 4

Other? Please specify in which way.

..... 5

12. Are you involved in pupil activities after school?

	Yes	1	50
	No	2	50

24

13. If so, how many times per week?

	Once	1	8
	Twice	2	8
	Three times	3	39
	Four times	4	39
	Five times	5	8
	More than five times	6	

25

14. If so, is it

in connection with a Responsibility Post? 1

to help run a club or society? 2 85

to mark Set Work? 3 39

26

to prepare for the next day? 4 46

all of the above? 5

none of the above? Please specify your reason.

.....

..... 6

Official use only

15. Has there been any attempt to outline to you what the Guidance System in your school does?

			%
	Yes	1	72
	No	2	28

27

16. If yes;

By whom	Headmaster	1	33
	Assistant Headteacher of Guidance	2	39
	Member of the Guidance Team	3	33
	A colleague	4	5
	Other	5	5

28

17. Do you approve of what the Guidance System is trying to achieve?

Yes	1	72
No	2	
Not sure	3	28

29

18. Do you think that pupils should be withdrawn from classes for Counselling purposes?

Yes	1	40
No	2	40
Not sure	3	20

30

19. If so, do you think that they should be withdrawn

only from non-academic classes?	1	10
only from Social Education classes?	2	30
from any class whatever?	3	60

31

20. Do you allow pupils to be withdrawn from your classes?

Yes	1	92
No	2	8

32

21. If so do you feel that such withdrawal will hinder the future achievement of the child in your subject?

Yes	1	44
No	2	56

33

22. If not, would you give your reasons for not doing so?

34

.....

23. Some schools only allow counselling to take place during a lunch hour or after school. Do you think this is preferable to interrupting classes?

Yes	1	60
No	2	40

35

4 2

1 2 3 4 5 6 7 8 9 10 11 12 13

Official use only

SOME GENERAL INFORMATION ABOUT YOURSELF

24.	Age	under 25	1	21·8	
		25 - 39	2	65·5	14
		40 - 65	3	12·7	
		over 65	4	0	
25.	Sex	male	1	56	15
		female	2	44	
26.	Are you	married?	1	51	
		[illegible]	2		16
		single?	3	49	
27.	Do you have any children of Secondary school age?				
		Yes	1	12·7	17
		No	2	87·3	
28.	Have you been in teaching	0 - 2 yrs	1	34·6	
		3 - 5 yrs	2	29·1	
		6 - 10 yrs	3	27·3	18
		11 - 20 yrs	4	5·5	
		21 - 40 yrs	5	3·6	
		over 40 yrs	6	0	
29.	Number of years at present school	.....			19
30.	Number of years in present post if not the same as the answer above.	.....			20
31.	Have you ever applied for a Guidance Post?	Yes	1		21
		No	2		
32.	If so, were you successful?	Yes	1		22
		No	2		
33.	If you are not a Guidance member, have you ever attended any in-service training connected with Guidance or Social Education?				
		Yes	1	12	23
		No	2		
34.	If yes, please state when and where.				
	.....				24

ATTITUDE STATEMENTS

The following are a number of statements with which you may or may not agree, but which have been associated with the Guidance System in Scottish Schools. Would you please indicate alongside each statement the strength of feeling you have for each statement by ticking the appropriate column. If you tick "?" we shall take it that you mean "can't say" or "neutral".

	Strongly agree	5	4	?	2	1	Strongly disagree	Office use only 43
1. Schools have a role to play in the personal development of their pupils which extends beyond the narrow curricular.		98		0	2			
2. Virtually all the subjects of the school curriculum have something to contribute to the personal development of the pupil.		92		0	6			
3. The creation of the Guidance System has served to create problems which did not exist before its inception.		31		35	34			
4. The Guidance System is undermining the general discipline of the school.		8		20	71			
5. There is a marked dichotomy in the school between the Guidance Staff and other teaching staff.		35		20	47			
6. The Guidance System enables the teacher to escape the classroom.		45		16	39			
7. The Guidance System has strengthened the discipline of the school.		33		35	32			

	Strongly agree	5	4	?	2	1	Strongly disagree	Office use only
8. I have noticed a marked improvement in the atmosphere of the school since the Guidance System has been set up.			14	65	18			
9. The Guidance Team is doing a good job.			53	30	16			
10. My teaching has become much easier thanks to the help I have received from the Guidance Staff.			35	14	51			
11. Now that there is a Guidance System in the school I have less responsibility for the pupils in my charge.			20	11	69			
12. Guidance is just "Jobs for the Boys".			25	24	51			
13. In my experience Guidance Teachers take the side of the pupils more often than the side of the staff.			10	18	72			
14. Every teacher should be a Counsellor.			76	0	24			
15. Too many appointments to the Guidance Staff have been made as rewards for long service.			41	30	29			
16. When appointments are made to the Guidance Team no reference should be made to the candidates' teaching subject.			57	16	26			
17. All potential Guidance members should have attended in-service training before applying for such posts.			76	6	18			

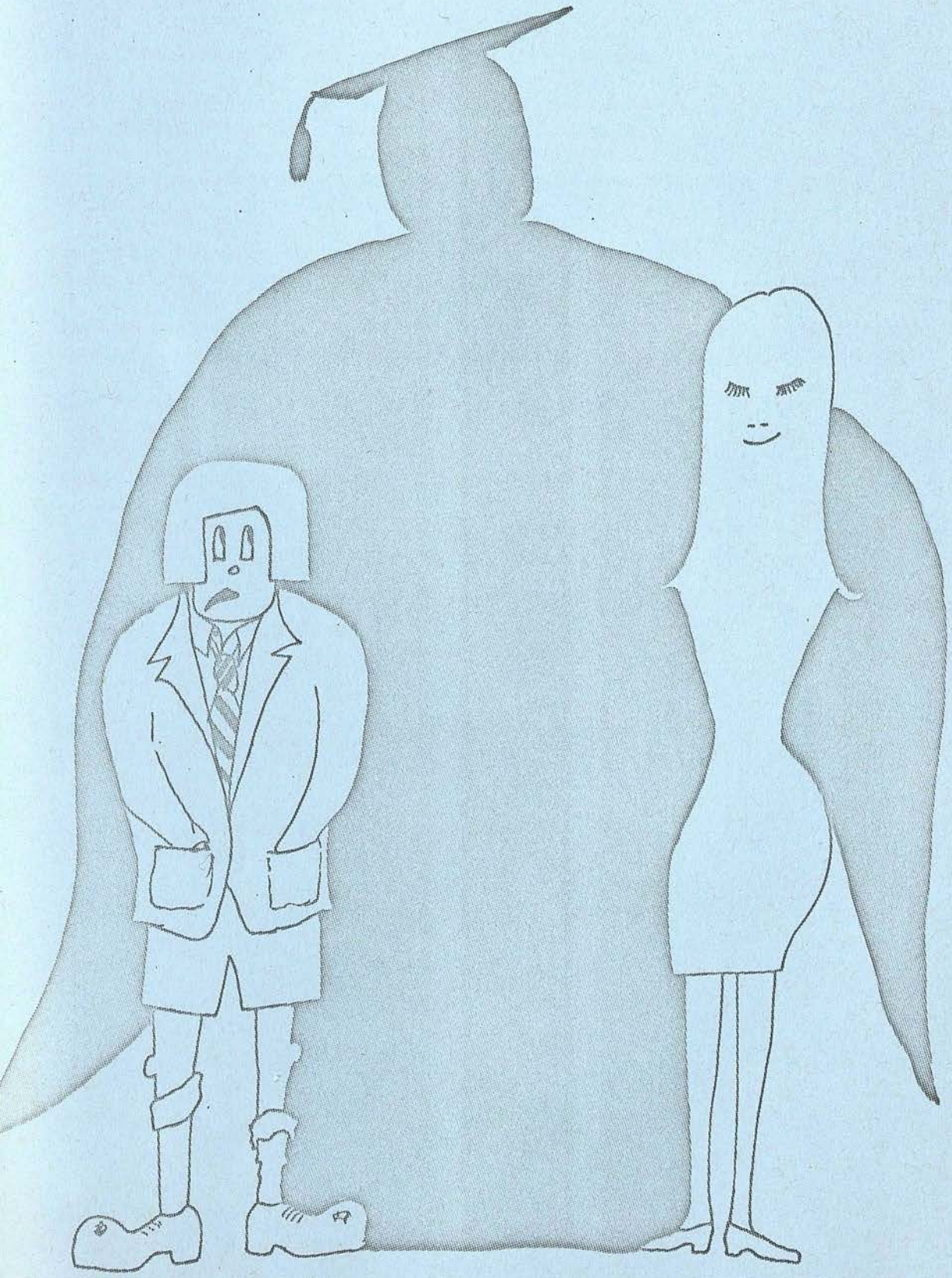
	Strongly agree	5	4	?	2	1	Strongly disagree	use only
18. Any teacher, as an educated adult, should be able and willing to discuss aspects of Social Education with the pupils for whom he has been given responsibility.		84		2	14			
19. Guidance teachers should not be paid a responsibility allowance.		25		12	63			
20. Social Education should be an integral part of the curriculum.		92		2	6			
21. Social Education should be the responsibility of the Guidance Staff alone.		24		8	67			
22. One of the problems resulting from reorganising along Comprehensive lines has been that of ensuring adequate personal attention to every pupil.		63		11	26			
23. If school rolls were less than 600 there would be little need for a guidance system as we now know it.		61		13	26			
24. The Political decisions to develop large comprehensive schools has resulted in Educational poverty.		49		8	43			
25. The Guidance System in a school merely encourages parents to abdicate further their responsibility for their child.		35		20	45			
26. The Guidance System was set up with too little thought.		29		55	16			
27. The Green Paper of 1971 was seen as an opportunity to embark upon a "subject teacher recruitment scheme" in some parts of the country.		27		69	4			
28. The political decision to develop large comprehensive schools has resulted in social poverty.		25		20	55			

Thank you for all your help. Please write any comments in the space below and return the questionnaire, sealed in the enclosed addressed envelope, to your school office, which will forward it to us at the Centre. May we assure you again that your replies will be treated in complete confidence.

If you wish to add your name to the questionnaire, it would help us to trace those who have not yet returned their envelopes. We would delete the names once we stop sending out reminder postcards.

Once again thank you for your co-operation.

Guidance Scotland



IS GUIDANCE REALLY NECESSARY?

Now that the Guidance System has been active in Scottish Schools for a number of years, we feel it is time to have a careful look at what we are doing.

Are we doing what the Memorandum 1968 intended?

Is guidance really necessary?

As Guidance Teachers you are the people most likely to know.

We would be grateful if you would take time to answer this questionnaire, that we may obtain an indication of how Guidance is or is not proceeding in your school. Where possible, write down your first impressions in response to questions or statements. These are often the most accurate reflections of your feelings.

Your name has been taken as a result of random selection from the Corporation Staff Roll and we are grateful for your co-operation in this investigation.

The questionnaire covers a wide range of topics. There are some factual questions about yourself which will help us to fill in the Regional picture.

Your replies will be treated in complete confidence. The information you give us will not go outside the research team nor will it be used in any way which could affect your future career. No individual will be identifiable from anything we publish. Our interest is in research.

On the next page you will find some instructions about how to fill in the questionnaire. Please would you read them before starting to fill it in.

We hope you find it interesting and we should like to thank you in anticipation of your helping us with this work.

R Dyer
A J Merriman

Dean Centre
Department of Educational Studies
Edinburgh University

INSTRUCTIONS

Since we are dealing with a large sample of people, it is not possible to interview everyone personally. We, therefore, have to use a postal questionnaire and to ask most of the questions in such a way that you record your answer by choosing one of several alternatives given to you. These alternatives are numbered and answering involves putting a ring around the number beside the answer to your choice. If you wish to enlarge upon any answer in writing, please feel free to do so. We shall be very interested in any comments you have to make, but please make sure that you also ring an answer.

There are, as well as factual questions, various questions in which we ask you to decide how much you agree or disagree with various statements. These are set out in the form of statements which can be rated in five possible ways, from one extreme - strongly agree, represented by the number 5, to the other extreme - strongly disagree, represented by the number 1, as in the example below.

Strongly agree	5	4	?	2	1	Strongly disagree

We would like you to tick the column number appropriate to your immediate feelings.

Ignore the numbers in the margin. They are for computer use later on.

Office use only

TRAINING

			%
1. Did you receive any training for guidance before applying for a guidance post?	Yes	1	15·8 7
	No	2	84·2
2. Have you attended any in-service training courses since your appointment?			
	Yes	1	95 8
	No	2	5
3. If so, how many courses of more than two day duration have you been on since your appointment?			
0		1	16
1		2	37
2 - 5		3	37 9
6 - 10		4	5
11+		5	5
4. Have you attended any in-service courses during the last twelve months?			
	Yes	1	58 10
	No	2	42

5. How many?

Give titles. .....

..... 11

.....

6. On completion of any of these courses did you feel you had gained by your participation?

Yes 1 12

No 2

7. Name any courses you felt valuable.

.....

..... 13

.....

8. Did you experience any difficulty in gaining permission to attend those courses which were held during the school day?

	Yes	1	37 14
	No	2	63

Office use only

9. If you did, why was this?

		%	
(a) The headteacher's refusal to release you.	1	50	
(b) The head of department (subject) refusal to release you.	2	17	
(c) No one was able to cover your clases.	3	33	15
(d) Other. Please specify.	4	0	

10. Do you believe all prospective guidance staff should attend training courses before applying for a guidance post?

Yes	1	84	16
No	2	16	

11. Do you believe that all Training Colleges should run a compulsory course on Guidance and Social Education?

Yes	1	79	17
No	2	21	

It has been stated that to implement the recommendations of the Working Party appointed to consider Careers Education in Edinburgh Secondary schools, will require staff to develop expertise in matters more particularly related to Vocational Guidance.

12. Would you consider attending such courses if they were

(a) Within school hours?	1		
(b) Outwith school hours?	2		18
(c) Either?	3		
(d) Not at all?	4		

13. When you were appointed to your first post in guidance, do you think you were appointed because

(a) you were the right man for the job?	1	79	
(b) your teaching subject fitted a known vacancy in the school?	2	16	19
(c) Other? Please specify.	3	5	

14. Do you think that when appointments are made to the guidance staff no consideration should be made of the teaching subject of the individual applicants?

Yes	1	95	20
No	2	5	

Office use only

15. Do you consider that Social Education should be taught

		%
(a) as an ordinary classroom subject?	1	
(b) in such a way that it resembles as little as possible other teaching subjects?	2	
(c) in various ways depending on the topic under consideration?	3	21
(d) not at all by the guidance staff?	4	

16. What proportion of your timetable is allocated to Guidance work (including Social Education)?

22

17. What is the maximum number of periods on the school timetable?

40 periods	1	
45 "	2	
48 "	3	23
54 "	4	
Other. Please specify.		
.....	5	

18. Do non-guidance members of staff teach Social Education?

Yes	1	33	24
No	2	66	

19. Do you feel you are able to function as the Orange Paper 1968 suggested you ought?

Yes	1	53	25
No	2	47	

20. Are your S.E. groups

(a) from the lower school?	1	10
(b) from the middle school?	2	-
(c) from the upper school?	3	-
(d) from lower and middle?	4	37
(e) from middle and upper?	5	37
(f) from throughout?	6	16

26

Office use only

21. How many groups do you see in S.E. from each of these groupings?

(a)	1		27
(b)	2		28
(c)	3		29
(d)	4		30
(e)	5		31
(f)	6		32

22. Do you have responsibility for supervision of

(a) dining areas?	1	84	33
(b) cloakrooms?	2	47	34
(c) lockers?	3	16	35
(d) toilets?	4	53	36
(e) corridors?	5	42	37

23. Are you responsible for punishment?

Yes	1	68·4	38
No	2	31·6	

24. Do you find that demands made upon you by administrative and recreative aspects of House/Year organisation hinder your Pastoral functions?

Yes	1	42	39
No	2	58	

25. Is S.E. the responsibility solely of the guidance staff in your school?

Yes	1	68	40
No	2	32	

26. If yes, how many groups do you see per week?

0 - 5	1	53	
6 - 10	2	33	41
11 - 15	3	13	
16+	4	-	

Office use only

27. How often do you see each group per week?

		%	
1 period	1	89	
2 periods	2	11	42
more than 2 periods	3	-	

28. What size S.E. groups do you teach?

All 15 or under	1	21	
Some under 15	2	63	43
None under 15	3	16	

29. Are your groups

(a) Mixed?	1	30	
(b) Boys only?	2	25	44
(c) Girls only?	3	15	
(d) Some mixed, some not?	4	30	

COUNSELLING

30. Are you able to withdraw a pupil from a class in order to interview him?

Yes	1	100	45
No	2		

31. How often do you meet each individual for interview?

(a) once per term	1	24	
(b) once every 2 terms	2	11	46
(c) once per year	3	41	
(d) less than once per year	4	24	

32. How big a "case load" do you have?

0 - 50	1	10.5	
51 - 100	2	10.5	47
101 - 150	3	10.5	
151+	4	68.5	

33. What facilities do you have for such interviews?

(a) a private office	1	53	
(b) an office shared by others	2	37	48
(c) an interview room	3	5	
(d) a classroom	4	-	
(e) no suitable accommodation	5	5	

Office use only

34. For the purposes of counselling do you prefer to meet on a semi-formal basis across a desk?

		%	
Yes	1		49
No	2		

35. Do you find that your needs to maintain discipline as a class teacher militate against your acceptance as someone to whom pupils will turn for advice on personal matters,

(a) in the lower school	1	50
(b) in the middle school	2	51
(c) in the upper school	3	52
(d) throughout the school	4	53
(e) not at all	5	54

36. Do some members of staff expect you to come up with all the answers to their pupils' behavioural problems?

Yes	1	78	55
No	2	22	

37. Do you have a Careers Officer attached to your school?

Yes	1	100	56
No	2	-	

38. If so, how often does he visit the school?

(a) once per year	1	
(b) once per term	2	
(c) monthly	3	57
(d) weekly	4	
(e) daily	5	
(f) other - specify	6	

39. Does the Careers Officer speak to

(a) 1st year only?	1	
(b) 2nd year only?	2	
(c) 3rd year only?	3	58
(d) 4th year only?	4	
(e) 2nd and 4th?	5	
(f) 2nd, 3rd and 4th?	6	

Office use only

RESOURCES

52 1 2 3 4 5 6 7

40. Does your school have a Resources Centre?

Yes 1

No 2

41. Do auxiliary staff do your duplicating?

Yes 1

No 2

8

42. Do you have ready access to

		%	
Spirit Banda	1	84	9
Roneo Duplicating Machine	2	79	10
Roneo Electronic	3	47	11
Typewriter	4	79	12
Photocopying machine	5	79	13
Video Tape Recorder	6	79	14
Tape Recorder	7	95	15
Cassette Recorder	8	37	16
Film Projector	9	95	17
Slide Projector	10	89	18

44. Why did you apply for a post in Guidance?

Below we list an assortment of factors which may have influenced you. Please rate the influence each one had on you by ringing the appropriate number for each factor.

very strong influence 5 4 3 2 1 no influence at all

19

I wished to further my interest in the welfare of pupils.

5 4 3 2 1

95 5 0

20

I did not consider my qualifications alone would lead to a promoted position within my academic subject.

5 4 3 2 1

17 16 67

21

I felt it would allow me to develop a freer relationship with my pupils.

5 4 3 2 1

44 28 28

22

I felt I had something to offer the system.

5 4 3 2 1

95 - 5

23

			Office use only %
45. Is your loyalty to your non guidance subject or to guidance?			
	(a) Subject?	1	33
	(b) Guidance?	2	67 24
46. If you had been presented with a straight choice between a post of responsibility within an academic subject and Guidance, which would you now choose?			
	Subject	1	28 25
	Guidance	2	
What is your teaching subject?	.....		26
47. Age	under 25	1	53 2.6
	25 - 39	2	44.7 1
	40 - 65	3	52.7
	Over 65	4	-
46. Sex	Male	1	52.7 2
	Female	2	47.3
47. Are you	Married?	1	68.4
	Engaged?	2	- 3
	Single?	3	31.6
48. Have you been in teaching;			
	0 - 2 yrs	1	-
	3 - 5 yrs	2	21.1
	6 - 10 yrs	3	23.7 4
	11 - 20 yrs	4	21.1
	21 - 40 yrs	5	34.2
	over 40 yrs	6	-
49. Number of years at present school.			5
50. Number of years in present post if not the same as the answer above.			6

Office use only

54

PRINCIPAL TEACHERS

Do you feel that you have a satisfactory balance of staff in your team?

Yes 1

No 2 1

Are there members of your team who are obviously appointed for their teaching subject rather than qualities suited to Guidance?

Yes 1 14% 2

No 2

Do you think that any person made responsible for Guidance should be appointed for a stated period of time and that thereafter he would have to re-apply for a further period?

Yes 1

No 2 3

Are you able to allocate specific aspects of guidance to certain members of your staff e.g. Careers, Health and Hygiene etc?

Yes 1

No 2 4

Some 3

ATTITUDE STATEMENTS

The following are a number of statements with which you may or may not agree, but which have been associated with the Guidance System in Scottish Schools. Would you please indicate alongside each statement the strength of feeling you have for each statement by ticking the appropriate column. If you tick "?" we shall take that you mean "can't say" or "neutral".

	Strongly agree	5	4	?	2	1	Strongly disagree	Office use only
1. I believe the system adopted in my school reflects quite accurately the spirit of the structures laid down in the S.E.D. Memorandum on Structure of Promoted Posts.		70		27		3		
2. I feel there is much to be gained from consultation with other teachers about pupils with problems.		100		-		-		
3. I feel that our Guidance Team is working along the right lines.		75		12.5		10		
4. The non-guidance staff in my school have an informed knowledge of what the Guidance System does.		37.5		25		37.5		
5. It is important to gain the confidence of the non-Guidance members of staff.		100		-		-		
6. The interest of the pupils must come first at all times.		72.5		12.5		15		
7. I would be prepared to forsake my responsibility pay and still do the same job.		32.5		15		52.5		
8. All Vocational Guidance should be carried out by the Careers Advisory Service.		20		13		67		

	Strongly agree	5	4	?	2	1	Strongly disagree	Office use only
9. There should be a full-time Careers Officer attached to every school.		65		15	20			
10. Guidance Staff should not be required to teach Social Education.		12.5		12.5	75			
11. Having to teach Social Education is jeopardising the position of the Guidance Staff in school.		7.5		15	77.5			
12. Guidance teachers should not be required to teach practical or academic subjects.		32.5		17.5	50			
13. There should be a full-time Counsellor attached to every school.		25		32	43			
14. If guidance teachers taught nothing but Social Education then their status would be considered to be lower than that of the classroom teacher.		35		15	50			
15. It is important to maintain classroom contact through one's subject area.		70		10	20			
16. Social and Health Education should not be regarded as an additional subject in a curriculum.		22.5		35	42.5			
17. The job of a Guidance Teacher should include Personal Counselling and Curriculum Guidance but not Vocational Guidance.		17.5		15	67.5			

	Strongly agree	5	4	?	2	1	Strongly disagree	Office use only
18. The job of a Guidance Teacher should include Personal Counselling and Curricular Guidance but not Social Education.		7.5		12.5		80		
19. There should be specialist within the Guidance Team able to cope with aspects of Careers, or Health Education or Moral Education or Leisure pursuits, thus enabling a study in depth to be reached in each aspect of Social Education.		55		30		15		
20. The Horizontal system is preferable to the Vertical system.		25		35		40		
21. In spite of what the memorandum may say it is necessary for the Guidance Staff to assist in the disciplining of offenders.		82.5		10		7.5		

Thank you for all your help. Please write any comments in the space below and return the questionnaire, sealed in the enclosed addressed envelope, to your school office, which will forward it to us at the Centre. May we assure you again that your replies will be treated in complete confidence.

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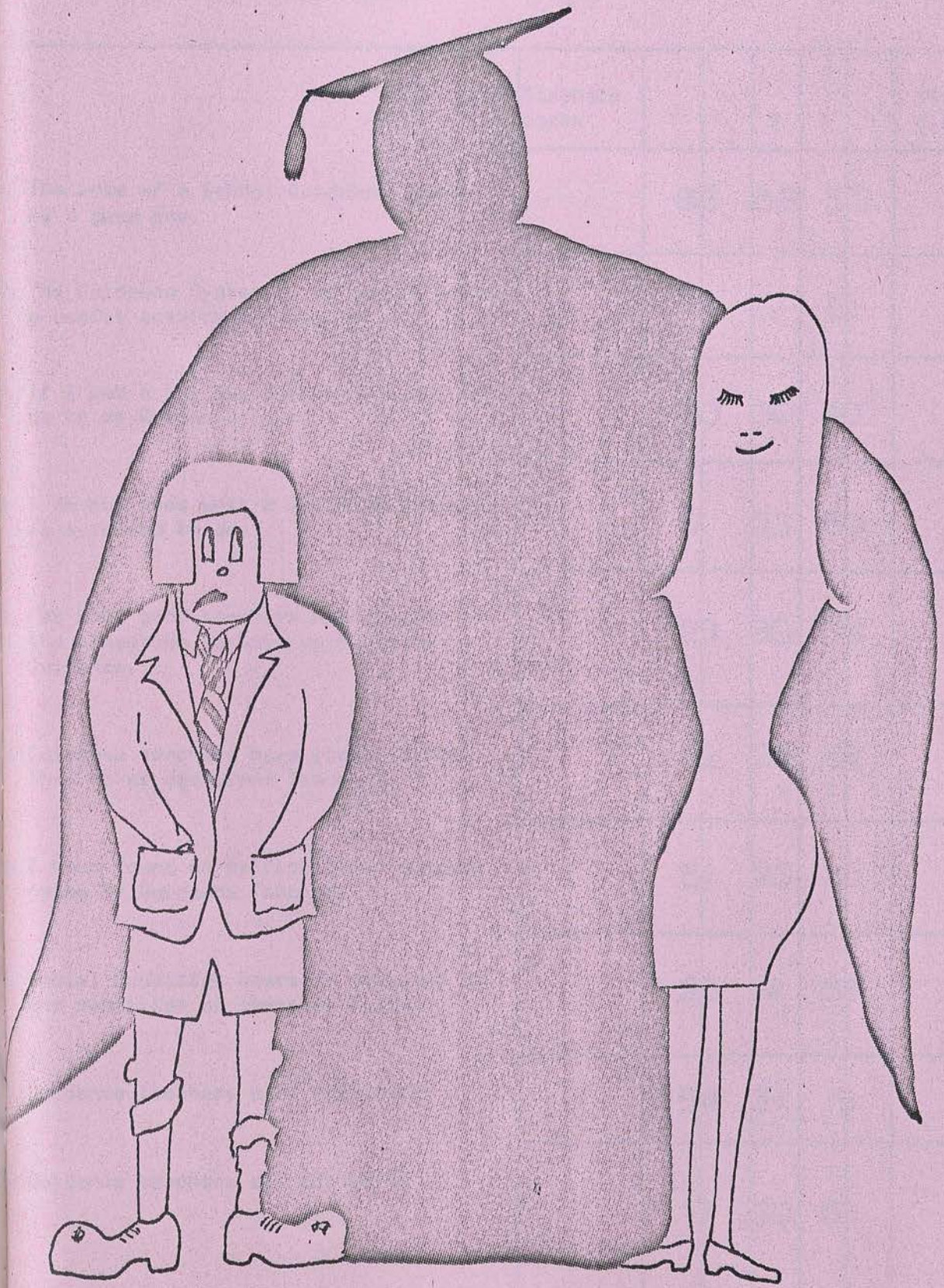

ATTITUDE STATEMENTS

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	Strongly agree	5	4	?	2	1	Strongly disagree	Office use only
1. The idea of a School Guidance System is a good one.		88		8.8	3	2		
2. The Guidance System in my school offers a useful service for pupils.		70		17	13			
3. If I had a serious problem I would not go to my Guidance Tutor.		30		30	40			
4. I do not know what a Guidance Teacher is supposed to do.		17		23	60			
5. Too many good teachers are leaving the classroom to take up posts in Guidance.		23		39	39			
6. Guidance teachers have lower status than other classroom teachers.		12		25	63			
7. I have found no difficulty in approaching my Guidance Teacher.		51		23	26			
8. Social Education bears no relation to the realities of everyday living.		25		14	61			
9. Guidance teachers work very hard.		54		37	9			
10. Guidance teachers are too soft.		17		30	53			

	Strongly agree	5	4	?	2	1	Strongly disagree	use only
11. I have more respect for by Guidance teacher than for other teachers.		25		31	44			
12. There should be a full-time Counsellor attached to every school.		50		37	13			
13. My Guidance teacher has always been sympathetic towards me and my problems.		25		53	22			
14. Social Education has been a waste of time.		25		14	61			
15. Guidance teachers are teachers who have failed to cope with their teaching subject.		5		12	83			
16. Guidance teachers have little experience of the outside world.		5		9	86			
17. I have found Vocational Guidance of little use to me.		23		40	37			
18. The wrong people have been given jobs as Guidance Teachers.		19		21	60			
19. I can go to my Tutor anytime and he will always find time to listen to me.		46		25	29			
20. Guidance Teachers on the whole have no genuine interest in their job.		14		19	67			

)OW FOR SOME INFORMATION ABOUT YOURSELF

)s you can see it will not be possible to identify you from what you write down.

Age	14 yrs	1
	15 yrs	2
	16 yrs	3
	17 yrs	4
Sex	Male	1
	Female	2

Father's occupation .....

Mother's occupation .....

Religion

Protestant	1
Catholic	2
Jew	3
Muslem	4
Other - please specify	5

How many years have you received Social Education?

1 year	1
2 years	2
3 years	3
4 years	4
5 years	5

Thank you for all your help. Please write any comments in the space below and return the questionnaire, sealed in the enclosed addressed envelope, to your school office, which will forward it to us at the Centre. May we assure you again that your replies will be treated in complete confidence.

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Once again thank you for your co-operation.

APPENDIX V

Douglas McGregor's 'X' and 'Y' Theories

McGregor, one of a number of social scientists who have looked at Management at work, has crystallised a considerable body of research into a relatively simple dochotomy.

He claims that the use of financial incentive schemes backed by 'clocking-in' methods, supervisory overseeing controls, snap inspections and checks lead him to deduce that there is a philosophy behind the practice. He propounded his Theory 'X':-

(1) Most people at work are fundamentally lazy. They dislike work intensely. The obvious corollary is that work is both unnatural and painful.

(2) The personal goals of most people are necessarily in conflict with the enterprise which employs them The corollary here is that management can expect a lack of loyalty.

(3) All behaviour based on human feelings is completely irrational. Managers, however, are different. They do cintrol their feelings and behave rationally and logically.

McGregor, however, states that as a professional psychologist/sociologist he knows these assumptions to be wrong and the true nature of a man at work more closely follows the assumptions of Theory 'Y':-

(1) Most people do enjoy some kinds of work and can voluntarily exert both mental and physical energy in doing their work.

(2) Most people have reasons other than money for working.

(3) Most people are capable of directing and controlling their own work in achieving enterprise objectives to which they are committed.

(4) Under certain conditions most people are not only willing to accept, but will even seek, responsibility.

(5) Most people need and look for friendly supportive relations with others (and presumably this includes their superiors).

(6) Most people are quite capable of producing more creativity and mental ability than they are allowed to in many modern organisational settings.

McGregor asserts that if Management practices were to be based on Theory 'Y' assumptions then rhe effects would be more rewarding to the employee and more productive to the company.

Acknowledgements

I am indebted to Miss Anne Davidson who typed the master copies of the questionnaires and letters to Headteachers, Mrs. Henderson and Mrs. Gray who typed this final submission.

I very much appreciate the consideration shown and help given by Mr. Roy Dyer, Adviser in Guidance and Social Education for the Lothian Region. His willingness to back me when the going was tough concerning obtaining Headteacher's permission to approach staff.

Finally my thanks to those Headteachers who allowed me to approach staff and especially to those who replied in great detail concerning Guidance as they see it.

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