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The Quality in Education Centre

GOALS survey:
P6 pupils and further and higher education

Survey Report

August 2006

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Acknowledgements

For further information on the GOALS Project please visit the website on www.goals.ac.uk

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Introduction

The Quality in Education Centre (QIE) at the University of Strathclyde was commissioned by the GOALS Project team to provide baseline data from pupils who had not, as yet, participated in the GOALS programme for the purpose of contributing to a larger evaluation of the impact of the GOALS Project, and to make recommendations on the future development of the project. This report summarises and discusses data from surveys of a sample of P6 pupils and interview data from a smaller sample of their parents.

Aims of the GOALS Project

The GOALS Project aims to increase the number of pupils going on to higher education courses from selected schools in the West of Scotland, that traditionally have had low levels of participation rates in higher education. This long-term project is a major aspect of the work of the West of Scotland Wider Access Forum.

Methods used in the study

The study used a quantitative approach for the pupil and parent sample and, in addition, a qualitative approach for part of the parent sample. Thus:

- A representative sample of P6 pupils was identified from schools that had not yet participated in a GOALS element. These were located in 9 of the 11 GOALS authorities (two had no non-participating schools); 30 schools were invited to participate. Primary schools associated with secondaries that had lower higher education progression rates were targeted.
- A questionnaire was developed to survey the P6 pupil sample; questions sought to establish young people's awareness of higher and further education provision, aspirations on leaving school, attitudes to university study and the effect of various influences on their participation in university education. Two questions were included which sought to measure pupils' self-concepts in relation to school, success in school and self-esteem (Self-Description Questionnaire-I [SDQ-I]: see p1 for more information on these questions).
- Some pupils completed this questionnaire on-line and some completed a paper based version of the same questionnaire. Responses were received from 399 pupils, representing 26 schools from the 9 authorities.
- The parents of the P6 pupils were asked to complete a short questionnaire to find out about their own participation in post-school education, their employment status and whether their children were entitled to free school meals (as a measure of socio-economic status). These data were gathered with a view to investigating connections between these factors and pupils' views. It was possible to match responses from 147 parents to pupil questionnaires.
- Parents were invited to take part in a short interview and 85 agreed; the researchers identified a representative sample of 40 parents from the volunteers.
- A semi-structured interview schedule was designed for parent interviews and the 40 parents were interviewed individually by telephone.
- The data from questionnaires and parent focus groups were analysed.
- The findings from pupil surveys and parent interviews were compared.

The 40-parent sample selected for interview was representative of those who agreed to be interviewed, in terms of the gender of the pupils, socio-economic status of the parents

(measured by free school meals entitlement) and geographical location. Since over 90% of the interview consent forms had been completed by a female parent or carer, there are only four male interviewees in the sample.

Sixty-seven per cent of the parents in the sample of 147 parents from which the 40 interviewees were drawn had taken part in training or study since leaving school, and 55% of these parents had gained their qualification in further or higher education. Given the parents' qualifications, and their willingness to invest time in being interviewed, it is possible that the sample is unavoidably biased towards parents who are particularly aware of the need to attend to their children's post-sixteen education and training.

Findings from the pupil survey

Knowledge and awareness of further and higher education

The responses indicate that pupils were more aware of university provision than the opportunities offered by further education. In response to 5 questions on each, 49% answered 4 or 5 questions correctly in relation to universities, while only 25% answered 4 or 5 questions correctly in relation to further education colleges. A higher proportion of the pupils selected 'not sure' when answering the questions about further education.

Responses also indicated that more than half were unclear about the kind of job preparation that occurs in both further and higher education.

Aspirations

Overall, 43% indicated that they would like to go to university, 22% indicated that they wanted to get a job on leaving school (at 16, 17 or 18), 13% opted for further education, 13% made other suggestions and 7% did not know. The lower mention of further education aligns with the apparent lower levels of awareness of opportunities provided by further education. Fifty percent of the girls, compared with 37% of the boys, said they wanted to go to university.

Attitudes to participation in university study

The majority of pupils were in agreement with perceived benefits, both long and short term, of a university education. The percentages agreeing were:
- gaining an interesting job   82%
- gaining a well-paid job   80%
- making new friends and enjoying   85%
  themselves
- studying subjects they liked   79%
- being successful   74%.

While the majority disagreed with the barriers, a substantial minority did agree that some aspects presented potential barriers. The percentages **agreeing** with the barriers were:
- university costs too much   33%
- the work is too difficult   25%
- they want to earn money sooner   23%
- they don't want to spend years studying   23%
- they think they won't fit in   14%.

The perception of 'university not being for the likes of us' does not appear to affect many of these pupils. However, between around a quarter and a third agreed that there were reasons

for not participating. With respect to not wanting to spend many years studying, 77% of the girls disagreed with this, while only 55% of the boys disagreed.

Influence on participation

The pupils responded to a set of statements about family influences, other potential influences such as TV and internet, and other perceptions they have.
- Eighty-nine percent of the pupils were confident that their parents would like them to go to university, although only 11% said they had a brother or sister who already went to university.
- Forty-seven percent said they had seen good things about being at university on the TV and 39% said they had seen things about being a student on the internet.
- Seventy percent thought that if they got good exam results at secondary school, they could go to university, which aligns with the 74% who thought they would be successful.
- Only 14% thought students were short of money, although 44% indicated that they did not know.
- 70% said they would like to visit a university to see what it is like and 37% said they knew how to find out about going to university.

Influences of attitude to school and self-esteem as measured by SDQ-1

Generally, the pupils rated themselves highly on the attitude to school and self-esteem scales which shows a positive attitude to school and to how successful they are, and a positive attitude to self. The questionnaire responses were analysed to see if there were differences between pupils whose scores put them in the different quartiles of the sample.
- Those in the bottom quartiles were less likely to answer correctly the questions about higher education.
- Around half of those in the top quartiles aspired to university; however, a third of those in the bottom quartile also indicated that they would like to go to university.
- Those who rated themselves more negatively on the self-concept scales were also more negative about getting a well paid job as a result of a university education, getting to study subjects they liked, making new friends and being successful if they went to university.
- More pupils in the top than in the lower quartiles agreed that if they got good exam results they could go to university.

Sub-sample of pupils whose parents provided information about themselves

Parents were asked to complete a short questionnaire which identified if they had participated in study or training since leaving school, their employment status and if their child was entitled to free school meals. It was possible to match 147 parent and pupils questionnaires. Too few were classed as unemployed or had children entitled to free school meals to undertake any analysis based on this information. However, 99 (67%) had taken part in training or study since leaving school and the responses of pupils whose parents had participated in study were compared with those who had not.

The comparison did not lead to any statistically significant differences. These points were noted:
- pupils whose parents have experience of study may have slightly more knowledge of further and higher education and more may aspire to go to university
- both groups seem equally clear that a university education leads to interesting and well-paid jobs

- those whose parents have not participated in further or higher education may be more likely to see the delay in starting to earn money as a barrier.

Findings from the parent interviews

The following themes emerged from the interviews with parents:

Theme	Sub-theme	Sample parent talk
High hopes - support for Further and Higher Education but uncertain about future attainment and interests		I don't know how well N will do at High School – he will have changed in 4 or 5 years. The hardest part is for D to get a place at university. If she passes Standard Grades she'll do Highers and then straight on to university, but if it's too hard for her in 4th year she'll go elsewhere.
	Going with the grain	She has not set her heart on anything – I would prefer university but my influence on her will diminish. We have high hopes but we'll not push her into anything. They've wee minds of their own. … as long as she gets an education in something she wants to do.
	Children will 'fit in' at University or college	She's not shy. He's a good mixer – no problems there. He's a bit of a homebird, but he should be OK.
(Almost all) parents strongly oppose entry to work at age sixteen		Coatbridge college will be better than just leaving school – there's nothing here for him and I don't want him to go the way of other kids here; the job schemes for kids are not very good.
	Parents' regret that they did not have Further and Higher Education – strongly want entry for their children	I was definitely held back because of not getting an education. I wouldn't like her to struggle like I did because of not getting a chance of college.
Children will go to Further Education colleges if they want training for a specific job		He's really interested in car engines, and he should get more experience at college. Courses are more geared to needs of employers. It's not practical enough at uni.
Higher income, wider choice of work, pleasant social environment are the main benefits of Further and Higher Education qualifications		Companies are looking for HNCs – you can't get an interview without qualifications. It gives her more choices. The better qualified you are, the better the chance of a job you like.
Financing Further and Higher education, especially away from home, involves serious sacrifices - but this will not prevent child's participation		There's short term pain but long term gains. College will be cheaper, it's just 15 minutes away, he can go back and forward; uni is a bit harder financially. I'll try to save up to help K to go to university but it's hard. We'll try to help, even if it's a struggle – loans could be a weight round their neck.
Advantages/ disadvantages of accessing university through Further Education are about equally balanced		The courses are available locally. She would get used to a different teaching situation, having to be like an adult. It takes longer to end up with a degree.
	Further education as an alternative	… if she went to FE and then uni, it would be a bridging, show her the expectations of advanced study … Everybody wants their child to go to university, but they don't always make it, and there's still FE for them.

Whether or not parents have participated in further or higher education themselves, they are keen for their children to do so; they have a clear picture of the benefits of participation and an accurate notion of the quite severe disadvantages of failing to achieve qualifications. Further education colleges are quite strongly perceived as providers of specific 'trades' education and as being particularly suitable for young people who have decided what they want to be. They are also perceived by some parents to provide a safety net for young people who do not achieve university entrance qualifications. According to parents, such young people would use further education colleges to gain an initial qualification for work in a chosen occupational area or as a stepping stone to university.

Conclusion

There was quite a high level of convergence between parent and pupil views, though there were aspects of which the pupils were less aware:

- 89% of the pupils believed their parents would like them to go to university and almost all the parents interviewed believed their children wanted to participate in further and higher education and indicated they would support those aspirations
- Although pupils were more aware of university than further education provision, the majority of parents were aware of both sectors
- 70% of the pupils connected good exam results at secondary school with entry to university and parents were aware of the importance of this; some were unsure if their children were 'clever enough'
- Parents' and pupils' views of the benefits of a university education converged strongly: a university education brought an interesting and well-paid job and would lead to success
- Pupils were less clear about the financial implications of university study, with only 14% thinking students were short of money, but some 44% indicated they didn't know. Parents were aware of the sacrifices that supporting a child at university required – ones that they appeared willing to make.

Given the educational aspirations expressed in this sample and the modest percentage of young people who actually achieve higher education entrance qualifications, strong measures for supporting young people's academic study might well be a main plank in widening access.

The following forms of support might be helpful in opening access to both further and higher education:
- support from P6 onwards in remaining focused on academic work and being encouraged to believe they are capable of higher education
- the minority of pupils whose self-concept was in the lowest quartile might require special measures to boost their academic achievements, since failure to achieve might be depressing self-concept
- clear explanations that vocational ambitions can be achieved through either further or higher education.

Other forms of support indicated by the data from parents and pupils include:
- experiences such as those provided by the GOALS Project that provide information for *both parents and children* about what is involved in being a student
- specific information about student loans and other means of student financial support
- emphasising that it is possible for many young people to attend a local university
- clear explanations of further education routes to university.

1.   Introduction

The Quality in Education Centre (QIE) at the University of Strathclyde was commissioned by the GOALS Project team to provide baseline data from pupils who had not, as yet, participated in the GOALS programme for the purpose of contributing to a larger evaluation of the impact of the GOALS Project, and to make recommendations on the future development of the project. This report summarises and discusses data from surveys of a sample of P6 pupils and interview data from a smaller sample of their parents.

Aims of the GOALS Project

The GOALS Project aims to increase the number of pupils going on to higher education courses from selected schools in the West of Scotland, that traditionally have had low levels of participation rates in higher education. This long-term project is a major aspect of the work of the West of Scotland Wider Access Forum.

2.   Methodology

The study used a quantitative approach for the pupil and parent samples and, in addition, a qualitative approach for part of the parent sample.

2.1   Pupil survey

Pupil questionnaire

Questions were designed to investigate young people's awareness of higher and further education provision, aspirations on leaving school, attitudes to university study and the effect of various influences.

To investigate the pupils' attitudes to school and their self-esteem, two scales were used from the Self-Description Questionnaire (SDQ). The SDQ is an instrument developed to measure self-concept in a number of academic and non-academic areas. The instrument has been shown to be well-validated and reliable through the work of Marsh and others (Marsh 1990)[1] and is used in studies investigating pupils' self-esteem, attitudes towards school and school work and self-concept in relation to maths and reading. The SDQ has been developed at two levels – SDQ-I, designed for use with younger children, and SDQ-II, suitable for young adolescents and older respondents. For the GOALS study, questions from the SDQ-1 were used.

The different scales of the SDQ represent the multi-dimensional nature of self-concept and Marsh (p105) indicates that studies have shown that the dimensions most likely to be influenced in any given intervention are those specifically relevant to the goals of the programme. Factor analysis has supported the stability of the scales and shown that they can be safely used as separate scales.

The two scales used were the 'general school' and 'general self' scales. The purpose of using these scales was to see if those pupils with different levels of self-concept revealed different awareness, aspirations and attitudes.

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[1] Marsh H (1990) *Self-Description Questionnaire – I and II – Manuals.* Macarthur, NSW: University of Western Sydney

A copy of the questionnaire is given in Appendix 1.

Schools were invited to allow the children to complete the questionnaire online.   Where this was not convenient, either due to technological or organisational issues, a paper-based version of the questionnaire was completed.

Sample selection

The GOALS team provided databases including all the potential GOALS primary schools and their associated secondary schools, with figures for the P6 roll in 2004-05.   A list of schools that did not take part in P6 activities during 2005-2006 was also provided. The majority of the schools that had not taken part had not, as yet, been targeted to participate in GOALS. The GOALS' criterion for P6 participation during 2005-2006 was that the associated secondary school had less than 25% of leavers continuing to higher education, either at university or in further education. A small number of schools that had been invited to participate did not do so because of a number of factors; for example, they said too much else was happening or they were in the process of school mergers.

The sample for the survey was drawn from the non-participating group of schools, including the small number that had been targeted for GOALS but had not participated. Primary schools associated with secondary schools with lower participation rates were targeted. Of the 19 secondary schools, only 4 had more than 25% progression rates to further and higher education on average over the previous two years.

There were 225 GOALS primary schools in total in 11 authorities, with 6588 P6 pupils in 2004-05. During 2005-06 100 schools in 9 authorities did not participate in the P6 programme. The 2004-05 pupil numbers were used as a guide to estimate pupil numbers for 2005-06. This gave a figure of around 2900 non-participating pupils.

There was variation in the number of GOALS schools in different authorities and therefore also in the number of non-participating schools and pupils. For example, Glasgow had 43% of all GOALS primary schools and 45% of the pupil GOALS population, while Argyll and Bute had 2.2% of primary schools and 0.7% of the pupil population. In relation to the 100 non-participating schools in 2005-06, Glasgow had 20% of the schools and an estimated 32% of the pupils, while Argyll and Bute had only 5% of the schools and an estimated 2% of the pupils.

The survey sample was selected to include a proportion of schools and pupils from each authority which represented approximately the same proportions as existed in the non-participating schools.

The target was an achieved sample of 350 pupils which, based on a population of around 2900, would give 95% confidence intervals for the analysis of the data (ie if sample responses indicated that 60% agreed with something, it is likely that in the wider sample this would vary from 57.5% to 62.5%). The aim was to include 25 schools and all 9 authorities.

To achieve this, 30 schools and a total of 550 pupils were invited to participate. This was to allow for schools not being able to take part, parental consent not being given and pupils being absent on the day of the survey.

Achieved sample

A total of 399 usable questionnaires were returned from 26 schools in all 9 authorities. A quarter of sample completed the questionnaire online and the remaining three-quarters

completed paper versions of the survey. This return is therefore more than enough to be able to generalise from the sample to the wider group of non-participating pupils.

However, representation across the authorities varied slightly from the targets, with Glasgow being over-represented and some of the others being under-represented.

The responses received, compared with the original targets, are given in Table 1.

Table 1: Target and actual responses from authorities

Authority	Participation invited		Returns received	
Argyll and Bute	10	(2%)	5	(1%)
Dumfries and Galloway	45	(8%)	11	(3%)
East Ayrshire	35	(6%)	26	(6%)
East Dunbartonshire	30	(5%)	27	(7%)
Glasgow	200	(36%)	182	(46%)
Inverclyde	30	(5%)	24	(6%)
North Lanarkshire	55	(10%)	37	(9%)
South Lanarkshire	65	(12%)	33	(8%)
West Dunbartonshire	80	(15%)	54	(14%)
Total	550	(99%)	399	(100%)

For some of the analysis the authorities have been grouped as follows:
- Rural: Argyll and Bute; Dumfries and Galloway; East Ayrshire
- Urban: Inverclyde; East Dunbartonshire; West Dunbartonshire
- Lanarkshire: North and South Lanarkshire
- Glasgow.

The numbers targeted and received on this basis are given in Table 2.

Table 2: Target and actual responses from grouped authorities

Authority	Participation invited		Returns received	
Rural authorities	90	(16%)	42	(11%)
Urban authorities	140	(25%)	105	(26%)
Lanarkshire	120	(22%)	70	(17%)
Glasgow	200	(36%)	182	(46%)
Total	550	(99%)	399	(100%)

The data were investigated to ensure that the over-representation of Glasgow responses did not skew the results. This was done by applying the chi-square test as appropriate to the data.[2] On the majority of items no statistically significant differences emerged, either on the basis of individual authorities or grouped authorities. Where there were differences, these have been reported in the text, with details given in Appendix 2. There is no constant pattern of difference in the responses from the children in different contexts and therefore the findings can be taken to represent the wider P6 pupil population which is the focus of the study.

Responses were received from 188 boys (47%) and 211 girls (53%). Responses were analysed by gender and where differences were noted these are reported.

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[2] Chi-square was used for nominal data. It was also used on the agreement ratings scales; as the sample sizes between authorities and grouped authorities varied, it was not appropriate to use parametric tests.

2.2   Parent survey

Letters were sent to parents asking their consent for their children to take part in the pupil survey. At the same time a short questionnaire was sent to parents asking questions which provided information on 3 main issues: parents' participation in post-school education; parents' employment status; and pupils' receipt of free school meals as a measure of socio-economic status. This information was used to interrogate pupil data to see if any of these factors influenced pupil responses. The questionnaires were returned to the school in a sealed envelope marked 'private and confidential' for onward transmission to QIE. The questionnaire is shown in Appendix 1.

Parent sample

One-hundred and eighty questionnaires were returned by parents. However, it was possible to match only 147 of these to pupil questionnaires. In one case a batch of 8 parent questionnaires was received from a school but no pupils completed questionnaires; 2 others did not give their child's name and so the matching was not possible. It is unclear why the remainder could not be matched to pupils other than that the pupils were not present when the questionnaires were completed. Parent responses came from 11 of the 26 schools in 8 of the 9 authorities.

2.3   Parent interviews

Purpose

The overall purpose of the open-ended questions in the interview schedule was to explore parents' beliefs about the value of further and higher education for their children and how it might be accessed.

The content of the semi-structured interview schedule (Appendix 1)

The purpose of the interview was to understand parents' aspirations for their children. Thus, the questions were designed to find out if parents had discussed their children's educational aspirations with them, whether and why they shared these aspirations, and any perceived difficulties in realising them. The interview data also allow something to be said about the convergence or otherwise of parents' and children's aspirations.

Interview sample

Eighty-five parents agreed to be interviewed and 40 of these parents were selected. This 40-parent sample was representative of those who agreed to be interviewed in terms of the gender of the pupils, socio-economic status of the parents (measured by free school meals entitlement) and geographical location.   Since over 90% of the interview consent forms had been completed by a female parent or carer, there are only 4 male interviewees in the sample.

Parents opted into these one-to-one telephone interviews by completing and returning a form, and informed consent was checked again when phone contact was made. They were asked to specify their preferred time for the phone call.

Sixty-seven per cent of the parents in the sample of 147 parents from which the 40 interviewees were drawn had taken part in training or study since leaving school, and 55 per

cent of these parents had gained their qualification in further or higher education. Given the parents' qualifications, and their willingness to invest time in being interviewed, it is possible that the sample is unavoidably biased towards parents who are particularly aware of the need to attend to their children's post-sixteen education and training.

Conduct of the interviews

Permission was sought before the interview began for the interviewer to make notes during the interview and to tape-record information that could not be captured in notes. Parents' reasons for their responses to the main questions were explored.   Some parents were willing to engage in longer exploration than others, and the interviewer tried to listen for and respect disinclination towards more lengthy exploration. For instance, when a parent responded to a request for a reason for a preference with *'it's self-evident'* or similar signals, the interviewer moved on.

Analysis of the interview data

Themes and sub-themes were extracted from an initial analysis of the recordings and notes of the interviews. Initial themes identified were refined through an iterative process during several subsequent readings, broadly following a method that Maykut and Morehouse (1994 p127)[3] describe as 'constant comparison' which provides "a clear path for engaging in analysis of substantial amounts of data". On second and subsequent readings data were compared to the existing themes, which were then refined or, indeed, supplemented by new ones.

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[3] Maykut P and Morehouse R (1994) *Beginning qualitative research*. London: Falmer Press

3.   GOALS pupil survey

3.1   Main P6 pupil survey

Introduction

This section of the report presents the findings from the pupil survey, which asked a range of questions to investigate the young people's knowledge/awareness of further and higher education, their aspirations, their attitudes to university study and the effect of potential influences on their choices. It also presents an analysis of the responses given by the pupils to these questions based on their responses to the Self-Description Questionnaire which provides a measure of attitude to school and self-esteem (see section 2.1, p1).

The selection of the sample and the achieved sample are described in section 2.1, pp2-3.

Knowledge/awareness of higher and further education

The pupils were asked some general questions about further and higher education to investigate levels of awareness of the purpose of universities and FE colleges. In each set of statements there was an incorrect statement inserted as a way of checking their knowledge. The responses are given in Tables 3 and 4.

Table 3: Pupils' awareness of university provision[4]

A **university** is a place you can go to:	Yes	No	Not sure
1. when you are 17 or 18	293 (73%)	31 (8%)	73 (18%)
2. to get a degree	301 (75%)	18 (5%)	76 (19%)
3. to study for 3 or more years	273 (68%)	26 (7%)	94 (24%)
4. to get trained for a job like plumber, electrician, nursery nurse, hairdresser	165 (41%)	146 (37%)	85 (21%)
5. to be able to become a doctor, dentist, teacher or some other job like these	311 (78%)	25 (6%)	60 (15%)

The majority of pupils were aware that you can go to university at 17 or 18 to get a degree and to prepare for a professional job. However, between a fifth and a quarter of the pupils either answered these statements incorrectly or indicated that they didn't know. While the majority chose the 'correct' answer in relation to the length of time normally studied at university almost a quarter indicated that they were not sure. Just over a third correctly indicated that university was not a place where training took place for vocational jobs.

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[4] In the tables presented in this report, figures may not always add up to the total or percentages to 100. This is due to a small number of missing responses in some questions and to the rounding of percentages.

Table 4: Pupils' awareness of FE provision

A **further education college** is a place you can go to**:**	**Yes**	**No**	**Not sure**
1. when you are 16	191 (48%)	90 (23%)	116 (29%)
2. to get trained for a job like plumber, electrician, nursery nurse, hairdresser	181 (45%)	102 (26%)	113 (28%)
3. to study for 1 year (although you can stay on for extra years)	277 (69%)	31 (8%)	90 (23%)
4. to study at the same time as having a job	228 (57%)	58 (15%)	110 (28%)
5. to be able to become a doctor, dentist, teacher or some other job like these	166 (42%)	117 (29%)	113 (28%)

While the majority of pupils selected the 'correct' answers for all but the 'trick question', higher proportions answered incorrectly or indicated that they were not sure compared to the question on universities.

The pupils' responses to these questions were added up to give them a score out of 5. The results are given in Table 5.

Table 5: Pupils' scores out of 5 in relation to awareness of further and higher education

	University	Further education college
5 correct responses	60 (15%)	26 (7%)
4 correct responses	134 (34%)	72 (18%)
3 correct responses	110 (28%)	108 (27%)
2 correct responses	69 (17%)	89 (22%)
1 correct response	20 (5%)	74 (19%)
0 correct responses	6 (2%)	30 (8%)

The figures presented in Tables 3 to 5 suggest that P6 pupils are less familiar with provision offered in FE colleges and overall are less confident about what kind of job preparation occurs in both further and higher education.

The responses were analysed to see if there were any statistically significant differences based on authority and gender. The full data are given in Appendix 2 (pp 47-49).

There were authority differences in relation to 2 of the statements:
- In response to the statement about a university being a place where you could learn to become a doctor etc, pupils in 'rural' locations were less likely to give the correct answer (64% compared with 80% in Glasgow) with higher proportions saying 'no' or 'not sure' (14% and 21% respectively, compared with 3% and 17% respectively in Glasgow).
- In response to the statement about a further education being a place where you could study at the same time as having a job, again the rural authorities were less likely to give the correct answer (31% compared with 69% in the 'urban' authorities). The proportions saying 'no' or 'not sure' were 24% and 45% respectively, compared with 10% and 21% respectively in the 'urban' authorities.

In relation to gender, there were differences in responses to both statements about where you study to become a plumber or hairdresser or similar jobs, but these were accounted for by more girls than boys saying that they were 'not sure'. A further two statements showed

differences: going to an FE college at 16 and studying while in a job. Again differences were accounted for by higher proportions of the girls saying they were 'not sure'.

There were no differences by location or gender in relation to the number of correct answers recorded.

Pupils' aspirations

The pupils were asked to indicate from a list of options what they might do on leaving school. They were also given the opportunity to say they wanted to do something different. While pupils at this age will probably change their minds several times before leaving school, it is interesting to investigate what opportunities they are aware of. The options were also collapsed into broader categories for ease of analysis, namely: get a job; go to further education; go to university; other. The responses are reported in Tables 6 and 7.

Table 6: P6 pupils' current aspirations on leaving school

Potential progression	Response	
1. Leave school at 16 and get a job	20	(5%)
2. Leave school at 16 and get a job with training	25	(6%)
3. Leave school at 16 and go to a further education college	24	(6%)
4. Stay on at school until I am 17 or 18 and then get a job	17	(4%)
5. Stay on at school until I am 17 or 18 and then get a job with training	24	(6%)
6. Stay on at school until I am 17 or 18 and then go to a further education college	29	(7%)
7. Stay on at school until I am 17 or 18 and then go to a university	170	(43%)
8. Don't know	29	(7%)
9. None of these things	51	(13%)

Table 7: P6 pupils' current aspirations on leaving school (summary)

Potential progression	Response	
1. Get a job	86	(22%)
2. Go to further education	53	(13%)
3. Go to university	170	(43%)
4. Other	80	(20%)

The aspirations of the majority were to continue to higher education, with just under a quarter hoping to go directly into employment on leaving school, with about an eighth aspiring to further education. The lower mention of further education in this context aligns with the apparent lower levels of awareness of opportunities provided by further education.

No statistically significant differences were found in the data in relation to the local authority contexts; however there were differences in gender. A higher proportion of girls (50%) aspired to university entrance than boys (37%). More boys (25%) than girls (17%) suggested they wanted to do 'other things' or 'didn't know' (see Appendix 2, p50).

Of those who said they wanted to do none of these things, 40 gave alternatives:
- 18 (17 boys and 1 girl) wanted to be football players
- 2 expressed interest in other professional sports – horse-riding and tennis

- 10 listed a range of jobs they were aspiring to: nursery teacher, hairdresser or teacher (2), vet, designer, policeman, surgeon, pilot and joining the army
- 9 listed versions of their planned progression: university then a job (2); leave at 16, go to FE, then to university, then a job (4); leave school at 16 and go to university; go to university while working; one was quite specific: 'I am going to high school, university and then law school to be a lawyer'.
- One reported 'I am going to America.'

It is perhaps unsurprising that, at this age, boys aspire to be footballers. We might question whether this is realisable or not, but it is important to recognise that young people do have aspirations other than ongoing formal education which can be harnessed. The various job aspirations expressed by the pupils require training and study and they may not yet be aware of the routes to these occupations. Some pupils highlighted a progression that was more precise than our tick list allowed for, but they added a further 9 to those aspiring to university.

Attitudes to participation in university study

The pupils were asked to indicate the extent to which they agreed with a range of statements about going to university. With such high numbers apparently aspiring to university, it might be expected that there would be agreement with the benefits and disagreement with potential barriers. The responses for the whole sample are given in Table 8. The statements have been re-organised from the order in the questionnaire to group together the statements on long-term rewards, other perceived benefits and perceived barriers.

Table 8: Pupils' agreement with views on participating in university study

	Disagree a lot	Disagree a little	Agree a little	Agree a lot	Don't know
Rewards					
If I go to university I'll get a more interesting job at the end of it.	11 (3%)	18 (5%)	101 (25%)	226 (57%)	40 (10%)
If I go to university I'll get a well-paid job at the end of it.	10 (3%)	7 (2%)	77 (19%)	244 (61%)	52 (13%)
Perceived benefits					
If I go to university I'll make new friends and have a good time.	8 (2%)	13 (3%)	86 (22%)	252 (63%)	35 (9%)
If I go to university I'll get to study subjects I like.	8 (2%)	17 (4%)	105 (26%)	212 (53%)	51 (13%)
If I go to university I'll be successful.	7 (2%)	21 (5%)	77 (19%)	218 (55%)	70 (18%)
Perceived barriers					
I think it would cost too much to go to university.	83 (21%)	116 (29%)	107 (27%)	22 (6%)	67 (17%)
I think the work at university would be too difficult for me.	121 (30%)	108 (27%)	77 (19%)	23 (6%)	62 (16%)
I would **not** like to go to university as I want to start earning money as soon as possible.	165 (41%)	89 (22%)	53 (13%)	40 (10%)	45 (11%)
I would **not** like to go to university because I would need to spend a lot of years studying.	231 (53%)	56 (14%)	53 (14%)	35 (9%)	36 (9%)
People at university will be different from my family and friends and I won't fit in.	176 (44%)	78 (20%)	38 (10%)	17 (4%)	85 (21%)

These results are illustrated in Charts 1 to 3 (p10), with the categories collapsed into 'agree', 'disagree' and 'don't know'.

Chart 1: Perceived rewards of university education
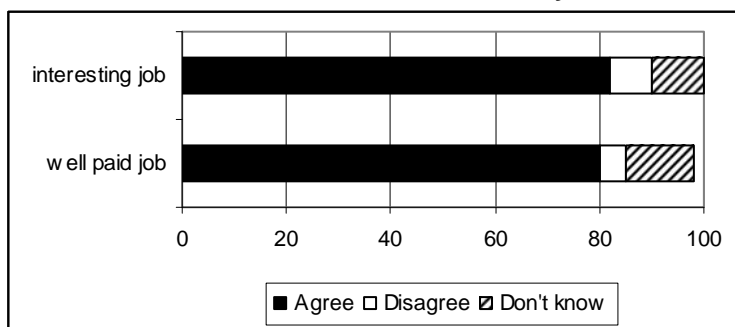
Chart 2: Other perceived benefits of university education
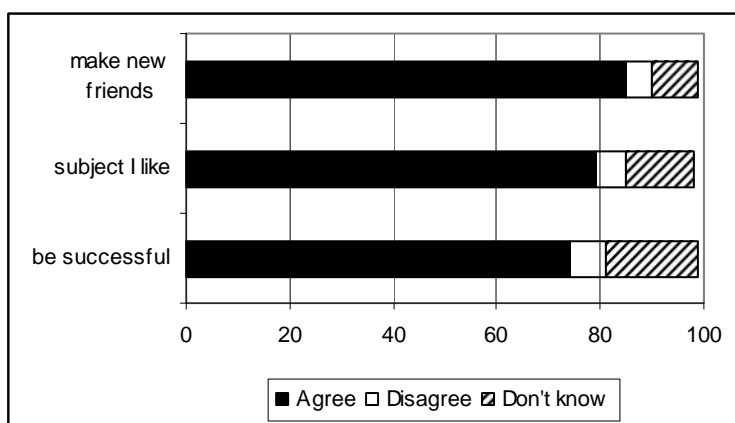
Chart 3: Perceived barriers to participation
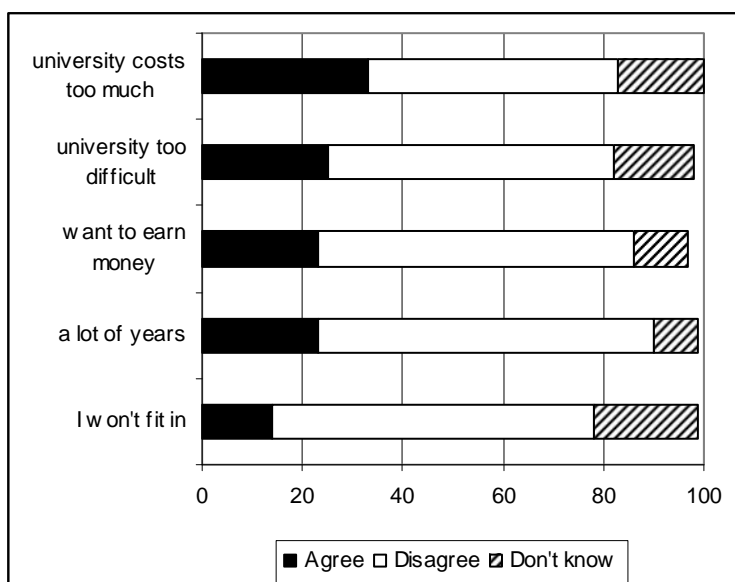
Generally, the majority of pupils agreed with the perceived benefits, both long and short term, of a university education, and disagreed with the perceived barriers. However, a third did agree that it might cost too much to go to university, a quarter thought university work would be too difficult and almost a quarter didn't want to spend many years studying before earning

money. 'Not fitting in' because people at university will be different ('it's not for the like of us' syndrome) was least likely to be seen as a barrier, with only 14% agreeing.

It is also interesting to note the slightly higher proportions who expressed uncertainty in relation to 'not fitting in', being successful at university, the costs of going to university and the difficulty of the study.

There were no statistically significant differences in responses according to the local authority location of the pupils. There was one difference based on gender: 77% of the girls disagreed with the statement about **not** wanting to go to university because of the number of years of study involved, while only 55% of the boys disagreed (see Appendix 2, p51). This may reflect the higher proportion of girls than boys saying they wanted to go to university reported earlier (p8).

Influences on participation

A final question asked pupils to respond to a number of statements about issues which might be influential in a young person's aspirations and, ultimately, in their decision to progress to university study. Their responses are reported in Table 9.

Table 9: Young people's views on influences to progression to university study

|	Yes	No	Don't know
Family and peer influences			
I think my mum or dad would like me to go to university.	356 (89%)	1 (<0.5%)	36 (9%)
I have friends who want to go to university.	270 (68%)	32 (8%)	88 (22%)
I know somebody else who goes to university.	222 (56%)	139 (35%)	26 (7%)
I have an older brother or sister who wants to go to university.	143 (36%)	193 (48%)	57 (14%)
I have an older brother or sister who goes to university.	43 (11%)	338 (85%)	6 (2%)
Other sources of information			
I have heard good things about being at university on TV.	186 (47%)	135 (34%)	72 (18%)
I have seen things about being a student on the internet (for example, on web-pages or in chat rooms).	154 (39%)	183 (46%)	54 (14%)
Other perceptions			
If I get good exam results at secondary school I can go to university	270 (70%)	12 (3%)	100 (25%)
I think that students are really short of money.	53 (14%)	161 (40%)	177 (44%)
Accessing information about university			
I would like to visit a university to find out what it is like.	281 (70%)	84 (21%)	25 (6%)
I know how to find out about going to university.	147 (37%)	154 (39%)	90 (23%)

These results are illustrated in charts 4 to 7 (p12).

Chart 4: Family and peer influences

Horizontal bar chart with categories (top to bottom): mum or dad would like; friends want to go; know somebody who goes; sibling wants to go; sibling at university. X-axis 0 to 100. Legend: yes (black), no (white), don't know (hatched).
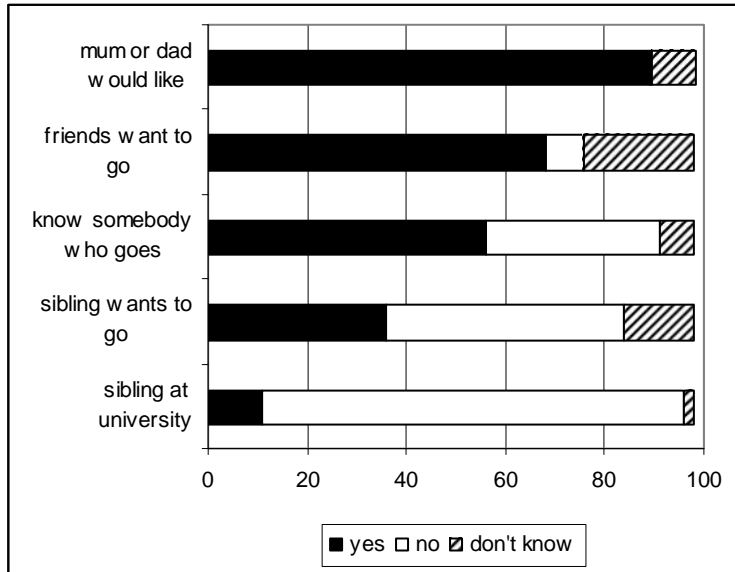
Chart 5: Other sources of information

Horizontal bar chart with categories: TV (good things); internet. X-axis 0 to 100. Legend: yes (black), no (white), don't know (hatched).
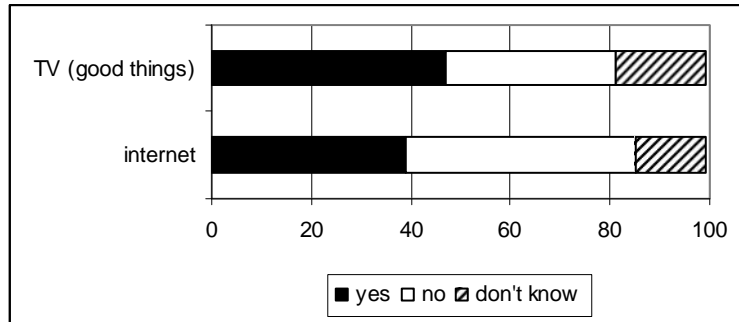
Chart 6: Other perceptions

Horizontal bar chart with categories: good exam results needed; students short of money. X-axis 0 to 100. Legend: yes (black), no (white), don't know (hatched).

Chart 7: Accessing information

Horizontal bar chart with categories: like to visit; know how to find out. X-axis 0 to 100. Legend: yes (black), no (white), don't know (hatched).

In relation to family, the young people were confident that their parents would be supportive of their going to university (almost 90%), with the remainder unsure. However, only a small number had brothers or sisters already at university and around a third indicated that they had brothers or sisters who wanted to go to university. (Those who responded 'no' may have brothers or sisters who do not go or do not aspire to go to university, or they may not have any brothers or sisters. That does not matter for this question as the purpose is to identify the extent to which they might be positive influences in the lives of the young people.) Influences from those already at university were more likely to be outside the immediate family. While two-thirds thought that their friends would like to go to university, just under a quarter admitted that they didn't know.

Differences noted amongst pupils in the different types of authorities were:
- The pupils from the Lanarkshire authorities were more likely to say that they had friends who wanted to go to university (88%) compared to both the Glasgow and urban authorities (63% and 65% respectively). 71% of the rural pupils said 'yes' in response to this question. Only 9% of the Lanarkshire pupils 'didn't know', compared with 26% and 27% of the Glasgow and urban authorities.
- 87% of the Lanarkshire pupils and 76% of the urban pupils thought that if they got good exam results they could go to university, compared with 64% of both the rural and Glasgow pupils. More of the latter two groups of pupils were likely to say that they were not sure.
- 74% of rural pupils and 62% of the Lanarkshire pupils said they had seen things about being a student on the internet, compared with 31% and 27% of the urban and Glasgow pupils, who were more likely to say 'no'. This may reflect access to the internet rather than what information is acquired via the internet.
- 86% of urban and 80% of Glasgow pupils said they would like to visit a university to see what it is like, while 24% of rural and 59% of Lanarkshire pupils said 'yes', with a greater proportion of them saying 'no' as opposed to 'don't know'.

There were no statistically significant differences based on gender in relation to influences on participation.

Influence of attitudes to school and self-esteem

To investigate the pupils' attitudes to school and their self-esteem, two scales were used from the Self- Description Questi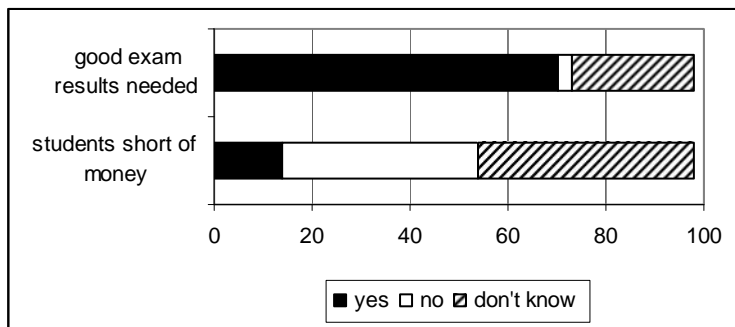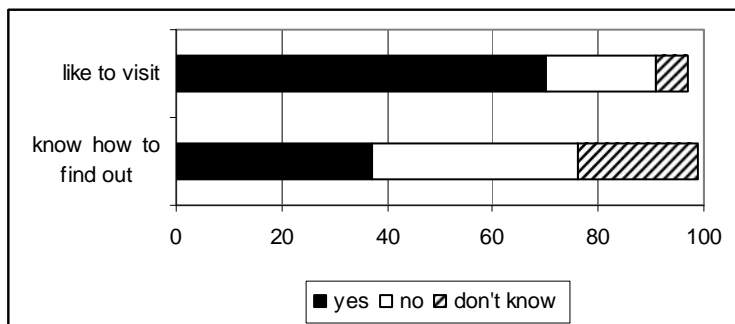onnaire (SDQ). As explained in the section on methodology (p1), the SDQ is an instrument developed to measure self-concept in a number of academic and non-academic areas.

For the GOALS survey two scales were used – the **general school scale** and the **general self scale**. The general school scale is an indication of how positively pupils perceive school and how well they think they are doing, and the general self scale is taken as an indication of self-esteem. The pupils were asked to rate statements like 'I am good at all school subjects', 'In general, I like being the way I am' and 'When I do something I do it well', choosing whether the statement is false, mostly false, sometimes false and sometimes true, mostly true or true. There are 8 statements on each scale and a score is calculated by adding up the responses across the items, giving potential minimum and maximum scores of 8 and 40 respectively. Where a child has not recorded a response on any one item they have been dropped from the entire scale, as one or two missing responses would mean that they would register an inaccurately low score. Sixteen pupils were omitted from each scale, though not exactly the same 16 each time.

Over the whole sample the mean scores and standard deviations were:

	m	sd
• General school	29.23	5.75
• General self	32.94	4.75

These represent strongly positive responses by the pupils. The responses were analysed for differences between boys and girls using t-test (detailed results in Appendix 2, p54). There were no differences in relation to self-esteem, but girls were more positive in their attitude to school, though the boys were still largely positive.

The mean scores on the general school and general self scales for boys and girls were:

	Boys	Girls
• General school	28.57	29.80
• General self	32.48	33.34

The results were analysed by quartile, ie the sample was divided into 4 equal groups.

On the general school scale the range of scores was:
- top quartile scored 34 and above
- second quartile scored between 30 and 33
- third quartile scored between 26 and 29
- bottom quartile scored 25 and below

On the general self scale the range of scores was:
- top quartile scored 37 and above
- second quartile scored between 34 and 36
- third quartile scored between 30 and 33
- bottom quartile scored 29 and below

While it might be expected that pupils who rate themselves highly on one scale would rate themselves highly on the other, there was not an exact match between the two. However, just over two-thirds of the respondents were in the same or adjacent top and bottom quartiles (ie top half and bottom half of the sample). Table 10 shows how the responses varied, where the responses falling in the top half of the sample have been compared with the bottom half on both scales.

Table 10: Matching of respondents positions across 'general school' and 'general self' scales

Positive school and positive self	Positive school and less positive self
129 (35%)	62 (17%)
Less positive school and positive self	Less positive school and less positive self
59 (16%)	122 (33%)

It might therefore be expected that, in the analysis of the survey findings by the results from the general school and general self scales, a similar set of differences will emerge.

The following aspects of the survey data were investigated for differences based on attitude to school and self-esteem:

- Knowledge of higher and further education based on the total scores achieved in questions 2 and 3
- Aspirations based on summary categories in question 4
- Issues from questions 5 (attitudes) and 6 (influences).

Statistically significant differences which emerged are noted here; details of the statistics are reported in Appendix 2 (pp54-59).

Knowledge of higher and further education
- The pupils in the bottom quartile on the attitude to school scale were less likely to answer the questions about higher education correctly compared to the remainder of the sample.
- The pupils in the bottom two quartiles on the self-esteem scale were less likely to answer the questions about higher education correctly compared to the top quartile.

This suggests that those who think they are doing less well may have paid less attention to the study opportunities that will be available to them after school, although there were no differences in relation to knowledge of further education. However, we have already noted that, generally, young people were less likely to be aware of further education.

Aspirations of progression on leaving school
There was some evidence of difference in aspirations after school, but these were **not** statistically significant and so may have occurred through chance. These figures are based on the attitude to school scale:

- 51% of those in the top quartile and 50% of those in the second quartile aspired to university education
- 40% of those in the third quartile aspired to university
- 32% of those in the fourth quartile aspired to university.

Therefore, as many as a third of those who recorded the least positive attitudes to school indicated that they would like to go to university after school.

Attitudes to university study (question 5)
There were significant differences between the quartiles of the sample on both scales in relation to 4 items – 'If I go to university…

- I'll get a well-paid job at the end of it
- I'll get to study the subjects I like
- I'll make new friends and have a good time
- I'll be successful.

The differences on each statement on the two scales varied in degree, on account of the bottom quartile scoring significantly lower than the other 3 quartiles in some cases, or the difference being only between the top and bottom quartiles. However, the overall tendency was for those who rated both attitude to school and self-esteem more highly to be more positive about these statements, while those who rated themselves less positively in relation to school and self were also less positive about the statements.

Influences on participation in higher education (question 6)
Only one statement in this question resulted in a statistically significant difference based on both attitude to school and self-esteem scales: 'If I get good exam results at secondary school I can go to university'.

On both scales this was largely due to higher proportions of the pupils in the two top quartiles saying 'yes' and more of those in the bottom two quartiles saying they 'don't know'.

Three differences emerged based on the attitude to school scale: two in relation to sources of information – television and internet. In response to both of these, the pupils in the top 2 quartiles were more likely to say 'yes' than the others. This may relate to interest, influence of parents on what is watched or accessed on the internet, or indeed access to the internet at all. However, the underlying cause of the differences would require further investigation.

The third difference related to awareness of student finances. Across all quartiles over 40% indicated that they did not know, but pupils in the top 2 quartiles were more likely to say that they thought students were NOT short of money, compared to the bottom quartiles where slightly more said they thought they were.

A further difference emerged, this time based on the self-esteem scale only. This was in relation to knowing how to find out about going to university. Unsurprisingly, more in the top quartile said 'yes' compared to those in the bottom quartile.

3.2   Sub-sample based on parental survey

A short questionnaire was issued to parents at the same time as parental consent was being sought for the pupils to participate in the survey. The purpose of the parents' questionnaire was to find out if there were aspects of family and parental background which might influence pupils' aspirations and choices; for example, the parents' own experience of post-school education, employment status and socio-economic status. The parents were supplied with envelopes marked 'private and confidential' in which to seal and return the questionnaires. These were returned to the school for onward transmission to Quality in Education.

There was space to answer in relation to one or both parents. In the analysis which follows, the categorisation is based on one or both parents. For example, in relation to participation in study since school, a 'yes' was recorded where one parent had done this The type of qualification was based on the highest qualification held between the two parents; if one parent was employed and the other unemployed, the household was not recorded as unemployed.

There was also a question about ethnic background, but as 97% of the respondents were 'white Scottish', this was not used for further analysis.

One hundred and forty-seven parent questionnaires were matched to pupil questionnaires. Responses came from 11 of the 26 schools in 8 of the 9 authorities.

Ninety-eight (67%) of this sample of 147 parents had taken part in training or study since leaving school. The information supplied indicates that:
- 51 (35%) had qualifications which would have been gained in further education
- 10 (7%) had university degrees
- 20 (14%) had a professional qualification
- 17 (12%) had experienced some other kind of training.

Examples given of 'other' study were work-related courses, special interests (eg oriental therapies) and partially completed qualifications, (eg some modules, 2 years of a 3-year course).

Eighteen households (12%) were recorded as 'unemployed' and 22 pupils (15%) were entitled to free school meals. As these numbers were small, no further analysis was undertaken of the pupil responses on this basis.

It was considered relevant, however, to look at pupil responses in the light of their parents' reported participation in education since leaving school. The points summarised in Table 11 are interesting, both for similarities and differences in responses. It should be noted that there were no statistically significant results in the data. Therefore, while there appear to be some differences between the two groups, these should be interpreted cautiously.

Table 11: Pupil responses analysed by parental participation in study since leaving school

	Parent(s) participated in study since school (98)	Parent(s) not participated in study since school (49)
Knowledge of further and higher education		
• 4 or 5 out of 5 questions about university correct	59 (60%)	22 (45%)
• 4 or 5 out of 5 questions about FE correct	29 (29%)	10 (20%)
Aspirations on leaving school		
• get a job	20 (20%)	12 (24%)
• go to further education	15 (15%)	9 (18%)
• go to university	49 (50%)	18 (38%)
• other	14 (14%)	7 (14%)
Attitudes to university study		
• agree if go to university will get a more interesting job	85 (87%)	39 (81%)
• agree if go to university will get a well-paid job	83 (85%)	41 (84%)
• agree about NOT going to university because of length of time studying	29 (29%)	11 (22%)
• agree about NOT going to university because want to earn money	16 (16%)	14 (29%)
• agree if I go to university I'll be successful	78 (80%)	38 (78%)
Influences on participation		
• I think that students are short of money (yes responses)	9 (9%)	4 (8%)
• if I get good exam results at secondary school I can go to university (yes responses)	73 (74%)	37 (77%)
• I would like to visit university to find out what it is like (yes responses)	62 (63%)	34 (71%)
• I know how to find out about going to university (yes responses)	36 (37%)	18 (38%)

Pupils whose parents have experience of study may have slightly more knowledge of further and higher education, and more may aspire to university study. However, both groups seem equally clear that a university education would lead to rewards in terms of interesting and well-paid jobs, and have similar views on length of time spent at university being a barrier to study. They appear to differ on the desire to start earning money, with more of the pupils whose parents who have not participated in further study indicating that a delay in earning might be a barrier. Their views on issues that might influence participation are similar.

3.3   Summary

A representative sample of P6 pupils was identified from schools that had not yet participated in the GOALS project. These schools were located in 9 of the 11 GOALS authorities (two had no non-participating schools). Primary schools associated with secondaries with lower further and higher education progression rates were targeted. Responses were received from 399 pupils, representing 26 schools from the 9 authorities.

Pupils were asked questions about their knowledge of further and higher education, their aspirations on leaving school, attitudes to university study and potential influences on their participation in university education.

Knowledge and awareness of further and higher education

The responses indicate that pupils were more aware of university provision than the opportunities offered by further education. In response to 5 questions on each, 49% answered 4 or 5 questions correctly in relation to universities, while only 25% answered 4 or 5 questions correctly in relation to further education colleges. A higher proportion of the pupils selected 'not sure' when answering the questions about further education.

Responses also indicated that more than half were unclear about the kind of job preparation that occurs in both further and higher education.

Aspirations

Overall, 43% indicated that they would like to go to university, 22% indicated that they wanted to get a job on leaving school (at 16, 17 or 18), 13% opted for further education, 13% made other suggestions and 7% did not know. The lower mention of further education aligns with the apparent lower levels of awareness of opportunities provided by further education. Fifty percent of the girls, compared with 37% of the boys, said they wanted to go to university.

Attitudes to participation in university study

The majority of pupils were in agreement with the perceived benefits, both long and short term, of a university education. The percentages agreeing were:
- gaining an interesting job   82%
- gaining a well-paid job   80%
- making new friends and enjoying   85%
  themselves
- studying subjects they liked   79%
- being successful   74%.

While the majority disagreed with the barriers, a substantial minority did agree that some aspects presented potential barriers. The percentages **agreeing** with the barriers were:
- university costs too much   33%
- the work is too difficult   25%
- they want to earn money sooner   23%
- they don't want to spend years studying   23%
- they think they won't fit in   14%.

The perception of 'university not being for the likes of us' does not appear to affect many of these pupils. However, between around a quarter and a third agreed that there were reasons for not participating. With respect to not wanting to spend many years studying, 77% of the girls disagreed, while only 55% of the boys disagreed.

Influence on participation

The pupils responded to a set of statements about family influences, other potential influences such as TV and internet, and other perceptions they have.

- Eighty-nine percent of the pupils were confident that their parents would like them to go to university, although only 11% said they had a brother or sister who already went to university.
- Forty-seven percent said they had seen good things about being at university on the TV and 39% said they had seen things about being a student on the internet.
- Seventy percent thought that if they got good exam results at secondary school they could go to university, which aligns with the 74% who thought they would be successful.
- Only 14% thought students were short of money, although 44% indicated that they did not know.
- 70% said they would like to visit a university to see what it is like and 37% said they knew how to find out about going to university.

Influences of attitude to school and self-esteem as measured by SDQ-1

Generally, the pupils rated themselves highly on these two scales which shows a positive attitude to school and how successful they are, and a positive attitude to self. The questionnaire responses were analysed to see if there were differences between pupils whose scores put them in the different quartiles of the sample.

- Those in the bottom quartiles were less likely to answer correctly the questions about higher education.
- Around a half of those in the top quartiles aspired to university; however, a third of those in the bottom quartile also indicated that they would like to go to university.
- Those who rated themselves more negatively on the self-concept scales were also more negative about getting a well paid job as a result of a university education, getting to study subjects they liked, making new friends and being successful if they went to university.
- More pupils in the top quartiles agreed that if they got good exam results they could go to university than those in the lower quartiles.

Sub-sample based on parent survey

Parents were asked to complete a short questionnaire which identified if they had participated in study or training since leaving school, their employment status and if their child was entitled to free school meals. It was possible to match 147 parent and pupil questionnaires. Too few were classed as unemployed or had children entitled to free school meals to undertake any analysis based on this information. However, 99 (67%) had taken part in training or study since leaving school, and the responses of pupils whose parents had participated in study were compared with those who had not.

The comparison did not lead to any statistically significant differences. These points were noted:

- Pupils whose parents have experience of study may have slightly more knowledge of further and higher education and more may aspire to go to university.
- Both groups seem equally clear that a university education leads to interesting and well-paid jobs.
- Those whose parents have not participated in study or training may be more likely to see the delay in starting to earn money as a barrier to participation.

4. Evidence from interviews relating to parents' educational aspirations for their children

4.1 Introduction

During telephone interviews, the sample of 40 parents of Primary 6 children (described in the methodology section) responded to open-ended questions about their children's educational aspirations, whether and why they shared these aspirations, and any perceived difficulties in realising them. Almost all the parents responded fully to the questions on the schedule, often illustrating their responses with their own experience of university or FE college or with lessons they had drawn from missing out on such experience. Often the planned prompts on the interview schedule were not required, since most parents provided a clear picture of their preferred educational destinations for their children. The majority of parents had *'sat down and talked'* with their children about educational pathways and intended to continue doing so. As noted in the methodology section, willingness to respond to the invitation to be interviewed might have biased the sample towards parents who encourage their children to take an interest in post-16 education.

Parents' preferences about their children's educational destinations often were not clear cut or firm. For instance, a parent said:

> *My first choice for H would be university, if he can get in, but even then, if he wanted to do something like being a motor mechanic that could be done in an FE college, that would be OK.*

4.2 Broad themes extracted from the interviews

Given that parents' and children's eventual choice of post-16 education seemed to be dependent on a confluence of factors operating several years from now, it seemed inappropriate to try to quantify the qualitative data. Therefore, themes and sub-themes were extracted from the interview data. Table 12 shows these themes and sub-themes.

Table 12: Description of themes, sub-themes and samples of parent talk

Theme	Sub-theme	Sample parent talk
High hopes - support for Further and Higher Education but uncertain about future attainment and interests		I don't know how well N will do at High School – he will have changed in 4 or 5 years. The hardest part is for D to get a place at university. If she passes Standard Grades she'll do Highers and then straight on to university, but if it's too hard for her in 4th year she'll go elsewhere.
	Going with the grain	She has not set her heart on anything – I would prefer university but my influence on her will diminish. We have high hopes but we'll not push her into anything They've wee minds of their own. … as long as she gets an education in something she wants to do.
	Children will 'fit in' at University or college	She's not shy. He's a good mixer – no problems there. He's a bit of a homebird, but he should be OK.

Table 12 continued		
(Almost all) parents strongly oppose entry to work at age sixteen		Coatbridge college will be better than just leaving school – there's nothing here for him and I don't want him to go the way of other kids here; the job schemes for kids are not very good.
	Parents' regret that they did not have Further and Higher Education – strongly want entry for their children	I was definitely held back because of not getting an education. I wouldn't like her to struggle like I did because of not getting a chance of college.
Children will go to Further Education colleges if they want training for a specific job		He's really interested in car engines, and he should get more experience at college. Courses are more geared to needs of employers. It's not practical enough at uni.
Higher income, wider choice of work, pleasant social environment are the main benefits of Further and Higher Education qualifications		Companies are looking for HNCs – you can't get an interview without qualifications. It gives her more choices. The better qualified you are, the better the chance of a job you like.
Financing Further and Higher education, especially away from home, involves serious sacrifices - but this will not prevent child's participation		There's short term pain but long term gains. College will be cheaper, it's just 15 minutes away, he can go back and forward – uni is a bit harder financially. I'll try to save up to help K to go to university but it's hard. We'll try to help, even if it's a struggle – loans could be a weight round their neck.
Advantages/ disadvantages of accessing university through Further Education are about equally balanced		The courses are available locally. She would get used to a different teaching situation, having to be like an adult. It takes longer to end up with a degree.
	Further education as an alternative	… if she went to FE and then uni, it would be a bridging, show her the expectations of advanced study … Everybody wants their child to go to university, but they don't always make it, and there's still FE for them.

High hopes – support for further and higher education but uncertain about future attainment and interests

Almost all the parents interviewed believed that their children wanted to remain in some form of education after age sixteen and, on the whole, the parents shared their children's aspirations and intended to support them. Parents who mentioned university understood that entry depended on their children working productively until S5 or S6 to achieve entrance qualifications, and often mentioned this requirement to their children. Most of those who said that an FE college course was equally acceptable had some understanding that their children could start on the lower rungs of the vocational qualification structure without a strong performance at Standard or Higher Grade.

For all the parents who had participated in higher education themselves, a degree was the strongly preferred qualification for their children. In certain circumstances, most of these parents would also support their child's decision to go to an FE college:

> *If there's something he wants to do and he's happy with that choice,*
> *we'll support it,*

but university was the parents' first choice for their child.

Parents with degree level qualifications intended to encourage their child to go straight from school to university if they achieved the necessary entrance qualifications, unless the child was very keen to begin a craft/technician level course in an FE college and had no interest in studying at a university.   For instance:

> *C's dad is a maths teacher but C has always been very practical.*
> *He's keen on gamekeeping and there are courses here locally.*

There was one exception to the graduate parents' preference that their child should go straight from school to university.   One father wanted his two children to achieve Highers but thereafter he wanted them to have one or two 'gap years':

> *What we have said to them is to go and find out about the world – I*
> *have worked with people who have gone straight from school to*
> *university and they face problems adjusting to work.   I'd prefer them*
> *to try the workplace first so that they realise it's so hard, then they'll*
> *know that life's good in education and they'll know what they want.*

Uncertainties

Most parents said that it was difficult to predict Standard and Higher Grades from their children's performance in the upper primary school, and that their children were too young to have firm views about what subjects they wanted to study in university. When they asked their children about courses, the children tended to favour subjects that reflected their current interests such as computing, sport, music, drama, cars, making things, animal and child care. A few children had mentioned employment aspirations such as police work, teaching and nursing. Parents believed that their children would gradually make up their minds about what they wanted to study. One mother pointed to her step-daughter's changes of mind several times between the ages of 16 and 18. Some parents thought that their child might be drawn to an FE college, either after Standard Grades or after Highers, and they would support this choice if it still seemed an appropriate one at the time when the decision has to be made.

However, almost all parents pointed out that much depended on their children's school attainments in the next six years and on their changing interests. One parent's realistic observation was typical of parents' responses at the beginning of the interviews:

> *She seems like university material but she's not eleven yet, I don't*
> *know what she'll be like in six years time and it might be harder to*
> *get into uni when the time comes.*

Parents acknowledged that current passions such as working with children or animals might well be washed away in the tide of adolescence. G's mother said:

> *If she still wants to be a teacher and she gets good Highers I expect*
> *she'll go to university, but by that time she might have changed her*
> *mind and want to do something entirely different and go to do it in a*
> *Further Education College.*

One parent summed up her aim and strategy as follows:

> *If he really doesn't know what he wants to do I would advise him to*
> *take a couple of years out – but some form of further education,*
> *probably university, is the eventual aim.*

Thus there were two broad, related reasons for uncertainty as to which educational pathway children would choose:

1. the child's achievement of university entrance qualifications could not be predicted until around age sixteen;

2. the child might develop specific vocational interests that could be accommodated by going to a Further Education College at age sixteen.

Going with the grain

Working with their children's interests and aspirations is a strong sub-theme in the interview data. Parents' ideas can be summarised as a desire to encourage their children strongly to enter further or higher education but this desire is tempered with strong respect for their children's preference as to sector and course. Like most parents, A's mother understood her son's interests:

> *What A wants to do would carry a great deal of weight. He's always at*
> *a computer just now but next year he could have his head in car*
> *magazines.*

Many parents expressed views similar to those of C's and E's parents:

> *We have high hopes for C but we'll not push her into anything*

and E's mother pointed out:

> *You can't make them into something they can't be – as much as you*
> *hope they'll go to university, you need a back-up plan, but we hope*
> *we won't need it.*

Parents also acknowledged that sometimes their influence failed:

> *My older girl dropped out of education and this makes me determined*
> *to see that J doesn't, but it might be a struggle.*

The mother who strongly supported her daughter's aspirations to be a doctor or lawyer acknowledged that, in the end, if this aspiration led to *'serious stress and illness'* she would encourage a less demanding destination.

For most parents the more immediate challenge was for their children to progress well enough at school to have the choice of going to university. The ideas in T's mother's response were repeated in other interviews:

> *He needs to really, really work hard – it doesn't come easy to him but*
> *he could manage – he needs teachers to keep him focused.*

A sizeable minority of parents worried that peer pressure might knock their children off course in the next few years.

Parents who had not participated in further and higher education themselves were unsure whether their children were *'clever enough'* to go to university. Unlike the parents who had graduate level qualifications, they did not know what questions they might ask their child's teacher in order to know how to provide academic guidance and support for their child. One parent who had reached university herself through an FE college Access course pointed to what schools might do to encourage young people towards university:

> *If they encourage all children, not just the highest achievers, tell them they're capable of achieving these things, let them know it might not be easy but you can get there with hard work … that's what stopped me from going to university, not getting encouraged like that.*

Children will 'fit in' at university or college

Around half the parents envisaged that their children's difficulties associated with staying away from home might include loneliness and emotional disturbance while they struggled with independent living quite far away from parental support. However, the parents who envisaged personal difficulties also had a clear idea of how they would support their children through such difficulties and were confident that their children would adapt quite quickly to the challenges of further and higher education. D's mother sketched a clear picture of difficulties and a family support plan:

> *If you're away at university you don't have your parents to fall back on if you have a problem. She'll miss her old circle of friends, she knows everything about them. It's really too early to say how she would cope but I would say, give it your best shot, I would encourage her to stick it out, she could come home some weekends and we have a big family who could visit her other weekends.*

Some parents preferred FE college to university because their children could stay at home while they were studying:

> *If the course she wants to do is available locally I'd prefer that – she wouldn't need as much support as she would if she was living away – she'd still need some, but not so much.*

E's mother remarked that *'he's a very friendly boy, he'll speak to anybody'*, but K's mother was realistic about *'culture shock in the first few months means she'll need some* support', although she was also optimistic – *'once she's immersed in work and social things, she'll be OK'*.

Those who predicted that their children would experience few personal difficulties in adjusting to a university context pointed out that their child *'was a good mixer'*, or that *'she's never had any problems making friends and fitting into school'*. Another reason for believing that their children would *'fit in'* at university was that they were developing interests and competences in areas such as sport that could provide a route to making new friends through membership of university clubs. *'J does swimming training five times a week with a club, and she does competitions'*. For the most part, interviewees were realistic about personal adjustment difficulties their children might face in university but confident that the difficulties could be overcome.

Parents oppose going straight to work at age sixteen

Only two parents believed that their child wanted to go straight to work at age sixteen and supported this choice.   One other parent said that his daughter did not plan to go into further or higher education, but this was because:

> *V wants to be a policewoman … so I'm hoping she'll have the height.*

If this aspiration was not realised, the father would strongly encourage post-sixteen education. However, he seemed unaware that post-school education might be an advantage in accessing police work.

The other parent said (after confirming her impression with her son during the interview) that he:

> *Just wants to be footballer – whatever he wants is fine with me – he'll go straight to work.*

This parent's interview responses were quite unlike those of any of the other parents in the sample in that her son's achievement of post-school qualifications was not an issue for her. She was unable to think of either advantages or disadvantages in her son's chosen path, and if this path could not be accessed she was happy to deal with that problem when it arose, unlike most of the parents who already had contingency plans in the case of a first choice falling through.

All the other parents said that, even if their child expressed a preference for going straight to work at age sixteen, they would be reluctant to support such a choice. They believed that sixteen year old school leavers had little prospect of accessing work with prospects.   One parent's account of his children's knowledge of the consequences of leaving school without qualifications captures the views of many of the other interviewees:

> *My kids know what goes on, they talk to friends about what happens after school; our teenage babysitter left school early, she's pregnant and has no job, so my kids don't need to look far to see the disadvantages of not having an education.*

Parents who had no post-school qualifications themselves said that they had *'learned the hard way'* that opportunities for work with training and education were rare and that direct entry to work at age sixteen was likely to lead to *'dead-end jobs'.* Parents who had taken this route, often because of perceived lack of alternatives, quite angrily reported that it had *'doomed'* them to minimum wage, insecure, stultifying, *'poxy'* jobs.   With only a couple of exceptions, parents who had experienced such work were determined to save their children from it, and the lifestyle limitations it brought.   One parent who lived on benefits said with some feeling:

> *Once you get into a low paid job you're stuck for life; I'd love him to go to uni – that's my dream.*

Most parents understood that, even if their children achieved little at Standard Grade, there were FE college options. This understanding was summed up by P's mother who said:

> *FE College definitely, and we'll take it from there.*

Parents' regrets that they did not go to further or higher education

An important sub-theme is parents' regrets about their own lack of education. A common stereotype is that parents with no post-school education will be less enthusiastic than their better educated counterparts about helping their child to access further and higher education. The interview data provides almost no support for this stereotype. Almost all poorly educated parents were quite painfully aware of the disadvantages they suffered as a consequence of missing out on post-school education and they were determined to do all they could to ensure that their children had opportunities to access further and higher education qualifications. The mother of a child entitled to free school meals compared her graduate sister's enviable lifestyle to her own poverty:

> *I missed the chance of a good lifestyle, with the money to buy fancy clothes, and I want L not to have to feel so inferior when she has to have anything to do with folk from snobby places.*

This mother had made up her mind that her daughter would go to university.

However, although parents who had no post-school qualifications were determined that their children would have better educational opportunities, they often lacked information about the demands of university study. For instance, many of these parents underestimated how difficult it might be for their children to juggle evening and weekend work to augment student loans and still meet their university course demands. They tended to understand the emotional demands that university might make in terms of being *'a good mixer'*; because they had not trod this path themselves they could not envisage other emotional stressors, such as demands to engage in self-regulated learning.

Children will go to FE colleges if they want training for a specific job

Some of the parents who had no post-school qualifications strongly encouraged their children in university aspirations, but others said that the choice would depend on their child's work aspirations. One such parent's explanation was typical:

> *If G wants to be a florist there's a course for her at Motherwell College, but if she wanted to be a lawyer she would need to go to university.*

Of the parents who would support their child's preference to go to an FE college at age sixteen, the main reason for their support was a perception that such courses offered specific training for the child's preferred occupation. For instance, parents were aware that FE colleges provided training in nursery nursing and hairdressing that usually led to employment at the end of a one- or two-year course. The perceived advantage of such courses was that they equipped young people for entry to a chosen occupation.

> *B has always wanted to work with animals and there's an animal nurse course in the FE College near here, so for B it would be high school then college.*

These parents seemed to believe that FE college courses were much more vocationally relevant than undergraduate courses in universities. There seemed to be little awareness that a child with an interest in motor mechanics, for instance, might benefit from considering the alternative of a motor vehicle engineering course in a university.

Graduate parents tended to give less weight than their non-graduate counterparts to their children's eventual career interests in judging whether to encourage them to aspire to

university or FE college. One graduate parent summed up her judgement that university was better for her child as:

> *Education is the most important thing – after that he can decide what to do with it.*

Higher income and wider choice of work are the main benefits of further and higher education

The range of responses covered four broad reasons for parents' endorsement of their children's choices relating to further or higher education. Parents believe that higher and further education qualifications are likely to lead to:

1   financial rewards: work that brings above average income and financial security

2   greater choice of work, therefore more likely to match personal interests

3   work that offers an above average social environment (eg stimulating colleagues, pleasant physical environment)

4   personal development (this reason was offered by a minority of parents).

These reasons emerged in the interviews regardless of whether parents wanted their children to go to FE college or university.   Several parents described these benefits as *'self-evident'.* One mother, herself a teacher, had two daughters at university as well as her P6 daughter and could not imagine that any other educational destination would bring these benefits.

Perceptions of the above benefits appeared to have been formed from the parents' own education and workplace experience, from talking with members of their extended family and with friends.   Of the parents who had not been to university themselves, a significant minority had relatives who had a university education. Non-graduate parents who were fairly sure that their first choice for their child was a university course tended to mention other family members who were at university, or who had graduated:

> *Her big sister's at uni, and she just loves the life there.*

Another reported that:

> *His uncle went to university – and he has a job with good money.*

One respondent reported:

> *My sister went to university and my daughter has a lot of contact with this aunt – she can see the money she has to spend and the places she gets to through her job.*

One father, who had a Higher National Diploma himself, was quite sure that:

> *Qualifications bring much more in job prospects.*

Financing post-school education, especially away from home, involves serious sacrifices

The parents were also asked to say whether they believed that entry to further or higher education would bring any disadvantages or difficulties for their children or themselves. The following two broad related reasons emerged from their responses:

1   cost to the family
2   staying away from home or travel to university.

Where both parents were in work, they tended to express views similar to a father with a Higher National Diploma and a reasonable income:

> *There are no real disadvantages; I would find the money somewhere and if he chooses the wrong course or one that's too hard for him, he can choose another.*

The cost of study was perceived to be much higher, and therefore more of a problem, if their children opted to undertake university courses rather than choosing the often more locally based FE college courses. Plainly, staying away from home pushes up costs, and parents rarely mentioned that living away from home might bring personal development advantages. When asked to comment on such advantages, most parents whose children were eligible for free school meals or who mentioned modest incomes, said that additional costs of staying away from home outweighed any advantages. One exception was a parent who lived in a country area who saw the advantages of staying in a city as follows:

> *She would see things she wouldn't see in the country. When it comes to picking a career, she would know if she wants a career in the city.*

However, staying at home did not entirely deal with financial pressures: as C's parent observed:

> *Travelling to university might be a problem.*

A graduate parent in the Strathclyde area pointed out that *'there's five universities on our doorstep'.* Some parents mentioned that the shorter duration of FE college courses would bring cost savings, not only because the children could stay at home but because they would be able to enter the job market sooner than if they had gone to university.

While most parents said that the costs of further and higher education would put pressure on their family income, most parents also insisted that lack of money would not prevent their child from pursuing their chosen course. Parents in the lower income groups said that, because they believed that the benefits of college or university education were so great, they would *'take on extra part-time jobs'* to make their child's participation financially possible. One such parent summed up the general view:

> *I would break my back to get help for him.*

When some parents described their precarious financial situation it was clear that they would struggle to augment a student child's income. C's mother had *'scrimped and saved'* to make sure her daughter could go to university and others had *'saved up a bit'* to help with university expenses. One parent who was keen on university for her P6 daughter was pessimistic about her ability to help her financially:

> *I have four children and, much as I'd like to, it's just not possible for me to help all four with university costs.*

They also expected their children to contribute to the cost of their further and higher education through part-time employment. Parents who had neither themselves participated in post-school education nor had other student children had only the vaguest idea that student loans might be available and no idea that student loan repayment conditions were more favourable than those attached to other types of loan.

Advantages/disadvantages of accessing university through further education are equally balanced

Some parents in the sample had gone to university themselves after they had completed a course in an FE college (eg an Access course or a Higher National Certificate/Diploma). These parents were generally positive about using such courses as an alternative way of accessing university (eg to begin a B.Ed course, or as a means of entry to the second or third year of a degree course in engineering or marketing after completing a Higher National Certificate/Diploma). One of these parents said:

> *It depends on how mature R is when she's seventeen or eighteen.*

However, another parent remarked:

> *I enjoyed the FE Access course but I wish I had gone to uni straight from school,*

while one other thought:

> *It wouldn't bother me if she went to FE and then uni, it would be a bridging, show her the expectations of advanced study … but she would benefit more from going straight to uni in the first place.*

Therefore, parents with graduate level qualifications tended to value courses in FE colleges as a stepping stone to more advanced qualifications rather than as a means to a job. Such courses were considered if a child had a strong practical bent.

For the majority of non-graduate parents, university and FE college destinations were equally acceptable, with the choice depending often on the child's eventual occupational choice. Graduate parents aimed to open up career possibilities for their child, and believed that a degree served this purpose more effectively than a further education qualification. One parent remarked

> *Although I didn't use my subject, my degree was a factor in the lending support for our business that we got from the bank; it's like they know you've done certain things; the experience you get is worth something, I've never regretted it.*

One mother who had achieved a qualification in management through employer sponsorship provided an interesting example of the limits of a vocational qualification. She pointed out that, when she became redundant, her inability to evidence a broader education through the possession of a first degree disadvantaged her in accessing a similar level post. She was very clear that her first choice for her daughter was university *'straight from school'.*

Of the parents who had not participated in further education themselves, very few were aware of how it could provide access to university. It was explained during the interview that an FE qualification could provide such access as well as preparation for specific jobs. It was quite difficult for these parents to offer a view on this educational pathway, since they had not had time to think about it. One mother thought that it would be a suitable route *'if she's not sure at sixteen',* while another thought *'she could go there and not like it, and be put off university in the longer run'.*

Most parents who had heard of accessing university through FE had either used the route themselves or were graduates. While some parents who had gone straight from school to university would support their children's decision to use the FE route, in general they saw it as an unnecessarily circuitous route to university. Their views can be summed up by the parent who said:

> *Only if it's a subject it works for, and to be honest it's better to go straight there – going via FE is prolonging the agony.*

4.3   Summary of interview data

Whether or not parents have participated in further and higher education themselves, they are keen for their children to do so; they have a clear picture of the benefits of participation and an accurate notion of the quite severe disadvantages of failing to achieve qualifications. FE colleges are quite strongly perceived as providers of specific 'trades' education and as being particularly suitable for young people who have decided what they want to be. They are also perceived by some parents to provide a safety net for young people who do not achieve university entrance qualifications. According to parents, such young people would use FE colleges to gain an initial qualification for work in a chosen occupational area or as a stepping stone to university.

5.   Summary of findings and conclusions

The quite high level of convergence between parent and pupil views supports the impression from the parent interviews that they talk to their children about the importance of gaining qualifications and about how this can be achieved. The data from the parent interviews suggest that, where there are differences between parents' and pupils' information and aspirations, these probably arise because parents were trying to simplify issues for children who were only ten or eleven years old. Taking the pupil and parent data together, the picture it provides can be summarised as follows:

Eighty-nine percent of the pupils were confident that their parents would like them to go to university. Overall, 43% of pupils indicated that they would like to go to university, and another 13% opted for further education. Almost all parents interviewed believed that their children wanted to participate in further or higher education and they shared and intended to support those perceived aspirations.

Pupils were more aware of university than of further education provision, which might account for the relatively small percentage of pupils expressing interest in the further education sector. The vast majority of parents were aware of what both sectors offered.

Fifty percent of the girls, compared with 37% of the boys, said they wanted to go to university, but there were no such discernible differences in parental aspirations.

Seventy percent of pupils connected good exam results at secondary school with entry to university. Parents were also results conscious, to the extent that achieving such results was the major uncertainty expressed by all the parents with university aspirations for their children, and parents who had not participated in further and higher education themselves were unsure whether their children were *'clever enough'* to go to university.

Parents' and pupils' views on the benefits of a university education converged strongly. The majority of pupils and all the parents who saw a university degree as a first choice believed that very substantial benefits flowed from higher education. At least 80% of pupils believed that university education brought an interesting job and well-paid job, and 74% believed that being successful was another benefit. The vast majority of pupils believed they would make new friends and enjoy themselves, and that they would be studying subjects they liked.

Perceptions of benefits of further and higher education appeared to have been formed from the parents' own education and workplace experience, from talking with members of their extended family and with friends.

A large majority of pupils and almost all the parents broadly believed that any difficulties arising from university study could be addressed. However, parents were less sanguine than their children about costs, pointing out that supporting a student would involve family sacrifices, although all parents emphasised that they were very willing to make almost any sacrifice required.

Parents perceived that the cost of study was much higher, and therefore more of a problem, if their children opted to undertake university courses rather than choosing the often more locally based FE college courses.

Seventy per cent of pupils said they would like to visit a university to see what it is like and 37% said they knew how to find out about going to university. Almost all the parents would welcome such visits and wanted more information about university entrance and study.

Generally, the pupils rated themselves highly on measures of attitudes to school, and their self-concept was very positive. Almost all the parents painted a similarly positive picture of their children.

Parents believed that their children were too young to have firm views about what subjects they wanted to study in university. Working with their children's interests and aspirations is a strong sub-theme in the interview data.

Almost all poorly educated parents were quite painfully aware of the disadvantages they suffered as a consequence of missing out on post-school education and they were determined to do all they could to ensure that their children had opportunities to access further and higher education qualifications.

Most parents understood that, even if their children achieved little at Standard Grade, there were FE college options.

Of the parents who would support their child's preference to go to an FE college at age sixteen, the main reason for their support was a perception that such courses offered specific training for the child's preferred occupation.

Most parents who had heard of accessing university through further education (eg to begin a B.Ed course, or as a means of entry to the second or third year of a degree course) had either used the route themselves or were graduates. Parents who had used this route were generally positive about it. Parents who had gone straight from school to university would support their children's decision to use the FE route, but they saw it as an unnecessarily circuitous route to university.

Recommendations

The study targeted pupils (and their parents) in locations where participation in further and higher education is seen to be low and pupil and parent samples included pupils entitled to free school meals. What is perhaps surprising is that, while the majority of pupils, with their parents' full support, aspire to further and higher education, a minority of young people from these locations have in recent years achieved entrance qualifications for higher education. Given the educational aspirations expressed in this sample and the modest percentage of young people who actually achieve higher education entrance qualifications, strong measures for supporting young people's academic study might well be a main plank in widening access. This discrepancy between apparent aspiration and actual fulfilment of those aspirations raises questions about why young people who aspire to higher education in P6 are unable to qualify for entry to it. The following forms of support might be helpful in opening access to both further and higher education:

- support from P6 onwards in remaining focused on academic work and being encouraged to believe they are capable of higher education

- the minority of pupils whose self-concept was in the lowest quartile might require special measures to boost their academic achievements, since failure to achieve might be depressing self-concept

- clear explanations that vocational ambitions can be achieved through either further or higher education.

Other forms of support indicated by the data from parents and pupils include:

- experiences such as those provided by the GOALS Project that provide information for *both parents and children* about what is involved in being a student

- specific information about student loans and other means of student financial support

- emphasising that it is possible for many young people to attend a local university

- Clear explanations of further education routes to university.

Appendix 1

Instruments:

Pupil Questionnaire

Parent Questionnaire

Parent Interview Schedule

GOALS PROJECT

QUESTIONNAIRE FOR PRIMARY 6 PUPILS

"What I might do when I leave school"

We are interested in finding out what people in Primary 6 think about what they might do in the future. Please read everything very carefully and answer all the questions.

This is not a test and there are no right or wrong answers.

The answers you give to the questions on this questionnaire will be treated in confidence. No one will see what you write apart from the researchers at the University, so you can feel free to say what you think.

You can ask your teacher to help if you do not understand a question, but you should write what you think.

Please tell us your name and school

Name:

School:

I am a   Boy: ❑   Girl: ❑ (Please tick)

Questions about you and what you think of school

1. Read each sentence and decide your answer. There are 5 possible answers 'True' and 'False' and three answers in between.

There are 5 boxes next to each sentence and the answers are written at the top of the boxes. Choose your answer and tick the box under the answer you have chosen.

			False	Mostly False	Sometimes False Sometimes True	Mostly True	True
1	I am good at all school subjects	1	q	q	q	q	q
2	I do lots of important things	2	q	q	q	q	q
3	I enjoy doing work in all school subjects	3	q	q	q	q	q
4	In general, I like being the way I am	4	q	q	q	q	q
5	I get good marks in all school subjects	5	q	q	q	q	q
6	Overall, I have a lot to be proud of	6	q	q	q	q	q
7	I learn things quickly in all school subjects	7	q	q	q	q	q
8	I can do things as well as most other people	8	q	q	q	q	q

			False	Mostly False	Sometimes False Sometimes True	Mostly True	True
9	I am interested in all school subjects	9	q	q	q	q	q
10	Other people think I am a good person	10	q	q	q	q	q
11	I look forward to all school subjects	11	q	q	q	q	q
12	A lot of things about me are good	12	q	q	q	q	q
13	Work in all school subjects is easy for me	13	q	q	q	q	q
14	I'm as good as most other people	14	q	q	q	q	q
15	I like all school subjects	15	q	q	q	q	q
16	When I do something, I do it well	16	q	q	q	q	q

Questions about what you can do in the future

There are lots of things you can do when you leave school. Some people get jobs, others go on to further study at college or university.

We are interested in finding out what you know about universities and colleges.

Please read each of the statements below and tick 'yes' if you think it is correct, 'no' if you think it is wrong or 'not sure'.

2.   A university is a place you can go to:

(tick 'yes' or 'no' or 'not sure')

	Yes	No	Not sure
1. when you are 17 or 18	q	q	q
2. to get a degree	q	q	q
3. to study for 3 or more years	q	q	q
4. to get trained for a job like plumber, electrician, nursery nurse, hairdresser	q	q	q
5. to be able to become a doctor, dentist, teacher or some other job like these	q	q	q

3.   A further education college is a place you can go to:

(tick 'yes' or 'no' or 'not sure')

	Yes	No	Not sure
1. when you are 16	q	q	q
2. to get trained for a job like plumber, electrician, nursery nurse, hairdresser	q	q	q
3. to study for 1 year (although you can stay on for extra years)	q	q	q
4. to study at the same time as having a job	q	q	q
5. to be able to become a doctor, dentist, teacher or some other job like these	q	q	q

4. Here is a list of things you can do when you get to school-leaving age. Choose the one that you think you would <u>MOST</u> like to do.

If you don't know, then tick number 8 'don't know'.

You might have thought of doing something else. In this case tick number 9 and write what you would like to do in the box.

1.	Leave school at 16 and get a job	❑
2.	Leave school at 16 and get a job with training	❑
3.	Leave school at 16 and go to a further education college	❑
4.	Stay on at school until I am 17 or 18 and then get a job	❑
5.	Stay on at school until I am 17 or 18 and then get a job with training	❑
6.	Stay on at school until I am 17 or 18 and then go to a further education college	❑
7.	Stay on at school until I am 17 or 18 and then go to a university	❑
8.	Don't know	❑
9.	None of these things	❑

If you have chosen none of these things and know what you would like to do, please write it in the box:

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5. If someone said to you that they think you should go to university, how would you feel about it?

Read carefully each of the following statements and say how much you agree with it.

Tick the box under the heading which best says how much you agree. If you don't know, tick the box at the end of the row.

		Disagree a lot	Disagree a little	Agree a little	Agree a lot	Don't know
1	If I go to university I'll get a more interesting job at the end of it.	q	q	q	q	q
2	I think it would cost too much to go to university.	q	q	q	q	q
3	I think the work at university would be too difficult for me.	q	q	q	q	q
4	If I go to university I'll get a well-paid job at the end of it.	q	q	q	q	q
5	I would not like to go to university because I would need to spend a lot of years studying.	q	q	q	q	q
6	If I go to university I'll get to study subjects I like.	q	q	q	q	q
7	I would not like to go to university as I want to start earning money as soon as possible.	q	q	q	q	q
8	If I go to university I'll make new friends and have a good time.	q	q	q	q	q
9	If I go to university I'll be successful.	q	q	q	q	q
10	People at university will be different from my family and friends and I won't fit in.	q	q	q	q	q

6. Think about these statements and answer 'yes', 'no' or 'don't know'.

		Yes	No	Don't know
1	I think my mum or dad would like me to go to university.	q	q	q
2	I have an older brother or sister who wants to go to university.	q	q	q
3	I have an older brother or sister who goes to university.	q	q	q
4	I have friends who want to go to university.	q	q	q
5	I know somebody else who goes to university.	q	q	q
6	If I get good exam results at secondary school I can go to university	q	q	q
7	I have heard good things about being at university on TV.	q	q	q
8	I think that students are really short of money.	q	q	q
9	I have seen things about being a student on the internet (for example, on web-pages or in chat rooms).	q	q	q
10	I would like to visit a university to find out what it is like.	q	q	q
11	I know how to find out about going to university.	q	q	q

Thank you very much for filling in this questionnaire.

University of Strathclyde
Education

RESEARCH FOR THE GOALS PROJECT

Confidential Questionnaire for Parents

We would be very grateful if you could take a few minutes to answer some questions about yourself.

All information you provide will be treated in strictest confidence and will be available only to the research team in the University of Strathclyde. When you have completed the questionnaire, please seal it in the envelope provided and return it to the school. This will be passed on to the researchers unopened.

In this questionnaire we refer to parents. By this we mean adults with the responsibility for the care of a child or children in the family. Two columns are provided for information about both parents and we would be grateful if you could give information on both, if possible. If you are a sole parent, please just fill in one column.

1. Please tell us about **your own** education and training.

Have you taken part in training or studying since leaving school?

Female parent: Yes ▢   No ▢   Male parent: Yes ▢   No ▢

If you answered 'yes', please tick the boxes below that apply to you. If you answered 'no' go to question 2.

I have:	Female parent	Male parent
completed an apprenticeship		
a Higher National Certificate or Diploma (HNC/HND)		
a university degree		
a professional qualification (e.g. teaching or social work)		
Other: Please state ……………………………………………………………………		

2.   Please tell us about **your own** situation:

	Female parent	Male parent
I am in full-time paid employment		
I am in part-time paid employment		
I have been unemployed for more than 2 years		
I am doing full-time study		
I am doing part-time study		

Other: Please state …………………………………………………………………

3.   What is your ethnic origin? Please tick the box which best describes your cultural background.

	Female parent	Male parent
Scottish Asian or Asian		
Scottish Black or Black (African or Caribbean)		
Mixed (please give details)		
Any white background (please give details, eg Scottish, Irish, Polish)		
Any other ethnic group (please give details)		

4.   Is your child entitled to free school dinners (even though he/she might not take them)?

Yes ☐   No ☐

5.   Please tell us the name of your child who is in Primary 6.

…………………………………………………………………..

Thank you for filling in this questionnaire.

Please put it in the envelope marked 'confidential parent questionnaire' and then seal it and return it to the school as soon as possible.

GOALS PROJECT

PARENT INTERVIEW SCHEDULE (PARENTS OF P6 PUPILS)

We are interested in finding out what parents of Primary 6 pupils think about what education or training their children might undertake when they are aged 16-18.

The information you give me will be strictly confidential and will only be shared with the research team at the University Of Strathclyde. Please feel free to say what you think.

QUESTIONS

(Establish name of child and use it during the interview)

1. **X is now in Primary 6. Have X or you been thinking at all about the three main options when he/she is 16? For example, he/she might:**

   look for a job straight from school

   go to a further education college (provide a sentence or two about this option – eg X could get a qualification in catering, child care, painting and decorating)

   go to university (provide a sentence or two about this option – eg X could get a degree in computing, engineering, science, teaching)

   Have you any idea which of these options X might choose?

   If parent responds with an option, use the follow up questions below:

   If parent mentions <u>looking for a job</u>, ask:

   what sort of job might be sought, with prompts if necessary, eg hairdresser, nursery/care assistant , working in Macdonald's/Burger King, building apprenticeship);

   will this involve some kind of training - what sort of training?

   what are the main advantages to X in getting a job straight after school?

   are there any disadvantages to X in getting a job straight after school?

   If parent mentions going from <u>school to an FE college</u>, ask about:

   occupational area – and prompt if necessary with examples eg catering, child care, computing, sport, building/construction, engineering.

   the main advantages to X in going to an FE college straight after school.

   any disadvantages to X in going to an FE college straight after school?

If parent mentions going from school <u>to a university</u>, ask about:

    subjects – and prompt if necessary with examples, eg engineering, nursing, teaching, computing, social work, community work

    the main advantages to X in going to a university straight after school

    any disadvantages to X in going to a university straight after school?

  Whichever option is mentioned, ask:

    Would your choice be the same as X's choice?

If the response is uninformative, eg 'it's up to X/whatever makes X happy/ I don't know', ask what option parent would prefer for X (remind again of 3 options).

If parent does not mention further education, or university, ask if parent has thought about these options for X.

If FE college or university is not a preferred option, ask parent why these are not preferred options.

2. If X wanted to go to university:

  what difficulties would he/she face? (If necessary, prompt, eg peer pressure, getting a place at university, not knowing anyone at first)

  How could you help X to overcome these difficulties?

  How easy would it be for you to provide this support?

3. If X wanted to go to an FE college

  what difficulties would he/she face? (If necessary, prompt, eg peer pressure, getting a place)

  How could you help X to overcome these difficulties?

  How easy would it be for you to provide this support?

  Would the amount or type of support be different if X goes to an FE college rather than a university?

4. Do you know of any sources of help for students?

5. **Do you have any other concerns about X going to university? (Prompt if necessary, eg X might not fit into family so well)**

6. **Are you aware that X could go first to an FE college and then on to a university?**

   what would be the advantages of this for X?

   what would be the disadvantages of this for X?

7. **Would you like to find out more about these options we have discussed? (If so, suggest readily accessible source).**

Appendix 2

Statistical data

Inferential statistics

Note: As most of the survey data is nominal data, chi-square has been used to investigate it for statistically significant differences. The statements which allowed for degrees of agreement were analysed initially using Kruskal-Wallis, but the results were the same as applying chi-square, so for consistency that statistic has been used.

Chi-square is based on distributing responses between groups according to the total number in the categories of respondent and data and calculating an estimated count for each cell. Where the actual responses deviate from the expected, differences emerge from which it may be inferred that the groups of respondents are reporting different views.

The responses were analysed for differences according to authority location (ie rural, urban, Lanarkshire or Glasgow) and gender.

When comparing the results based on the SDQ-I scales, the sample was divided into quartiles and therefore 4 groups of approximately equal size were formed. The data were analysed using chi-square for nominal data and analysis of variance for the 'extent of agreement statements' with Scheffe's post-hoc analysis to identify which groups contributed to the significant differences.

In all cases, the level of statistical significance was set at $p < .05$.

1.   Knowledge and awareness of higher and further education

Differences according to grouped authorities:

Question 2.5:   A university is a place where you can learn to become a doctor, dentist, teacher or some other job like these.

Crosstab

			LAGROUP				
			Rural	Lanarks	Urban	Glw	Total
Q25	yes	Count	27	55	85	144	311
		Expected Count	33.0	55.0	81.7	141.4	311.0
		% within LAGROUP	64.3%	78.6%	81.7%	80.0%	78.5%
	no	Count	6	7	7	5	25
		Expected Count	2.7	4.4	6.6	11.4	25.0
		% within LAGROUP	14.3%	10.0%	6.7%	2.8%	6.3%
	not sure	Count	9	8	12	31	60
		Expected Count	6.4	10.6	15.8	27.3	60.0
		% within LAGROUP	21.4%	11.4%	11.5%	17.2%	15.2%
Total		Count	42	70	104	180	396
		Expected Count	42.0	70.0	104.0	180.0	396.0
		% within LAGROUP	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson chi-square = 13.737; p=.033

Question 3.4: A further education college is a place you can go to study at the same time as having a job.

Crosstab

			LAGROUP				
			Rural	Lanarks	Urban	Glw	Total
Q34	yes	Count	13	38	72	105	228
		Expected Count	24.2	40.3	59.9	103.6	228.0
		% within LAGROUP	31.0%	54.3%	69.2%	58.3%	57.6%
	no	Count	10	12	10	26	58
		Expected Count	6.2	10.3	15.2	26.4	58.0
		% within LAGROUP	23.8%	17.1%	9.6%	14.4%	14.6%
	not sure	Count	19	20	22	49	110
		Expected Count	11.7	19.4	28.9	50.0	110.0
		% within LAGROUP	45.2%	28.6%	21.2%	27.2%	27.8%
Total		Count	42	70	104	180	396
		Expected Count	42.0	70.0	104.0	180.0	396.0
		% within LAGROUP	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson chi-square: 18.570; p = .005

Differences according to gender:

Question 2.4: A university is a place you go to get trained for a job like a plumber, electrician, nursery nurse, hairdresser

Crosstab

			GENDER		Total
			boy	girl	
Q24	yes	Count	82	83	165
		Expected Count	77.5	87.5	165.0
		% within GENDER	44.1%	39.5%	41.7%
	no	Count	78	68	146
		Expected Count	68.6	77.4	146.0
		% within GENDER	41.9%	32.4%	36.9%
	not sure	Count	26	59	85
		Expected Count	39.9	45.1	85.0
		% within GENDER	14.0%	28.1%	21.5%
Total		Count	186	210	396
		Expected Count	186.0	210.0	396.0
		% within GENDER	100.0%	100.0%	100.0%

Pearson chi-square = 12.093; p = .002

Question 3.1: a further education college is a place you can go to when you are 16.

Crosstab

			GENDER		Total
			boy	girl	
Q31	yes	Count	91	100	191
		Expected Count	90.0	101.0	191.0
		% within GENDER	48.7%	47.6%	48.1%
	no	Count	53	37	90
		Expected Count	42.4	47.6	90.0
		% within GENDER	28.3%	17.6%	22.7%
	not sure	Count	43	73	116
		Expected Count	54.6	61.4	116.0
		% within GENDER	23.0%	34.8%	29.2%
Total		Count	187	210	397
		Expected Count	187.0	210.0	397.0
		% within GENDER	100.0%	100.0%	100.0%

Pearson chi-square = 9.727; p = .008

Question 3.2: A further education college is a place you can go to get trained for a job like a plumber, electrician, nursery nurse or hairdresser

Crosstab

			GENDER		
			boy	girl	Total
Q32	yes	Count	82	99	181
		Expected Count	85.0	96.0	181.0
		% within GENDER	44.1%	47.1%	45.7%
	no	Count	63	39	102
		Expected Count	47.9	54.1	102.0
		% within GENDER	33.9%	18.6%	25.8%
	not sure	Count	41	72	113
		Expected Count	53.1	59.9	113.0
		% within GENDER	22.0%	34.3%	28.5%
Total		Count	186	210	396
		Expected Count	186.0	210.0	396.0
		% within GENDER	100.0%	100.0%	100.0%

Pearson chi-square =14.346; p = .001

Question 3.4: A further education is a place you can go to study at the same time as having a job.

Crosstab

			GENDER		
			boy	girl	Total
Q34	yes	Count	113	115	228
		Expected Count	107.1	120.9	228.0
		% within GENDER	60.8%	54.8%	57.6%
	no	Count	39	19	58
		Expected Count	27.2	30.8	58.0
		% within GENDER	21.0%	9.0%	14.6%
	not sure	Count	34	76	110
		Expected Count	51.7	58.3	110.0
		% within GENDER	18.3%	36.2%	27.8%
Total		Count	186	210	396
		Expected Count	186.0	210.0	396.0
		% within GENDER	100.0%	100.0%	100.0%

Pearson chi-square = 21.575; p = .000

2. Question 4: What they hoped to do on leaving school

No differences based on authority

Differences based on gender:

Q4SUMM * GENDER Crosstabulation

			GENDER boy	GENDER girl	Total
Q4SUMM	get job	Count	43	43	86
		Expected Count	40.9	45.1	86.0
		% within GENDER	23.2%	21.1%	22.1%
	go to FE	Count	28	25	53
		Expected Count	25.2	27.8	53.0
		% within GENDER	15.1%	12.3%	13.6%
	go to uni	Count	68	102	170
		Expected Count	80.8	89.2	170.0
		% within GENDER	36.8%	50.0%	43.7%
	other	Count	46	34	80
		Expected Count	38.0	42.0	80.0
		% within GENDER	24.9%	16.7%	20.6%
Total		Count	185	204	389
		Expected Count	185.0	204.0	389.0
		% within GENDER	100.0%	100.0%	100.0%

Pearson chi-square = 7.861; p = 0.049

3. Question 5 – Attitudes to university study

No differences based on local authority

Differences based on gender

Question 5.5: I would NOT like to go to university because I would need to spend a lot of years studying.

Crosstab

			GENDER		
			boy	girl	Total
Q55	don't know	Count	17	19	36
		Expected Count	16.9	19.1	36.0
		% within GENDER	9.2%	9.1%	9.2%
	disagree a lot	Count	82	131	213
		Expected Count	100.3	112.7	213.0
		% within GENDER	44.3%	63.0%	54.2%
	disagree a little	Count	26	30	56
		Expected Count	26.4	29.6	56.0
		% within GENDER	14.1%	14.4%	14.2%
	agree a little	Count	34	19	53
		Expected Count	24.9	28.1	53.0
		% within GENDER	18.4%	9.1%	13.5%
	agree a lot	Count	26	9	35
		Expected Count	16.5	18.5	35.0
		% within GENDER	14.1%	4.3%	8.9%
Total		Count	185	208	393
		Expected Count	185.0	208.0	393.0
		% within GENDER	100.0%	100.0%	100.0%

Pearson chi-square = 22.904; p = .000

4.   Question 6 – Influences on participation

Differences based on authority:

Question 6.4: I have friends who want to go to university

Crosstab

			LAGROUP				
			Rural	Lanarks	Urban	Glw	Total
Q64	yes	Count	30	61	68	111	270
		Expected Count	29.1	47.1	72.0	121.8	270.0
		% within LAGROUP	71.4%	89.7%	65.4%	63.1%	69.2%
	no	Count	4	1	8	19	32
		Expected Count	3.4	5.6	8.5	14.4	32.0
		% within LAGROUP	9.5%	1.5%	7.7%	10.8%	8.2%
	not sure	Count	8	6	28	46	88
		Expected Count	9.5	15.3	23.5	39.7	88.0
		% within LAGROUP	19.0%	8.8%	26.9%	26.1%	22.6%
Total		Count	42	68	104	176	390
		Expected Count	42.0	68.0	104.0	176.0	390.0
		% within LAGROUP	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson chi-square: 18.446; p= .005

Question 6.6: If I get good exam results at secondary school I can go to university

Crosstab

			LAGROUP				
			Rural	Lanarks	Urban	Glw	Total
Q66	yes	Count	27	60	79	113	279
		Expected Count	30.0	49.2	74.2	125.6	279.0
		% within LAGROUP	64.3%	87.0%	76.0%	64.2%	71.4%
	no	Count	0	1	3	8	12
		Expected Count	1.3	2.1	3.2	5.4	12.0
		% within LAGROUP	.0%	1.4%	2.9%	4.5%	3.1%
	not sure	Count	15	8	22	55	100
		Expected Count	10.7	17.6	26.6	45.0	100.0
		% within LAGROUP	35.7%	11.6%	21.2%	31.3%	25.6%
Total		Count	42	69	104	176	391
		Expected Count	42.0	69.0	104.0	176.0	391.0
		% within LAGROUP	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson chi-square = 17.331; p = .008

Question 6.9:   I have seen things about being a student on the internet (for example on web-pages or in chat rooms)

Crosstab

			LAGROUP				
			Rural	Lanarks	Urban	Glw	Total
Q69	yes	Count	31	43	32	48	154
		Expected Count	16.5	27.2	41.0	69.3	154.0
		% within LAGROUP	73.8%	62.3%	30.8%	27.3%	39.4%
	no	Count	6	21	59	97	183
		Expected Count	19.7	32.3	48.7	82.4	183.0
		% within LAGROUP	14.3%	30.4%	56.7%	55.1%	46.8%
	not sure	Count	5	5	13	31	54
		Expected Count	5.8	9.5	14.4	24.3	54.0
		% within LAGROUP	11.9%	7.2%	12.5%	17.6%	13.8%
Total		Count	42	69	104	176	391
		Expected Count	42.0	69.0	104.0	176.0	391.0
		% within LAGROUP	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson chi-square = 52.828; p= .000

Q6.10: I would like to visit a university to find out what it is like

Crosstab

			LAGROUP				
			Rural	Lanarks	Urban	Glw	Total
Q610	yes	Count	10	41	89	141	281
		Expected Count	29.5	49.7	74.9	126.8	281.0
		% within LAGROUP	24.4%	59.4%	85.6%	80.1%	72.1%
	no	Count	22	25	9	28	84
		Expected Count	8.8	14.9	22.4	37.9	84.0
		% within LAGROUP	53.7%	36.2%	8.7%	15.9%	21.5%
	not sure	Count	9	3	6	7	25
		Expected Count	2.6	4.4	6.7	11.3	25.0
		% within LAGROUP	22.0%	4.3%	5.8%	4.0%	6.4%
Total		Count	41	69	104	176	390
		Expected Count	41.0	69.0	104.0	176.0	390.0
		% within LAGROUP	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson chi-square = 73.441; p=.000

No differences based on gender.

SDQ-1:   Attitude to school and self-esteem

1. Difference based on gender on self-concept of how well they are doing at school

Self- concept of how well they are doing at school: gender differences

	mean score	mean difference	t-score	probability
boys	28.57	1.222	2.051	.005
girls	29.80			

2. Differences in survey data based on self-concept scales re how well they are doing at school and self-esteem

Question 2

Knowledge of higher education – differences found in relation to <u>attitude to school</u> based on total correct answers

	mean score	mean difference	probability
top quartile	3.53	.65	.001
bottom quartile	2.88		
second quartile	3.48	.60	.004
bottom quartile	2.88		
third quartile	3.36	.48	.041
bottom quartile	2.88		

Knowledge of higher education – differences found in relation to <u>self-esteem</u> based on total correct answers

	mean score	mean difference	probability
top quartile	3.67	.48	.026
third quartile	3.19		
top quartile	3.67	.71	.001
bottom quartile	2.96		

Q5 – attitudes to university education

Q5.4 'If I go to university I'll get a well paid job at the end of it' – differences found based on <u>attitude to school</u>

	mean score	mean difference	probability
top quartile	3.52	.93	.000
bottom quartile	2.59		
second quartile	3.21	.62	.017
bottom quartile	2.59		
third quartile	3.36	.77	.002
bottom quartile	2.59		

Q5.4 'If I go to university I'll get a well paid job at the end of it' – differences found based on <u>self-esteem</u>

	mean score	mean difference	probability
top quartile	3.53	.90	.000
bottom quartile	2.63		
second quartile	3.25	.62	.031
bottom quartile	2.63		
third quartile	3.21	.58	.035
bottom quartile	2.63		

Q5.6 'If I go to university I'll get to study the subjects I like' – differences found based on <u>attitude to school</u>

	mean score	mean difference	probability
top quartile	3.41	.78	.001
bottom quartile	2.63		
second quartile	3.17	.54	.047
bottom quartile	2.63		

Q5.6 'If I go to university I'll get to study the subjects I like' – differences found based on <u>self-esteem</u>

	mean score	mean difference	probability
top quartile	3.52	1.22	.000
bottom quartile	2.30		
second quartile	3.30	1.00	.000
bottom quartile	2.30		
third quartile	3.07	.77	.001
bottom quartile	2.30		

Q5.8 'If I go to university I'll make new friends and have a good time' – differences found based on <u>attitude to school</u>

	mean score	mean difference	probability
top quartile	3.61	.82	.000
bottom quartile	2.79		
second quartile	3.40	.61	.005
bottom quartile	2.79		
third quartile	3.40	.61	.007
bottom quartile	2.79		

Q5.8 'If I go to university I'll make new friends and have a good time' – differences found based on <u>self-esteem</u>

	mean score	mean difference	probability
top quartile	3.57	.66	.004
bottom quartile	2.29		

Q5.9 'If I go to university I'll be successful' – differences found based on <u>attitude to school</u>

	mean score	mean difference	probability
top quartile	3.24	.84	.002
bottom quartile	2.40		
second quartile	3.22	.82	.002
bottom quartile	2.40		

Q5.9 'If I go to university I'll be successful' – differences found based on <u>self-esteem</u>

	mean score	mean difference	probability
top quartile	3.44	.92	.001
bottom quartile	2.52		
top quartile	3.44	.67	.014
third quartile	2.77		

Question 6 – influences on participation

Q 6.6 'If I get good exam results at secondary school I can go to university' – differences found based on <u>attitude to school</u>.

Crosstab

			totschqu				Total
			top	second	third	bottom	
q66	yes	Count	82	74	60	54	270
		Expected Count	69.5	69.5	63.7	67.3	270.0
		% within totschqu	84.5%	76.3%	67.4%	57.4%	71.6%
	no	Count	2	3	3	4	12
		Expected Count	3.1	3.1	2.8	3.0	12.0
		% within totschqu	2.1%	3.1%	3.4%	4.3%	3.2%
	not sure	Count	13	20	26	36	95
		Expected Count	24.4	24.4	22.4	23.7	95.0
		% within totschqu	13.4%	20.6%	29.2%	38.3%	25.2%
Total		Count	97	97	89	94	377
		Expected Count	97.0	97.0	89.0	94.0	377.0
		% within totschqu	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson chi-square = 19.280; p = .004

Q 6.6 'If I get good exam results at secondary school I can go to university' – differences found based on <u>self-esteem</u>.

Crosstab

			totsqu				Total
			top	second	third	bottom	
q66	yes	Count	81	71	70	48	270
		Expected Count	70.4	64.6	76.8	58.2	270.0
		% within totsqu	82.7%	78.9%	65.4%	59.3%	71.8%
	no	Count	1	3	5	3	12
		Expected Count	3.1	2.9	3.4	2.6	12.0
		% within totsqu	1.0%	3.3%	4.7%	3.7%	3.2%
	not sure	Count	16	16	32	30	94
		Expected Count	24.5	22.5	26.8	20.3	94.0
		% within totsqu	16.3%	17.8%	29.9%	37.0%	25.0%
Total		Count	98	90	107	81	376
		Expected Count	98.0	90.0	107.0	81.0	376.0
		% within totsqu	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson chi-square = 17.425; p = .008

Q 6.7: 'I have heard good things about being at university on TV' – differences found based on <u>attitude to school</u>

Crosstab

			totschqu				Total
			top	second	third	bottom	
q67	yes	Count	58	52	38	32	180
		Expected Count	46.2	46.2	42.9	44.8	180.0
		% within totschqu	59.8%	53.6%	42.2%	34.0%	47.6%
	no	Count	20	32	34	42	128
		Expected Count	32.8	32.8	30.5	31.8	128.0
		% within totschqu	20.6%	33.0%	37.8%	44.7%	33.9%
	not sure	Count	19	13	18	20	70
		Expected Count	18.0	18.0	16.7	17.4	70.0
		% within totschqu	19.6%	13.4%	20.0%	21.3%	18.5%
Total		Count	97	97	90	94	378
		Expected Count	97.0	97.0	90.0	94.0	378.0
		% within totschqu	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson chi-square = 18.565; p = .005

Q 6.9: 'I have seen things about being a student on the internet' – differences found based on <u>attitude to school</u>

Crosstab

			totschqu				Total
			top	second	third	bottom	
q69	yes	Count	49	42	35	22	148
		Expected Count	38.1	38.1	34.9	36.9	148.0
		% within totschqu	50.5%	43.3%	39.3%	23.4%	39.3%
	no	Count	37	49	40	52	178
		Expected Count	45.8	45.8	42.0	44.4	178.0
		% within totschqu	38.1%	50.5%	44.9%	55.3%	47.2%
	not sure	Count	11	6	14	20	51
		Expected Count	13.1	13.1	12.0	12.7	51.0
		% within totschqu	11.3%	6.2%	15.7%	21.3%	13.5%
Total		Count	97	97	89	94	377
		Expected Count	97.0	97.0	89.0	94.0	377.0
		% within totschqu	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson chi-square = 21.572; p = .001

Q 6.8: 'I think that students are really short of money' – differences found based on <u>attitude to school</u>

Crosstab

			totschqu				Total
			top	second	third	bottom	
q68	yes	Count	10	5	18	15	48
		Expected Count	12.4	12.4	11.4	11.9	48.0
		% within totschqu	10.3%	5.2%	20.2%	16.1%	12.8%
	no	Count	47	45	34	30	156
		Expected Count	40.2	40.2	36.9	38.6	156.0
		% within totschqu	48.5%	46.4%	38.2%	32.3%	41.5%
	not sure	Count	40	47	37	48	172
		Expected Count	44.4	44.4	40.7	42.5	172.0
		% within totschqu	41.2%	48.5%	41.6%	51.6%	45.7%
Total		Count	97	97	89	93	376
		Expected Count	97.0	97.0	89.0	93.0	376.0
		% within totschqu	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson chi-square = 15.026; p = .020

Q6.11 ' I know how to find out about going to university' – differences based on <u>self-esteem</u>

Crosstab

			totsqu				
			top	second	third	bottom	Total
q611	yes	Count	50	32	34	20	136
		Expected Count	35.1	32.6	39.1	29.3	136.0
		% within totsqu	51.5%	35.6%	31.5%	24.7%	36.2%
	no	Count	31	35	45	41	152
		Expected Count	39.2	36.4	43.7	32.7	152.0
		% within totsqu	32.0%	38.9%	41.7%	50.6%	40.4%
	not sure	Count	16	23	29	20	88
		Expected Count	22.7	21.1	25.3	19.0	88.0
		% within totsqu	16.5%	25.6%	26.9%	24.7%	23.4%
Total		Count	97	90	108	81	376
		Expected Count	97.0	90.0	108.0	81.0	376.0
		% within totsqu	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson chi-square = 16.614; p = .011