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CAREERS EDUCATION IN A COMPREHENSIVE SCHOOL:
A LONGITUDINAL STUDY OF PUPILS' RESPONSE TO AN
EAST MIDLANDS SCHOOL'S PROGRAMME 1977 - 1979

by

Marian Lily Rosina Edge

A Master's Thesis
Submitted in partial fulfilment of the
requirements for the award of

Master of Philosophy
of the Loughborough University of Technology
(March, 1987)

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CAREERS EDUCATION IN A COMPREHENSIVE SCHOOL;

A LONGITUDINAL STUDY OF PUPILS' RESPONSE TO AN EAST MIDLANDS SCHOOL'S PROGRAMME 1977 - 1979

by

M L R EDGE

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The project took the form of a survey conducted in Littleover School, Derby by means of a series of questionnaires answered by a whole year group in Years 4 and 5 and nine months after leaving school. It examines the value of the School's Careers Education Programme in helping pupils to make considered choices with regard to courses, careers decisions and Further and Higher Education, by asking pupils about their job ideas and knowledge, sources of information, reasons for subject choices, ambitions, expectations for the future, expected examination results, first experiences of work and opinions regarding the School's careers guidance provision.

The results are examined in the light of the developmental theories of careers choice, being the theories upon which Careers Education Programmes are based, and sociological findings concerning the overriding influences of social class and outside-school environment. It was possible to trace the progression/stability of their career ideas and, by comparing a school-banding analysis with a socio-economic analysis on the basis of four housing zones, to draw some conclusions regarding the School's influence compared with socio-economic factors. A comparison of girls' and boys' attitudes, aspirations and jobs/further training was also made on the same basis, incorporating information regarding those pupils who entered the 6th Form. Additionally, relationships between school attitudes and performance, types of jobs and attitudes to work were also explored, in order to identify ways in which the facilities could be improved and used more effectively.

The final part deals with the changes that have occurred in the labour market since the years of the survey and the response to those changes to be found in the Careers Education curriculum of the School.
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My thanks also go to the Headmaster for permitting the project to take place and for giving me the freedom to develop it as I wished.

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MARIAN L R EDGE

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(v)
PART I

INTRODUCTION AND

REVIEW OF THE LITERATURE
CHAPTER 1

The Context of the Research

When teachers reflect on which aspect of their work is most important in terms of 'job satisfaction', they will most probably consider that it is the progress of the pupils and the belief that they are making a useful contribution to their development. In the case of Careers Education, however, there is little opportunity to judge its effectiveness - there are no measurable examination results and reliance must be placed on chance meetings with ex-pupils, or perhaps the occasional report from an employer. Also, as the subject of Careers Education at the time this project was envisaged in 1976/77 was a comparative newcomer to the curriculum, there was no tradition to follow, and the amount and type of provision varied from school to school. By that time, after having been involved in a school's Careers Education Programme for a period of three years and having by then become dissatisfied with a state of affairs where there was only theoretical guidance to help in assessing and providing for children's needs, and few means of evaluating that provision, it seemed the right time to try to find out whether the Careers Education Programme provided in the school - namely Littleover School, Derby - was, in fact, catering sufficiently for all of the children. As a result of this, also, it was thought that the information collected might then provide useful evidence which would help to improve the service in the future.

At the same time, whilst discussion and exchange of ideas and experiences are of great value in any teaching, they are probably especially so in the field of Careers Education. Certainly, without this contact, the nebulous and inconclusive character of Careers work can engender a sense of isolation
and frustration which tends to dampen early enthusiasm very quickly. It was further hoped, therefore, that a study of this kind, conducted by a fellow-Careers Teacher at what one might call 'the work face', would be an experience that could be shared and understood by others directly involved in Careers work. If the results proved to be of some use to them, too, perhaps by way of encouragement, or for comparison, then the work would have been even more worthwhile.

To sum up, it was considered that the project should -

(a) attempt to describe the Careers Education Programme in Littleover School and to provide an indication as to the extent to which it fulfilled its stated purpose;
(b) within this framework provide a means of identifying areas of difficulty in order to provide a basis for discussion on future Programmes;
(c) produce a collection of material about Careers which could form the basis for discussion of the Programme with parents;
(d) having been undertaken by a practising Careers Teacher, be a means of promoting greater understanding and, therefore, possibly a higher level of collaboration amongst teaching colleagues;
(e) lastly, produce findings which would be of interest to other Careers Teachers.

The proposed study then took its shape from the structure of the Careers Education Programme itself and the ideas upon which it was founded. By the 1970's Careers teaching programmes were based largely on the 'developmental' theories which suggested that vocational development was a slow process starting from an early age, drawing on, for instance, innate abilities/aptitudes, stages of maturation and environmental factors - but involving
choice on the part of the individual. All the ingredients of Littlever School's Careers Education Programme were, therefore, derived from a general consensus of opinion amongst Careers Teachers of what Careers Education should try to do, namely 'encourage and allow pupils to develop self-awareness, an appreciation of the adult world of education, work and leisure, and to prepare them for making considered choices based on sound, factual knowledge.' (For further discussion of this definition see Chapter 2, pp 6 - 10 and Chapter 3, pp 86 - 87)

Such a developmental programme seemed to demand at the outset some form of longitudinal study involving the collection of data which could be quantified and analysed, and that the data would have to include the children's comments not just at school but also after leaving, when they were in a position to make judgments in the light of their later practical experiences. Ultimately, too, the researcher could only begin to draw any conclusions when it became possible to judge the programme in relation to subsequent events. Then again, the large range of subjects from which the children can choose for study during the last two years of compulsory education and their importance in terms of future jobs and training, suggested a topic for investigation from 4th Year level onwards.

Furthermore, as so much research had produced evidence showing how the influence of home conditions, family encouragement and tradition, socio-economic status and district environment could, and did, override personal ability and school influences, this was another aspect which demanded investigation. This seemed all the more important in view of the fact that Littleover School was a comprehensive school, and, consequently, supposed to embody the ideology underlying the comprehensive system, which is to reduce class-based inequalities in educational opportunity which the tripartite system had apparently perpetuated. Increasingly, attention was also being drawn
to the sexual inequalities in our society in relation to jobs and training available to girls and how society's traditional attitudes were reinforced by schools' practices.

There had also been criticism from employers on the shortcomings of schools in preparing children for the world of work both as regards relevant skills and acceptable social attitudes; teachers, for their part, had also had their say about the inadequacies of employers' education and training provisions for their young employees.

Thus, it seemed that data should be collected from as large and fully representative a group of pupils as possible in order to obtain a general overview.

These aims, together with the fact that the researcher had the opportunity to gather this material and the support of the School for the research weighed in favour of the survey as the type of investigation to be chosen. It is recognised that the intensive study of a small number of young people would have been possible, or indeed an analysis of secondary data such as the literature about Careers Education, but it was decided that, on balance, the fullest picture of the process of Careers advice in the School and young people's views of it would be provided by a survey. It was, therefore, decided to undertake a survey which would include questions about the pupils' experiences of the Careers service in the School and that questions would be asked at several stages in their movement through the School, i.e., in the 4th Year, at the beginning and the end of the 5th Year, and approximately 6 months after leaving school.

Altogether, it was clear that many lines of enquiry were open but there was a recognition that the part-time researcher in a full-time teaching job would have to select lines to develop carefully. The main themes which were of particular interest and also seemed likely to have the
potential for a realistic research programme were -

1. the socio-economic/outside school influences as compared with, or opposed to, school influences;
2. the validity of the 'developmental' theories;
3. the pupils' perceptions of the school's efforts on their behalf;
4. the pupils' responses to their situations after leaving school, and as compared with their responses and characteristics at school;
5. girls' perceptions of their future role and responses to the school's programme.

It was argued that the investigation should attempt to reveal whether the developmental process was operating; whether the school was succeeding in transcending the socio-economic divisions and sexual mores, whether the pupils were making a satisfactory move from the school to the outside world; and whether the pupils themselves appreciated the relevance and value of the Programme.

These interests formed the basis of the selection of the literature review (Chapter 2), although, inevitably, other issues were also touched upon.
CHAPTER 2

Review of the Relevant Literature

The great problem at the time when the idea for this project was discussed was that there was no evidence of any similar investigation having been undertaken, and, indeed, since then no directly comparable study has come to light. A great deal had, of course, been written within the general area of enquiry and some of it was found to be related to one or more of the particular topics of interest, but a study of the type which the current situation then seemed to demand - that is, one which was concerned with Careers Education and job choice in school from the age of 14 through to the stage of being a young worker or student two or more years later - did not appear to have been attempted.

The literature which was examined tended, consequently, to fall into four main categories - the theories of job choice and career development, to which the texts produced for guidance of Careers Teachers owed much of their rationale; reports on research into the process of the transition from school to work in both schools and industry, involving researchers' observations of and responses from teachers, employers, pupils and young workers; the debate on the theories related to job choice and their relevance to the manner in which the individual in our society actually finds him/herself in one job rather than another; and, fourthly, the research concerning the female labour market and the question of sexual discrimination.

THEORIES OF JOB CHOICE AND CAREER DEVELOPMENT

Newly-recruited Careers Teachers in the 70's formulated their Careers Programmes with the help of the publications of such people as Catherine Avent, Hopson and Hayes,
Howden and Dowson, Heppell, Hughes, Daws - their suggestions being based, largely, on the so-called 'developmental' theories, as referred to in Chapter 1, which were evolved by American psychologists, notably Ginzberg and Super.

The theory formulated by Ginzberg et al (1951) placed great importance on the individual's capacity to understand his own values and goals, and consisted of the following four basic elements -

1. that occupational choice is a developmental process which typically takes place over a period of years;
2. that the process is largely irreversible;
3. that it ends in a compromise between interests, capacities, values and the opportunities which are available, and
4. that there are three periods of occupational choice, the early period of fantasy choice (age about 6-13) when considerations of self and reality are not taken into account; the tentative stage (13-18) when the individual begins to relate his interests, capacities and values to his perception of the world of work; and, thirdly, the realistic stage, when he makes choices in an exploratory way, gradually crystallising his chosen occupation.

Super contended (1953) that Ginzberg had confused the issue by distinguishing between choice and adjustment. Such a distinction implied that adjustment followed subsequently to choice of occupation, rather than being a process of interaction, both intra-individual and individual-environmental. Also he challenged the implication of Ginzberg's theory that the actual choice of an occupation is the result of a compromise between the various factors, with external reality factors exerting their influence only towards late adolescence, whereas in point of fact "reality testing" begins from when the individual
first interacts with his environment, as, in a similar way, fantasy continues as an outlet for needs in later life. To represent the ongoing process, therefore, of continual modification Super preferred to describe the process as "synthesis", and formulated 5 stages of career development—growth, exploration, establishment, maintenance and decline—life stages, in fact—setting out his theory in a series of 10 propositions—

1. People differ in their abilities, interests and personalities.

2. They are qualified, by virtue of these circumstances, each for a number of occupations.

3. Each of these occupations requires a characteristic pattern of abilities, interests and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.

4. Vocational preferences and competencies, and situations in which people live and work, and hence their self-concepts, change with time and experience (although self-concepts are generally fairly stable from late adolescence until later maturity), making choice and adjustment a continuous process.

5. This process may be summed up in a series of life stages, characterised as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) fantasy, tentative and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.

6. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socioeconomic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.

7. Development through the life stages can be guided partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self-concept.

8. The process of vocational development is essentially that of developing and implementing a self-concept; it is a compromise process in which the self-concept
is a product of the interaction of inherited aptitudes, neural and endocrine make-up, opportunity to play various roles, and evaluation of the extent to which the results of role playing meet with the approval of superiors and fellows.

9 The process of compromise between individual and social factors, between self-concept and reality, is one of role playing, whether the role is played in fantasy, in the counselling interview, or in real life activities such as school classes, clubs, part-time work, and entry jobs.

10 Work satisfaction and life satisfaction depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate."  (1)

Twenty years later, however, Ginzberg made some important modifications to his theory, particularly in relation to the belief that a more or less final choice is made by the mid-twenties. Instead he said that "the choice process is co-extensive with a person's working life; he may re-open the issue at any time." (2) From his research on the working lives of men and women he was led to the conclusion that the process of vocational choice and development is lifelong and open-ended, and that the preparation process can no longer be considered irreversible, young people not being so bound by earlier decisions as they used to be. Thus,"the principal challenge that young people face during their teens is to develop a strategy that will keep their options open, at least to the extent of assuring their admission to college or getting a job with a preferred employer." "Compromise" was replaced by "optimization", finding the most suitable job being a continuing process; and he acknowledged the weight of social constraints such as family income, parental attitudes, the school attended, minority group membership, the opportunity structure of the world of work and the individual's perception of them.
However, at the same time as these developmental theories were forming much of the basis of Careers Guidance as it developed in the 70's, they were being subjected to the scrutiny of social scientists who were questioning their validity and going as far as to argue, at the extreme, that for many people environmental pressures precluded them from the opportunity of choosing their occupation, and that the majority "take what is available" (Roberts). (18)

If one accepts this assertion, then the aims of Careers Education were always totally futile, but now, in the mid-80's, you might contend that developments have proved the point and there is no need to go any further. In 1977/78, there were no such inhibiting reflections and the interest then was in evidence provided by empirical studies up to that point in time, supportive or otherwise of the differing points of view, which could also serve as a useful basis for comparison with this study.

REPORTS ON RESEARCH INTO THE PROCESS OF THE TRANSITION FROM SCHOOL TO WORK

As mentioned, whilst it was not possible to find any research which could be correlated in its entirety, some have afforded material which was relevant in some respects, and three works in particular were especially influential at the planning stage. These were Thelma Veness "School Leavers: Their Aspirations and Expectations" (1962), Michael Kirton "Career Knowledge of 6th Form Boys" (1976) and Michael Carter "Into Work" (1966). Indeed, the first two were the source of many of the questions put to the Littleover School respondents.

The Veness study was not to do with Careers Education as such but was an investigation into the "ambitiousness" of England's boys and girls "soon to leave school" and enter work - "their aspirations and expectations - what they want to be, to do and to have." (3) Conducted in 1956, this survey involved a total of 600 girls and 702 boys.
in Secondary Modern, Technical and Grammar Schools in two counties - one in the West of England and the other a Home County so diverse in character that two regions were studied in order to make it sufficiently representative of the area. The pupils were asked to write essays and reply to questionnaires, and many (835) had an interview two weeks later. Where it was not possible to interview, an additional questionnaire, containing some of the interview items, was completed instead.

They were asked, for example, what they thought would be their first job, where or from whom they had obtained their job information, what kind of work they expected to be doing in later years, what they wanted to own in the future, what girls thought about working after they were married and had a family - and so on.

The phrase "soon to leave school", it should be noted, can be a little misleading because in 1956 the timing of the questions in relation to the finish of any one individual pupil's school career could differ from another by as much as three years, when one considers that the Secondary Modern pupil (then) would more than likely leave at 15 years of age, whereas the Grammar School pupil could have stayed in school until he was 18. Thus, the Grammar School leaver's responses could reflect an additional three years' maturity. Nevertheless, the answers Veness obtained to such questions are obviously of interest to the Careers Teacher, but answers to similar questions can also assist him in assessing the relative influence of the school's careers facilities at the same time as he is gaining insight into the attitudes, values and expectations of the child.

It is also clear that to ask these same, or related, questions over a period of years would have the added value of helping the teacher to ascertain whether these ideas remained stable or were modified with the passage of time. In the Veness survey there was some 'follow-up' with regard to jobs expected and
jobs actually obtained in that, two years later, the records for some of the young people were checked and it was found that 32 per cent of the boys and 55 per cent of the girls had entered the occupations and courses mentioned earlier, whilst "a much larger proportion had entered jobs of a broadly similar type". The records were, however, incomplete and showed only the first job entered, whilst interviews with a sample who had left showed "quite a lot" of job change during the first year out of school.

Overall, the picture drawn of adolescents in the 50's was one which promised a preservation of the professed values of the older generations - hard work, ambition, social advancement, ownership of property and the importance of marriage and family - which Veness thought might go some way towards modifying the image of the "teenager rampart", and argued that their concern about the ordinary practicalities and realities of their lives' progression indicated that much more could be done to involve them in their own futures. She suggested, therefore, that the Youth Employment Officers should be allowed greater scope to extend their acquaintance with the pupils, and that vocational guidance work be accepted as an integral part of the school curriculum "instead of being, as often now, regarded by teachers as an outside interruption that takes the Head or a teacher in charge of careers away from 'ordinary' teaching duties".

Carter's study in 1959, only three years after Veness's work, could be regarded partially as a 'sequel' to the latter, in that it was concerned not with the 'looking forward' of Veness's respondents but the 'looking back' situation of the subsequent stage of being at work.

Carter was involved with the collection and interpretation of the experiences of young workers - perhaps one might say a progression from the 'fantasy' to the 'reality' - and so was examining the actual process of the transition from
school to work. The subjects of this survey were in a
different part of the country - this time in Sheffield -
and were Secondary Modern School children then leaving
school at 15 years of age. A series of three interviews
with 100 boys and 100 girls over the transition period
sought to establish the most important influences in job
selection; how children had found their jobs, their
reactions to them and how they compared with their
aspirations; opportunities for training and induction
programmes, etc. He compared many of his findings with
Veness but was more concerned with and had much more to say
about the effects of the social stratification within our
society as a whole and the perpetuation of this stratifi-
cation into the organisation and orientation of our schools.

The transition from school to work, he found, had not been
a great problem, suggesting that one-third had made a smooth
transition because work was meaningful as school had been
meaningful; over one-third because the job, like school,
had little significance; and one-quarter to one-third because
school was considered irrelevant but work meant money. The
value of the Veness study was acknowledged for illustrating
the various influences which might affect choice of job, but
he maintained that there was much confusion, ignorance and
even indifference with regard to job aims. The home, he
considered, tended to orientate a child to a particular level
of work, but parents are seldom sufficiently knowledgeable
to give information about the range of jobs, different
industries and training schemes available. Thus, even in
the home-centred aspiring family, many are left to make up
their own minds, perhaps urged to "try for a good job" and
"not just go after the big money", (4) but the main considera-
tion being that they should be "happy". Other research in
addition to his own, he said (Hughes, MacPherson, Jahoda)
had demonstrated the widespread parental attitude of non-
interference and the view that the child "must please
himself".

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He concluded, therefore, that whilst the home environment itself had such a strong influence, the child, in fact, was receiving little active and constructive help or encouragement from his parents, and, in discussing the role of the school, he pointed out that, from the outset, the school was at a disadvantage as a result of the background of the children. The school's efforts might be met with enthusiasm by those pupils whose families support the views of the school, but where the children's attitude is neutral or even hostile, then any advice or help proffered with regard to employment does not have a receptive audience.

He mentioned that a survey conducted by the Careers Research and Advisory Centre showed that only just over one-half of the 224 schools involved had careers masters, and that even when there was a post so designated in many cases it was no more than a "nominal one".

"It is not surprising, therefore, that school-leavers look dumb when asked if they have had much contact with the careers teacher ... or shrug off his efforts with the pained resignation of those who have come to expect little help from others, least of all from those who are supposed to be there to help: 'there is a careers teacher, but he's not really interested in you. The less he sees of you, the more he likes it. You daren't go near him.'"

He was very critical of the provision made for young people both before and after leaving school, saying that

"... in the Sheffield study, although a number of boys and girls had given a great deal of thought to their future work, only just over one-third had a reasonably sound knowledge, defined generously, of the tasks which would be involved in the jobs of their choice. This is to be expected, of course, in view of the unsatisfactory nature of the guidance given at home and in the school."

He found that only one-third of the boys and less than one-half of the girls had entered the jobs they had said they wanted at the beginning of their last term at school, and only a few boys and a fifth of the girls had obtained their second choice. He goes on to say, however, that stated
choices, in many cases, are often virtually meaningless, being merely spur of the moment responses to be easily displaced by another whim or fortuitous opportunity, but, even making due allowance for this and establishing that two-fifths of the boys and one-fifth of the girls in Sheffield had made a firm decision and kept to it till they were due to leave, nearly half of these failed to get the work they had chosen. These findings thus served to indicate not only the lack of direction but also the disparity that can occur between aspiration and job opportunity, particularly for the young school leavers who are, not, generally speaking, geographically mobile. An analysis of the Youth Employment Service records suggested that no more than 27 per cent had been placed in first jobs by the Service, but prejudice against the Service was found amongst employers and school-leavers alike. He pointed out how much more, given the resources, the Service could do to help with first job placement and to combat the drifting from one job to another which, again in line with other surveys, he had found so prevalent amongst the children in his own study — over a third of them having changed their jobs at least once during the first year, some having had as many as five jobs in that time. In many cases, changes were made so as to avoid "going round the bend", and Carter drew attention to the unattractive qualities of much of the work that the unqualified and less able are called upon to do. In fact, in his study, he found only a very small proportion — less than a third — of the youngsters seemed to gain genuine intrinsic satisfaction from their work.

Certainly, the young people involved in Carter's survey did appear to be very much at the mercy of environmental factors of various kinds, and it could not be said that "Into Work" presented any evidence to support the developmental theorists. So, like Veness, he recommended an improvement in the official services in order to give young people an opportunity to be more actively involved in the shaping of their own lives.
One of the points that Carter mentioned as being particularly disturbing was the youngsters' lack of job knowledge - even concerning a job which had actually been chosen. This topic has been dealt with specifically by Michael Kirton, whose study "Career Knowledge of 6th Form Boys" set out to investigate the question of career choice from the viewpoint of information available and assimilated by young people, both as regards quantity and quality. He said -

"Obviously, one cannot choose sensibly if one has an inadequate knowledge of the options available; the term choice becomes meaningless."

But he also believed that, whilst ignorance appeared to be the cause of many mistakes, it could well be the sources of knowledge which were at fault.

He took up Carter's point about the inadequacy of the family as a source of information, commenting that in view of the rapid technological and social changes, and increased educational opportunities, the family could hardly be expected to be equal to the task of providing up-to-date information about today's range of jobs, entry requirements, training methods and job content. Similarly, he confirmed that investigations into other sources - school teachers, Careers Service and careers literature - had revealed disturbing shortcomings -

"Careers literature is not always easily accessible, nor currently accurate; advice is often inadequate, non-existent, or offered too late, particularly where social mobility may be involved."

Also, whilst there had been improvements since the Schools Council's survey in 1968, when it was shown that in 50 per cent of the schools in the study careers work was carried out by teachers who had had no training at all in careers work and another third had had only two weeks or less, the DES Education Survey 18 of 1973 still expressed

"... concern at the 'grave inadequacy' of resources in schools, and the 'meagre lip service' which is paid to this important element in the programme of secondary schools."
Kirton, therefore, sought "to examine the job knowledge part of the career-choice process by attempting to measure how much job knowledge existed among a sample of sixth formers and to try to discover what factors had influenced the extent of this information". The sample consisted of a total of 1,505 boys taking 'A' level courses in three independent day schools, 4 grammar schools, 5 comprehensive schools and two independent boarding schools, numbering 451, 610, 211 and 232 respectively. These schools were located in the Midlands and North (421 pupils), London and South (690) and West (394), and were evenly distributed over Science, Arts and Mixed subjects. The survey was conducted by means of two questionnaires, with a subsequent interview for an exactly representative sub-sample of 212 boys.

Consequently it should be borne in mind that Kirton's study differed from those of Veness and Carter in several important respects - it was restricted to males who were representative of the higher ability range only, who were also older, and was heavily biased towards independent and selective education.

The first questionnaire asked about the boys' background, such as father's occupation, age and 6th Form year (1st, 2nd, 3rd), type of 'A' level course, interests and hobbies, sources of job information with own assessment of value of advice received and further information required. The second questionnaire probed the knowledge of the boys in relation to a selection of 17 jobs covering several different occupational interest areas and appropriate to the aspirations of 6th Form 'A' level students. The purpose of the interviews was principally for validation of the questionnaire data. The evidence was then used to look for relationships between, say, a boy's age, his level in the 6th Form, the father's occupation, type of school attended, type of course, principal sources of job knowledge and advice, etc, as given in Questionnaire 1, with the extent and depth of his job knowledge as revealed by Questionnaire 2.
It is not necessary to go into much detail about Questionnaire 2, except to say that the respondents were given a series of statements about each job — including entry requirements, training, salary, promotion and opportunities and life style — which they were required to judge "correct" or "incorrect" or reply "don't know". The answers were checked with available literature, careers officers, the professional bodies and their members, these schedules then forming the basis of a series which, after extensive trials, were made available as an aid to Careers Teachers and Officers. Suffice it to say that the evidence indicated that their knowledge over the range of jobs chosen was "slender", the aggregate of responses coming "perilously close to random sampling". Knowledge about one or two jobs might be good but it seemed very likely that there was a general tendency to reject jobs without having found out much about them.

Questioned further, only 25 per cent said that they thought they knew enough about the range of jobs open to them, 58 per cent said they did not and 15 per cent that they were not sure, but it proved difficult for the dissatisfied to say what else they wanted. However, a large number said they wanted "more" or "lots more" information and, where further details were given, did not blame parents for lack of help, but were quite clearly looking to the school and the facilities that the school could offer to provide them with the information they required —

"I would like more pamphlets and books on the kinds of jobs that are not well known or well publicised."

"This school is all geared for getting boys to university — not really interested in careers."

Kirton's evidence led him to conclude that the relationship between job knowledge and school type was more important than father's occupation (social status) and, further, that there was a significant interaction between type of school and number of years in the 6th Form — the pupil becoming "part of a school culture most suited to a class from which the majority of boys
are drawn", and "the culture of the institution (the school) and the peer group (the 6th Form) obliterating that of the home."

Other important findings were -

1 That boys with intellectual and political interests were likely to have more job knowledge and, conversely, those with interests in sport and social entertainment had a less than average score. Those interested in practical things and physical sciences tended to know more than others about entry and training requirements, and those with literary interests knew more about life-style.

(Leading Kirton to comment that -)

"... the fact that the presence of certain general interests leads to increased job knowledge suggests that increased stimulation via careers teaching might well lead to increased knowledge."

2 When sources of information as evaluated by the boys were related to their job knowledge scores, it was found that dependence on family or school was likely to lead to low job knowledge. Where contact with practitioners was mentioned, whether through deliberate or chance meeting, the results were polarised, some having more than average knowledge and some less, whilst for those who looked most to printed materials the relationships were almost entirely positive.

(This could be interpreted as supporting the theory that some effort expended by the individual in the learning situation is conducive to effective learning and retention.)

3 Only a few - 170 - had had work experience which they considered appropriate to their proposed career, but these were related to the nine categories covered by the 17 jobs in Questionnaire 2, then checked against their job knowledge in the relevant area, and a positive, significant relationship was found.

(It is a "crude comparison," Kirton says, but the results are "in line with common thinking and research findings that work experience is valuable", and led his team "to believe that work experience is so useful that it would be seen so despite limitation of method.")

4 Another factor which was thought to be a possible influence on the acquisition of job knowledge was that of the relative attractiveness of a variety of job
characteristics, so the boys were asked to place 13 qualities in order of importance and then indicate which of these qualities most applied to each of the 17 jobs. It was found that those who found "good salary", "good promotion prospects", "good working conditions" and "high social status" the most important to them had less than average job knowledge scores and, moreover, those valuing a good salary were no better informed regarding job prospects than the others. On the other hand, those giving a high rating to "intrinsically interesting work" knew more about entry and training requirements as well as life-style - but, again, were no more knowledgeable about job prospects.

(Kirton's comment - "clear proof of the need for counselling.")

A comparison of their job knowledge with the job qualities which were of importance to them, it was thought, ought to reveal greater knowledge of those jobs which they considered offered these advantages, but this was not so - sometimes the reverse.

(Producing another group of negative variables which again, is "clear proof of the need for counselling.")

Kirton's work, then, indicates the possibility for greater influence on the part of the school. For example, it could be argued that the school is in the best position to provide a comprehensive source of reading material which tells a student clearly and accurately all he wants and needs to know, and to organise the learning situation so that he gains the maximum benefit from it. It could, also, be argued that the school is best placed to organise an effective programme of work experience. Above all, Kirton interpreted his findings as being indicative of the potential value of expanding the Careers Education Programme beyond a narrow concentration on merely trying to ensure that pupils have the necessary qualifications for continued education, and the scope of the work that schools can do to help their pupils approach some measure of vocational maturity.
Some other works of particular interest which reported findings in line with Veness and Carter were those of Maizels (1970), Venables (1968), Christine Moor (1976), Bazalgette (1978) and Keil (1976).

Maizel's survey was carried out in 1965 in Willesden (now part of the London Borough of Brent) and was concerned with 330 boys and girls in the 15 - 18 age group. Most of the young people (three-quarters of the boys and four-fifths of the girls) were, like Carter's sample, Secondary Modern School pupils, and as so few girls stayed at school until they were 16, the results for the girls represented the opinions and attitudes of the 15-year-old leavers.

She wanted

"... to discover from young people who had been at work for some time, their experiences in regard to the help and information sought and obtained by them when making, and implementing, their ultimate decisions as to what work to do. Three questions were prepared in this connection covering (a) the source of help in making the final decision, (b) the source and the amount of information obtained about the intended job, and (c) the method by which first employment was obtained." (6)

Additionally, questions were asked about the young people's experiences of work - characteristics of their jobs, aspects liked and disliked, the method and length of training, promotion prospects, etc.

Finding the right kind of work was uppermost in the minds of these under-18's and they made it clear that they wanted more information and advice. Lectures, films, leaflets, visits to firms, talks by young people already at work and others from industry or commerce, and trial periods at work during the last year at school were some of the ideas offered.

Three in five claimed they had made up their own minds about the work they wanted to do, only one in four acknowledging help from parents, and very few mentioning teachers, other relatives or friends, or the Youth Employment Officer.

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For boys the main sources of information about jobs were parents, schools and YEO's, in that order, but girls placed school first, followed by YEO's and then parents. Relatives also had quite a high rating for the girls. (As Maizels said, parents, relatives and friends were much more frequently cited as sources of information by school-leavers in the Veness study, accounting for some two-thirds, about one-fifth and just under one-third, respectively).

Acquisition of job knowledge was clearly linked with social class, and vocational aims with the quality/quantity of sources used. The most knowledgeable had made more frequent use of most sources of information/help available. Boys finding out most had used parents, schools and relatives and also written for information; girls relied more heavily on the schools. Maizels' opinion was that as so many claimed to have made up their own minds about jobs, but only a minority had discovered what they wanted to know about their intended employment, this indicated the need for an earlier development of work in schools, closer collaboration between service, education and industry, and continued help and advice during the first years at work.

Venables said very much the same, drawing from the evidence of her own study of engineering apprentices in 1967 as well as the work of others. She, too, had no doubt that the family social background, with its attendant traditions and economic pressures, was still an important determinant of a child's career - in her own enquiry she had found that over half of the boys had fathers or close relatives in engineering jobs.

It is interesting to note that she was in accord with the developmental theorists when she stated that "the process of choosing an occupation takes place in stages and ends in compromise",(7) beginning with the fantasy stage of early childhood which normally progresses "towards a realistic choice to which the ability and interest of the person and
the social acceptability and the availability of the employment have all contributed." The working class child, however, she found, was inclined to make realistic choices earlier than the "more socially privileged" one, the period of choice probably being "short and largely unconscious", so that the young person believed that he had always wanted to enter a certain occupation. By the age of 15 or 16, she said, the various environmental influences ensured that the youngster "knew" whether he or she was going to stay in full-time education, or get a job using his hands, and many girls had their sights set on marriage and a family, with a well-paid job as a stop-gap until that happened.

She also mentioned the apparent readiness of the adolescent to take an "easy way out" and settle for what is familiar and close at hand, but pointed out that leaving home was a middle-class tradition and, in any case, an expensive operation - as indeed is working any distance from home - and it is a big step emotionally to forsake family, friends and familiar surroundings to go to live and work among strangers. Such factors as these, coupled with the restrictions on job availability in some areas - "My work is governed by the fact that 90 per cent of the fellows I see will end up in the iron works" (YE0) - serve to indicate how few were the alternatives which were in reality open to many young school leavers, even in the 60's.

The inference from her observations being that "there is a large element of luck in the jobs young people obtain and in whether or not they are able to continue their education", she also argued that "to make occupational choice a more rational and conscious process we need to begin well before the last year at school." Not just in the sense of imparting information, she added, but consideration of the issues which Western civilization is likely to be called upon to face increasingly in the future. What of the prospect of re-training in middle-age, for instance? What of the 40-year-old having reached a middle management position
and conditioned to thinking in terms of ambition, achievement and status, who finds that he can expect no further promotion? What does society generally regard as the constituents of a successful life? How does one achieve contentment? These, she believed, were some of the challenges to be faced by young people and, writing in the late 60's she envisaged the society of the future demanding full-time education up to 18 years of age for everybody and continued self-education throughout life. This prospect presented the challenge to the schools and colleges "to so encourage an interest in learning that their students would be keen to continue it." She was, as is now obvious, quite right.

Christine Moor carried this theme further by suggesting that a completely new kind of Careers Adviser should be introduced into school - with teaching experience and detailed knowledge of the whole spectrum of employment opportunities. Highly specific preparation for work, she said, might have been replaced by non-preparation for the world of employment and, if this was the case, the time had come to halt or at least to slow down the continuing movement towards more and more general education, and to give greater priority to vocational preparation in a broad sense. Existing links with the further education sector could be strengthened to enable young people to take more vocationally orientated courses than those currently available in many schools. It was essential to ensure that young people made the transition from school to work equipped with the necessary vocationally-relevant skills. Education must be made more vocationally relevant in broad terms if it was to serve the needs of young people, employers and society as a whole both now and in the future. She concluded that we could not afford to lose sight of the growing need for increased co-operation between schools, the further education sector, industry and commerce.
Christine Moor's study was approached with anticipation because it was a longitudinal study involving questionnaires and interviews just before leaving school and six months later and promised to furnish guidelines for the present study. However, its usefulness was somewhat limited. It was conducted in the Tyneside which, unlike Derby, already had a long-standing unemployment problem, and it was more restricted in scope as it was concerned with early-leaver unqualified boys. These numbered only 55 in the initial enquiry and, disappointingly, only 25 per cent were contacted at the second stage. She contended that the fact that she was an "outsider" and "not part of the young people's everyday world proved to be an advantage" in that not having "any particular axes to grind, or any vested interests in their replies", the boys responded with a "remarkable degree of fluency and frankness."(8) On the face of it one would have thought that this would be so, but in view of her problems in tracking down even 25 per cent of the original sample of 55, then it is perhaps arguable that more trust is generated when the researcher is known. Nevertheless, there is bound to be a wastage in a longitudinal enquiry and the difficulties must be understood and 'lived with' by anyone undertaking such a study.

Some of the questions she asked were similar to those of the studies already mentioned - what they were looking for most from a job, sources of help in the job-finding process, and so on - but she also looked for differences in job-finding methods between those who had obtained employment and those who had not.

Of the 22 boys who had obtained employment before leaving school about half were going into jobs identical or similar to those suggested by parents and 10 of these had been obtained as a direct result of family influence. In line with Carter's findings, parents' preferences were for "a trade" or, alternatively, they were reluctant to exert pressure on their sons and anxious to allow freedom to make their own
choice. Eighteen of the 22 boys had, in fact, obtained apprenticeships. Next in importance in job-finding was the Careers Service, who helped six more into jobs, five of these, again, being apprenticeships. None of these boys appeared to have had much difficulty in obtaining work, six having made no formal application themselves at all, and altogether 11 of them having applied for the one job only. Of the remainder, four had made two applications, another four had made three, and three had made between four and six applications. The point is made that some of these jobs did not bear any resemblance to each other, one boy, for example, applying to be a surgical shoe maker and a dental technician before becoming apprenticed in metalwork!

Two weeks before leaving school, of the remaining 33, 10 had not even begun to look for a job and 16 had made only one application. Six had applied for two jobs and one had applied for three. Strangely, those who had made one job application only were obviously anxious about the situation, whereas the rest were not unduly concerned, but amongst these youngsters, too, the family and the Careers Service were the agencies most often looked to for help, with the Careers Service playing a more dominant role. The whole group was asked to rank 10 sources of help in finding employment and the first three rankings totalled - fathers 43, mothers 34, Careers Officers 24, teachers 20. None of the others figured anywhere near so prominently as these.

By far the greatest attraction about leaving school and going to work was the wages, with "meeting new people" and "new routine/contrast with school" coming second and third a long way behind, but this finding has to be modified by the answers to the question "What do you want from a job?" when "the opportunity to learn a skill or gain qualifications" was given top priority by almost half the respondents, with "good wages" and "good work mates" this time becoming a very poor second and third.
John Bazalgette found this desire very much to the fore amongst the young people his team talked to in Coventry during the period 1971-1975 where, again, youth unemployment was already a serious problem. In his preface he points out that...

"... the number of young people (under 20 years) registered unemployed in the Coventry area between 1970 and 1977 increased fivefold in the case of males, and increased ninefold in the case of females. By 1977 15-17 per cent of all teenagers in the city were unemployed, and the proportion had reached nearly 25 per cent in the case of 16-18 year olds. The proportion of unemployed young people (under 20 years) who had remained out of work for more than six months was well above the national average."

The study began from the premise "that the difficulties of Hillfields and similar areas were sustained by the ways in which key institutions - in this case schools and firms - carried on their affairs." Four points were developed -

1. that the schools in the area rendered their leavers immaturity dependent, rather than "autonomous and responsible for themselves", problems being exacerbated by the lack of knowledge and, therefore, inability of their parents and teachers to guide them adequately;

2. the firms studied, whilst offering training and support to apprentices insofaras they are an investment for the future, those who were not eligible or selected for such training, at first finding the experience of work more "satisfying" than school, did not realise until some months later that their jobs lacked any potential for development.

3. that the Careers Service, though wishing to be involved on a personal basis with the development of the young people, was generally used by schools, parents, employers and young people merely as a placement agency;

4. that whilst parents were often "ill-equipped" now to help their children into their working lives, the young people did look to experienced adults for help but such people were not readily accessible.

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Four firms - two engineering, one departmental store and an electrical engineering company - were chosen for the project, together with two schools, one being a secondary modern and the other a comprehensive which took 11+ successes and 13+ transfers. All the firms were either situated in or drew part of their workforce from the Hillfields area, and the schools, whilst being situated on the edge and outside of the area, both took Hillfields children.

The differences between the two engineering firms were striking, one being very small and the other large, the former having two apprentices and six young operatives, the latter having a workforce of over 6,000 including 260 young employees. 250 were apprentices and trainees - 105 technical apprentices, 103 craft apprentices, 42 trainees and 10 in office and secretarial training. Only one apprentice could be interviewed in the small firm as the other one was doing his first year off-the-job training. The apprentice's confidence and sense of security contrasted sharply with the discontentment and high labour turnover of the young operators. They, too, expressed the wish to be "skilled men", meaning automatic machine setters as employed by their firm, offering the security and status which the apprentice anticipated as a craftsman.

The apprentice had the most positive view of his life at school, but, in common with the operatives, he did not think that school had given adequate preparation for making the transition from school to work, and like them, he felt that he had been treated like a child. All of them had been surprised by the friendliness they had met at work and had found their bosses less demanding than they had expected. Whilst, however, the apprentice believed he had the scope to be creative and to use his initiative the operatives were characterized by their powerlessness and depression. The parents of these boys, too, felt powerless - only the apprentice's parents had had much contact with school and were in touch with their son's employer.
The large firm was "almost another world", trainees as well as apprentices signing indentures and undergoing skill training, though less broad than the apprentices. Apprentices and trainees alike had the impression that they were cared about and, in fact, first year apprentices were "almost puppy-like stumbling over themselves to say how good everything was." They compared their experiences with school, the school comparing most unfavourably in these early months of their apprenticeship. They, too, had expected to have a hard time and had been pleasantly surprised by the closeness of the relationship between the instructors and themselves. Schools were establishments which were geared to putting the pupils through examinations, qualifications being a necessity for obtaining a job, and the young people recognised this and were grateful for it, but as regards "social training" they were clearly assessed as completely inept. One lone voice talked about his teachers teaching him "respect", but Bazalgette's conclusion was that, on the whole, little more than subjects and examinations had been expected of school. As one young man put it "I don't think schools can do much to help people like us really. You haven't got the right people in them, and pupils and teachers are more far apart than we are at work." Nevertheless, the uncritical exuberance of the new workers became tempered by experience and there was evidence of more realism and even some negative feeling amongst the third and fourth year groups, although the organisation did, apparently, contrive to keep alive the "team spirit" and sense of working together with a common purpose, mainly perhaps because of the network of relationships which existed. For instance, of those the researchers met, only one (Indian) did not have any connection, either familial or friendship, with the Company and all the parents had made at least one personal contact with the Training Centre to sign the indentures. A family background of engineering was also common, so that, for these young people, attitudes and objectives - their own, their families', the Company's management, instructors and workpeople - were
congruent with each other, thus helping to smooth the transition from school to work. The Asians, on the other hand, did not enjoy this support from the home, because this engineering tradition did not exist and knowledge of apprenticeships, the training schemes involved and the employment situation generally was lacking.

In the large department store the young employees had not found their taste of the adult world very rewarding. Out of a total staff of 637 (437 full-time), 48 of these full-time staff were no more than 20 years old. General staff turnover was high, but more significantly, management turnover was also very high and it was evident that the staff lacked leadership. There was no coherent training scheme, pay was poor, and, like the small engineering firm, there was a marked inclination to "look sideways" for more congenial and better-paid jobs.

Its outward appearance, understandably enough, had led the parents to see it as a "good place" to work, with excellent prospects, and were pleased to have their children working there. Yet, with two exceptions - trainee cooks on City and Guilds courses - selling and non-selling staff said they were "bored and lonely". The parents' notions about the store and their picture of their children's positions in it (upwardly mobile) seemed to be quite at variance with the realities of the situation. Only in this group were there any young people who asked the interviewers not to contact parents and it was noticeable that all these parents had expected their children to do better at school than they had. Lack of communication seemed to be the key factor all 'round - no parents had had any contact with the store's senior staff. These youngsters also felt that school had not prepared them for moving into the world of work, their feelings, too, being that they had been treated like children at school and then - "overnight" - they were at work and adult.
The fourth firm was an electrical engineering company, making parts for telephone exchanges, employing 2,000 staff, 1,600 of them women. This being the case the dominant attitudes were female and these were centred around the notion of wife and mother. Other members of the family worked there and it was taken for granted that daughters would work there too, leaving to have their children and going back again when they had started school.

Three sections were examined closely by the investigators - coil winding, wiring and relay adjusting. In the first two sections nearly the whole of the workforce was female but relay adjusting was "men's work" by tradition in this firm, although it was a job that could be, and was done by women elsewhere. Training in coil winding took about three weeks, wiring about two months, and relay adjusting 8-40 weeks. Only in this section was there a "training-track" with instructors; training took place on the section in the case of the first two sections. There was no "generation gap" here as in the other three companies, proficiency being achieved comparatively quickly and payment being based on a standard performance and bonus rather than age. "Key girls", mostly over 40, wives and mothers themselves, were responsible for supervision and the general welfare of the girls. One young man described his place of work as a "woman factory" and, conversely, as might be expected, the 400 men attached much importance to their "maleness". They talked of the toughness of competition, the necessity to survive and the dependence of the company on them. The researchers describe the factory as being "almost an archetypal community", with the shop floor itself being likened to a "community centre". This tradition, was, of course, also in the firm's favour, the skills learned being virtually non-transferable - women laid off would wait until there was work available again.

When the young employees were asked about their school experiences, the girls did not recall these as having been meaningful. Careers Education had been "just another subject
with no more merit or urgency to them than English or Maths, though some did remember that there had been advice about getting a job which had been useful." They were finding the key-girls more understanding and patient than their teachers had been - but the boys were having the reverse experience. Some of the boys remembered school life with satisfaction and found the foremen more remote and stricter than their teachers - possibly because of their responsibility for large numbers.

However, both boys and girls agreed that "they had been frightened on leaving school, not knowing what to expect or how to behave." Their remarks led to the conclusion that their teachers had given them expectations of unpleasantness in the world of work, which reality had, generally speaking, refuted. Girls spoke of the problems of the job - concentration, boredom, headaches, eye strain - but soon passed on to the good working relationships and their satisfaction from these. The men talked about the security, good pay and prospects, and also the satisfaction derived from the skill required by the actual work.

As mentioned, there was a network of familial relationships within the firm and parents of English girls commented on their change for the better on leaving school and starting work - "She really came to life once she started work". Another mother said, "The firm really cares about all the people who go there, not just one or two. In the personnel, there are people like social workers".

The Asian families were found not yet to have adjusted to English culture and, therefore, ill-equipped to help their children. Having come to England to provide their children with an education and employment prospects far above those which could be obtained in their own country, the father's role as the source of knowledge and advice was completely undermined. Similarly Asian mothers speaking little English and leaving home for little else than shopping, were ill-equipped to provide appropriate support for their daughters.
There was no recollection of personal contact with school and no understanding of the need for the interpretation of terms used in reports, "Satisfactory" being taken "to imply that their son or daughter was doing well and benefiting from being at school, even where the information given in the report may have been no more than a grade without any additional comment." They had an unrealistic faith in the acquisition of education, paid for where necessary, to provide a road to higher level work. Elder brothers and "second generation" Asians, on the other hand, showed signs of adjustment, talking about education and training in more knowledgeable - and critical - terms in a manner very similar to the English parents. And the general aspirations of English and Asian parents alike? That their sons and daughters "be happy", this vague wish lacking definition but at least meaning "having a steady job and usually getting married satisfactorily."

The young people themselves saw little relevance, beyond basic literacy and numeracy, in their school experience to their present situation. Examination qualifications were not significant except for apprentices; what did matter were authority relationships and working relationships with colleagues, neither of which seemed to have been successfully projected by the schools. Bazalgette commented - "The message given to us was that their schools had mainly been run in terms of the teachers' needs and demands rather than the pupils'."

Even their own lack of learning and lack of effort was considered to be the responsibility of the teachers, and the transition from school to work, in line with Carter and Maizels, was not seen as a time of crisis but as a welcome relief from the "irritant" (Downes) of education. Unfortunately, the more this euphoric state of mind is a relief from school, then the less likely it is to accord with reality and, therefore, more prone to fall victim to depression and cynicism once it has worn off and the young person becomes more aware of his situation and future.
With regard to the schools which were visited, the comprehensive was likened to a market-place, where those doing examinations, and their parents, were more in harmony with the ethos and organisation of the school, but it was, in fact, seen as a large, confusing establishment, without coherent policy, by pupils, teachers and parents alike. The secondary modern had a benevolent, family atmosphere, with a good leadership system and a sense of common purpose, but this appeared to have fostered an unquestioning conformity and immature dependence on the part of the pupils. There was little encouragement to cross the school boundary, either by those within or those outside. Only a group of boys who had come under the regular influence of the careers master demonstrated the ability to "test what happened in school against their developing grasp of the world outside."

The parents, especially Asians, though the school was a good one, but were frustrated by their inability to make contact with the teachers. Apart from Open Day, which precluded many parents because of their work, the small number who had been to school had been about a "problem". The impression gained of immigrant parents paralleled that of the parents of the young people in work, summed up by a West Indian mother - "In a sense I am worried because I don't know what to do to help them; I don't know where to start."

In the "market-place" school there was a similar sense of isolation and resentment experienced by both pupils and staff as had been observed in the department store, owing to an absence of leadership. The subject-choice system, whilst introducing the adult concepts of choice and individual needs, had not been explored and introduced by the teachers in such a way as to relate it to the future experiences of the children. Unless in examination streams, the subjects, therefore, had little importance at this stage of the young person's understanding of the world outside school and tended to be chosen for superficial, if not frivolous reasons. The teachers presented a picture of a hard and hostile world outside school where the pupils
could no longer expect to be cared for as individuals, and the possession of academic qualifications offered a possible escape route from the industrial environment which lay outside the school. Since, however, 37 per cent of boys and 24 per cent of girls leaving Coventry schools in 1972 had joined the engineering and metal working industries, this was not a positive approach to helping their charges to prepare for adult life and, in the light of their (the researchers') findings, was even actually misleading.

On the other hand, neither did the maternalistic type of relationship observed in the second school serve as a preparation for the world of work. The idea projected here was that factory work was "repetitive, arduous and diminishing of individual persons", and the preparation provided by school, rather than a means of coping with the surrounding struggling and competitive environment, was seen as an alternative or escape, which effectively inhibited the pupils from progressing towards maturity and autonomy. The teachers themselves, the researchers believed, did not provide a sufficiently broad spectrum of adult models for the majority of their pupils, and did not understand life and work in inner city and working class areas.

However, although employers commented on the difficulties experienced by the youngsters in their transition to a working environment, in common with other investigations (Carter, Keil, Maizels) few of the young people seemed to be aware of any problem, their "socialization" at school having rendered them "pliable in the hands of the employers, letting go of their own interests without realising that they had done so until it was too late." On entering employment,

"... the time and trouble taken with young employees over their development was directly related to their potential importance to their employers. Where they were not expected to be more than production workers, training was short, linked with knowing how to
operate the requisite machine, but involving nothing
to do with personal development. ... The cumulative
effect of the education and employment systems
available to those who lived in Hillfields in
1971/72 was, as far as we could see it, to ensure a
pool of unskilled and semi-skilled labour being
available for employment in Coventry.”

What did Bazalgette propose, then, in the light of his
gloomy conclusions? One of his suggestions was that
teachers should take part in schemes which examined the
uses to which young employees put their learning from
school and to create conditions whereby pupils are helped
to understand the relevance of the curriculum to their
lives and the world outside school. This might involve
preparation of materials and resources on the working
world and managing work experience schemes. He also called
for greater co-operation with parents, but the most note-
worthy of his recommendations was that everyone under the
age of 20 should have the status of trainee and that groups
of 12-14 should have the opportunity to meet for open
discussion about once a week under the guidance of
"industrial coaches" - sympathetic, trained adults who
"understood their own roles in society and who could use
that understanding to give freedom to the young, seeking to
take their places in the adult world in their own way."

So much detail has been included, at this point, from this
piece of research because not only is it more particularly
concerned with the working environments of the young people
but also its method involved more personal observation than
the others. It highlights, particularly, the variety of
experiences that face the new workers and how these can
differ as a result of the organisation they work for and
the job they are employed to do.

Recognition of these variations and the need to "establish
a code of best practice of induction into work which would
match developments in the pupils' introduction to work
before leaving full-time education”(10) resulted in the
Leicestershire Committee on Education and Industry, local
industrialists and the Manpower Services Commission
financing a programme of research in Leicestershire. Led by E Teresa Keil, it was designed specifically to examine employers' induction procedures and the young workers' reactions to them. Members of management and a total of 307 young people were interviewed in 93 work organisations representing both public and private sectors.

Like Christine Moor's sample, Keil found that her respondents had looked forward to becoming workers, having a job and earning money. The idea of leaving school, too, had been attractive, with "meeting people" high on the list for girls. For them again, the type of work, the training offered and the prospects were the principal reasons for taking a job. Only 5 per cent gave relatives and friends at work as the main reason for taking a job, and only 3 per cent because it was "near home". Very few had been concerned about actually leaving school, the most common worries, like the Coventry youngsters, having been about "not being able to do the job", "being a worker" and "the people" at work.

Only 52 of the organisations had formal induction programmes, but the young people were asked for their recollections of induction experiences, formal and informal, along with their suggestions with regard to what they thought should be provided. Out of the 307 respondents, 151 (49 per cent) could remember having had an induction programme of some kind, of whom 109 (73 per cent) said that it had lasted one week or less. The questions covered many aspects of knowledge of the work situation and how this knowledge had been acquired. For instance, they were asked about their knowledge of the people in their place of work, the job they were doing and its place in the work process, the training and prospects; their contract of employment, including hours, holidays, pay and regulations; safety measures and medical facilities; trade union membership; workplace geography and organisational information (e.g., size, activities, social facilities). Nearly all of them knew their supervisors, the other members of their work group, and other young people in their place of work, but where there was a Personnel Manager only 56 per cent knew who he was and there was scant knowledge of Trades Union
representatives. Eleven per cent did not think they had been introduced to sufficient people. Whilst most of them had knowledge of the necessary training for their jobs (84 per cent) and of the prospects (80 per cent), not so many understood its position in relation to the work process as a whole, and 21 per cent did not think they had been told enough about the job itself. Again, almost all knew their working hours and most were well-informed on such questions as pay, stoppages, tax, etc, and holiday entitlements, but on conditions of employment, as a whole, 24 per cent thought that they had not been given sufficient information. Regarding safety on the job and first aid facilities about 70 per cent had knowledge but a large proportion - 49 per cent - said that they had not been told enough.

Asked what "stood out" particularly about their earliest days at work, 26 per cent replied "nothing" and 5 per cent that they "couldn't remember", but for the rest, "people" were remembered most, followed by "general bewilderment" 13 per cent. Other aspects mentioned were fatigue 8 per cent, the work itself 7 per cent, conditions 4 per cent, status change 4 per cent and getting up early 3 per cent. Looking back, the most important things for people to be told when first starting work were considered to be, out of 581 items:-

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<td>Job</td>
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<td>People</td>
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<td>Contract</td>
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<td>Environment</td>
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<td>&quot;Everything&quot;</td>
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However, the question asking what they liked most about their jobs attracted more answers than the one asking what they liked least - 97 per cent compared with 58 per cent approximately. "People" and "job" were important in both sexes' "likes", but "people" featured more prominently in the girls' replies. In the "Dislikes" section, on the other hand, the job itself was most often mentioned, followed...
by "environment" (again, much the higher for girls) and "contract", with "people" in fourth place.

Although 61 per cent had been in their current jobs less than 7 months and 82 per cent less than a year, nevertheless, a high proportion - 78 per cent - were still in their first jobs and only 18 per cent were in their second, so the rate of job change appears to have been quite small compared with Carter's sample. It is also interesting to find that the principal method of obtaining these jobs was by replying to newspaper advertisements, which accounted for 40 per cent, with both family and Youth Employment Service contacts a long way behind at 23 per cent and 21 per cent respectively, and unprompted enquiries accounting for only 12 per cent.

During the course of this enquiry the opportunity was taken to ask them about the schools' role in preparing them for work. Like Bazalgette, Keil found that neither the responses of management spokesmen nor those of the young workers were very favourable towards the schools. Of the managers, 20 per cent made no comments. Of the remainder, 22 per cent made favourable comments, whilst 54 per cent made critical comments on the schools. Of the young people, only 20 per cent thought that the last year at school had been a useful preparation for work and 62 per cent said that it had not been so. A further 17 per cent were undecided. Some said that they had been too involved in examinations to think about work; others, as Bazalgette's group, that their schools "did not care about those not taking exams". There was, on the other hand, often "clear and pleasurable recollection of visits ... whether or not they featured in job selection" and the high value they placed on these is apparent in Keil's analysis of the suggestions as to what they thought the school should provide:

- More visits, experience of employment: 31%
- More visits of people at work to schools: 16%
- More realistic advice: 25%
- More time to "careers" discussions: 23%
- "An impossible task" : 2%
- "Can't do anything" : 3%
- Other replies: 489 comments (100%)

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Thus, the views are in line with other findings and, furthermore, Keil considered that the evidence was sufficient to suggest that they wished to have a broader knowledge of the working world and the range of work ",(regardless of whether they wished to enter it) ... just at the point where they are being encouraged to narrow their range of interest and to focus on specific occupations and jobs."

More than 90 per cent of Keil's sample had attended State schools in Leicestershire and the first phase of the enquiry had revealed "a marked diversity in procedures, practices, resources and attitudes concerned with careers guidance ... in the county's Upper Schools." Bazalgette's accounts of the two schools studied in Coventry also serve to illustrate the diversity of experience afforded by different schools, and, in this connection, it was hoped to find studies of work done in school settings which had some resemblance to that of Littleover. Veness's study was in the days of the tripartite system; Carter's sample was mainly secondary modern, as was Maizels; and Kirton's were mostly selective or independent school boys, with the comprehensive element not being fully represented. It is true that Christine Moor's subjects were the products of comprehensive schools but, again, the sample could not be considered representative of the whole school population. Neither could the one comprehensive cited by Bazalgette be regarded as a very appropriate example for comparison, the Coventry school being creamed by four grammar schools and serving a number of Council house estates containing a high proportion of semi-skilled and unskilled workers, whereas, as will be seen in Chapter 4 Littleover was virtually 'uncreamed' and had a catchment area containing a much wider social mix.

However, two surveys of comprehensive schools were discovered which did afford a broader frame of reference.

The first, "A Critical Appraisal of Comprehensive Education" J M Ross et al (1972) - was the final stage of an NFER project which began in 1965 and involved a detailed study of
twelve mature comprehensive schools. In order to provide the research team with an indication of the points to be investigated in relation to comprehensive education, a Joint Statement of Objectives for Comprehensive Schools (which included guidance in relation to careers) was "agreed by a group of teachers, educational administrators and research workers from the various disciplines relevant to education". (11)

The size of the individual schools ranged from 240 to 1,800 pupils and were representative of various localities - six rural schools, four larger urban schools and two Leicestershire Plan (senior and junior) high schools situated on the edge of built-up areas, drawing pupils from both town and surrounding areas. The subjects of the investigation were the pupils in the 4th Year in Autumn, 1970 which, of course, unfortunately, means before ROSLA.

They were asked two questions specifically concerned with Careers Guidance, namely -

"(a) Have you talked about the type of job you would like to do with - your parents a teacher at school other boys and girls somebody else

If you have said 'somebody else', please explain who this is.

"(b) Would you like to have had more help in thinking about the type of job you will do?"

Answers revealed that about 90 per cent had discussed jobs with parents and about 60 per cent with other boys and girls, but only about 46 per cent said they had consulted their teachers, whilst talks with people either linked with prospective occupation or concerned with vocational guidance were very rare. Girls, it seemed, were more ready to discuss such matters in all three categories.

In reply to question (b) an average of 71 per cent said they would have liked more help in considering jobs, but this did not indicate the wide difference between schools. For
example, in one rural school 88 per cent would have liked more help, compared with only 59 per cent in another rural school but, on the whole, pupils planning to leave without taking examinations were the more satisfied - 74 per cent against 62 per cent.

Three questions were asked which related to the children's aspirations -

"1 Until what age do you think you will stay in secondary school -
   to 15, 16, 17, 18, after 18, don't know" -

to which 13 per cent replied that they didn't know, but 74 per cent said until at least 16, 42 per cent 17, and 26 per cent 18.

"2 Regardless of what you are actually going to do when you leave secondary school, if you had a choice, would you rather go -
   to full-time study?
   to part-time study and part-time job?
   to a job?"

and 20 per cent said that they would prefer full-time study after school.

"3 Which of the following examinations do you intend to take -
   'A' level, 'O' Level, CSE, other, don't know"

- 80 per cent replying that they intended taking examinations of some kind, 50 per cent mentioning 'O' Level and 26 per cent 'A' Level.

These findings, the authors commented, indicated more desire to stay at school longer and take examinations than shown by the Plowden Follow-up (1971) but in both samples it seemed that they were inclined to over-estimate compared with Department of Education and Science reports in the late 60's.

Children from the middle-class, they found, were proportionately over-represented in the upper bands and streams, but their ability/attainment justified their placement and it
was the children in the higher streams and from the higher social background who had a more favourable perception of school, were better behaved and wanted to stay at school. They also investigated spare-time activities in order to compare use of leisure as against leisure activities under the auspices of the school, e.g., school teams, clubs and societies, and they found, again, that it was predominantly the more able, middle-class pupils who supported the extra-curricular programme, although there was little interest generally in "adult-directed" activities.

Ross et al's survey was a general one and concluded by suggesting that schools should define their own objectives and devise their own means of evaluating the success of the subject matter, learning experiences and their organisation designed to meet these objectives, whereas the second, that of B.M. Moore - "Guidance in Comprehensive Schools" (1970) - also for the NFER, reported specifically on the methods and functioning of guidance systems in operation in five comprehensive schools in various localities in England. As he pointed out, guidance in general includes educational, vocational and personal guidance but "a large measure of the effectiveness of each would appear to be due to their interdependence."(12) Any educational decision has implications for career opportunities and any career decision involves a decision concerning education. Therefore, whilst he treated them separately, because his main concern was with vocational guidance, the inevitable overlap necessitated a study of all areas.

The five systems were described in detail, which it is not necessary to recount here, but it is worth mentioning that "no more than cursory information was given on careers by any school before the fourth year, although two schools were anxious to do something in the third year", and were hoping to make a "general introduction to the world of work which could be related to course choice at the end of the third year." Two schools had regular timetabled periods for
careers in the 4th Year, including films, TV programmes, talks, works visits and sometimes work experience. All five schools had a 4th Year "integrated" course for slow learners and early leavers which was vocationally orientated and included vocational guidance. The non-academic courses in years 5 and 6 also included "a strong vocational guidance element", and "Link Courses could be a strong contributory factor in finalizing educational and vocational decision."

He said that "criticisms were voiced" about timetabled guidance programmes in that they might not always be sufficiently relevant to the needs of all the pupils within the group, although he pointed out, conversely, that there is a danger if guidance were directed too soon to individual needs it could result in too narrow a focus too early which would preclude a consideration of the full range of alternatives. It seemed, though, that there could be "limits to the amount of time that should be given to Careers in the curriculum. Even allowing for good methods of presentation, too much of it can produce a slowing of interest and a mental rejection of the topic." At the same time, the value of "actual experience comes into a different category" and, whilst there might be some doubt about works visits, work experience and link courses seemed to contribute positively both to knowledge and motivation. The conclusion reached was that -

"Research is required into the duration, content and balance of suitable programmes and the frequency with which sessions should be presented before the case for careers in the curriculum can be regarded as an entirely unmixed blessing. At all events, two features stand out as being important: the relevance of the topic under consideration to the group and the level of pupil participation and involvement in the programme."

Another aspect needing research was from the "consumer angle" - for instance,

"... on what basis of information do pupils make choices and decisions at critical stages of their education? Having made a decision what level of
satisfaction, or confidence, do they have in it? How stable and consistent are the decisions? What degrees of satisfaction do pupils have as regards the amount and type of guidance they receive in school?"

The replies to questionnaires on course choice, school leaving and careers issued to small samples of 3rd and 5th Year pupils shortly before publication of this study were not encouraging.

The importance of assessing parental satisfaction and the degree of help and support they would like from the school was another area, he said, which required investigation, as was

"... the question of follow-up studies of guidance into further education, higher education and work ... since it is likely to be in relation to the outcomes in these areas that the effectiveness of guidance given at the secondary school stage will be most readily discernible."

One of the reasons for Careers Education in the 3rd Year is, of course, to help young people to make sensible and forward-looking subject choices for what is now, for all of them, the last two years of compulsory education, whether or not these culminate in examinations, so one of the concerns of the proposed study was to collect information on the children's reasons for choosing what they did, their satisfaction or dissatisfaction with their choices and whether they proved, subsequently, to be suitable ones for them. Moore had something to say about this vital decision-making crossroads of the child's school career, but two later works - "A Matter of Choice" - Reid, Barnett and Rosenberg (1974), and "Choices and Chances" - Ryrie, Furst and Lauder (1979) - are in-depth studies which provide much more information for comparison.

The former, a "study of guidance and subject options", (13) was an investigation for the NFER into the opinions, in the 4th Year only, of pupils, parents and teachers in five comprehensive schools, whereas the second was the first part of a longitudinal project for the Scottish Council
for Research in Education and involved eight comprehensive schools. In this project two separate random samples of 74 (37 boys and 37 girls) were taken in two successive year groups in each school, so that each sample, therefore, contained nearly 600 pupils.

Reid et al pointed out the limitations of a short-term project and the need for a longitudinal approach through to the 6th Form and the early years of work, as so little is known about the pupils' perception of subject choice in relation to vocational implications and the impact of increased guidance provision. For instance, should vocational considerations be given first priority at such an early stage when influences might vary from one age to another?

Their findings confirmed earlier works - many had not made their subject choices with definite careers or type of training in mind but did assert that job possibilities had been of importance when making their selection. As 32-40 per cent had not decided what their future job would be, and this percentage included more of the above-average ability rating than others, the researchers concluded that "this probably reflects their intent to continue in full-time education for some years and defer career decisions." School D was exceptional with 78 per cent of its able pupils having decided what they were going to do, but they compared this with McCreath's study (1970) which found that even where career plans had been made they were modified to the extent that "only 7 per cent of the sample had made at 13 what remained a stable choice of career, and thus had known what they wanted to do before the main subject options began to operate."

When the opinions were checked two terms later, it was found that nearly 60 per cent would not change subjects even if given the opportunity, but the more able, particularly girls, were the more satisfied. The less able
were less satisfied with their courses, and questions raised were - Is this because of the options available to them or is it related to a more general dissatisfaction? Or is it, on the other hand, because they are less capable of choosing wisely? One very significant finding was that there was no suggestion at this stage that girls were less ambitious than the boys, nor that there was more concern on the part of parents for boys than for girls.

The father's occupation could be ascertained in two of the schools and a relationship was found between social class and ability grouping, but no consistent relationship was found between social class and choice of course or guidance received. Nor was there any significant difference between pupils in different schools in attitudes towards guidance. Between similar ability groups, however, of different schools, it could be found that, say, the average ability boys in two of the schools were more satisfied with their courses than the average ability boys in two other schools and the average ability girls in one school had a satisfaction score of 38.8 whereas another had a score of 32.7. The most important point to emerge was that schools could vary in their ability to cater for the needs of different kinds of pupil, attributable to differing features of their choice and/or guidance procedures, differences in the range and content of courses, etc. For instance, four of the schools did offer some degree of subjects (courses) from which to choose. "In School A he was selecting his major preferences from a list of subjects; in School B he was choosing a course which in itself contained a number of options but which was not necessarily related to a specific career; in School C he was constructing his own course by choosing one subject from each of five blocks, whilst in School D he was selecting one of our 'ready-made' courses which had a vocational orientation." In all schools there were constraints, such as advice to choose a balanced range of subjects already being studied, or the levels at which they were offered, and so on.
In all four schools the first three reasons for choice of subjects were - liking for and interest in the subject, helpful for future job; examination passes; ability in the subject. When asked who had played the most important part in helping them in their choice, parents were placed first, next came "no-one", teachers coming third. Where social class was known a higher proportion of pupils of "non-manual" parents named their parents' help as being the most important, but their study, as others, indicated a large proportion of children claiming to make their choices by themselves, a predominance of parental advice and a relatively minor role played by the school.

In School X, however, the pupils were assigned to courses, so they were given a chance to suggest how their particular system might be improved, and many wanted to play a more active part in the decisions - "We should choose our own subjects but with a little help from the teachers." Other comments included criticism of the wider choice available to the more able pupils; dissatisfaction with the emphasis on 3rd Year examinations results - "There shouldn't be so much stress on 3rd Year exams"; and the provision of careers advice - "We should be able to choose subjects that would best fit what we want to do when we leave school."

Nevertheless, 34 per cent declared they were "completely satisfied" with their courses, 62 per cent "partly satisfied" and only 4 per cent "dissatisfied", whilst 74 per cent agreed that the courses they were pursuing would help them later, as compared with 80 per cent in the other four schools - and even with the choice largely taken out of the children's hands, the less able were still less satisfied. What is most surprising is that misplacement in subjects in terms of ability, as assessed by the teachers, proved greater in this school than the others, and whilst misplacements above ability were about the same as misplacements below in Schools A-D, 29 per cent of pupils in School X were involved in work which was too easy for them as compared with only 13 per cent in the other schools.
In the Scottish study, (Ryrie et al.), in all eight schools most pupils or their parents were offered a variety of options and asked to make their choice. (In School 6 the less academic pupils were assigned to a non-certificate common course without any choice of subjects, and in School 7 also, but this was a little more flexible in that some children could take one or two SCE subjects). As in Reid's study choices were explained in terms of liking or interest (31 per cent), usefulness for job (26 per cent), and 24 per cent chosen on someone else's recommendations or there seemed no other possibility. Choices made because a pupil was "good at" a subject amounted to 8 per cent only, but, as the researchers point out, it could well be that liking and ability "may amount to the same thing in many cases." (14) It was noted that vocational implications were very much to the fore in the selection process, 64 per cent choosing at least one subject for its usefulness in future job or career, and 40 per cent choosing two or more for this reason, although the manner in which these choices were related to Careers/jobs varied considerably. Often the reasons were consistent with the job area mentioned but sometimes clearly a process of rationalisation only had taken place.

Of the 24 per cent "no-real-choice" subjects, one-fifth of this percentage is explained by those allocated to subjects in School 6, but the remainder drew a variety of responses -
"I was made to take it."
"The teacher said I should take it and it would help me with a job."
"It was the only one left in the column."
"I wasn't any good at the others."

When asked whether anyone had had any influence on their subject choice, teachers' influence was acknowledged in 22 per cent of cases and parents' in 12 per cent, but 54 per cent were said to have been made without any influence at all. It was believed, however, taking into account the comments
of teachers and pupils' reports about each other that the one per cent acknowledgement of friends' influence should probably not be accepted at face value. In the first place, pupils had been warned by teachers of the danger of choosing what friends did in order to be "in the same class", and secondly, it is highly likely that such influence could exist without the children being aware of it.

Ryrie et al mentioned the large number of investigations which had been made regarding young people's attitudes and expectations before and after leaving school, but the dearth of studies among younger children. Recognition of the need to be able to relate young people's early views to their later development led them to ask about job expectations. Only 8 per cent of the first sample and 11 per cent of the second sample had no particular job intentions, and of those who had, over 80 per cent of boys mentioned one of 25 occupations and almost 80 per cent of girls one of 12.

Then, in order to assess how seriously their job intentions should be viewed at this stage, the second sample members were asked about the firmness of their intentions, and, both samples, what kind of job they expected to be doing in 10 years' time. Again, both samples were asked what job they would choose if they could do anything they wanted. Their answers were -

Question 1, Quite definite - 42 per cent
Fairly sure - 41 per cent
Only idea - could change their mind - 17 per cent.

Question 2, The same - 70 per cent (1st sample)
71 per cent (2nd sample)

Question 3, Different from intended job - 41 percent in each sample, but only 12 per cent and 5 per cent respectively could be classed as "fantasy-type" jobs.

"The impression given by the young people was that the question about an ideal job was rather an unreal one for them. The result was either that they simply mentioned again the job they had quoted earlier as their 'intended' job, or thought of something else off the top of their heads."
They concluded, therefore, that whilst some held reservations as to whether their hopes would be fulfilled, job intentions were regarded fairly seriously. They could not be regarded as "fantasy" choices, and most had been discussed with parents.

Although the children had an accurate picture of the occupational structure of their area, their stated job interests had been formulated without any reference to actual local employment opportunities, and, in comparison with the Census figures for 1971, would appear to be unrealistically high, too many aspiring to professional-type occupations and too few intending to enter semi-skilled and unskilled work in comparison with the actual pattern of employment in their localities. It was found, however, that their job aspirations, whilst high in relation to local availability, were consistent with their "banding" in school, and were so irrespective of occupational level of fathers. It is also significant that parents' views were broadly in line with their children's. Although most said that they had discussed jobs with their children and made suggestions, there was obviously a desire to be helpful and encouraging, but a reluctance to impose their ideas on them. In line with other research findings, they wanted their children to be "happy" and only a few would have preferred them to be aiming higher, or mentioned jobs which were different from those intended by the children. It is also noteworthy that, contrary to popular belief, the children in this sample did not show much tendency to follow in parents' footsteps. In the first sample only 11 per cent boys and 5 per cent girls, and in the second sample 10 per cent boys and 6 per cent girls mentioned the same job as either parent.

Leaving intentions were also more related to "Band" than parental occupation, children being allocated to Bands A, B and C (30, 40, 30 per cent respectively), based on subject grades conveyed to pupils and parents about
the pupils' ability. Children of the higher socio-economic groups tended to be in Bands A and B, but there was not an absolute correspondence.

The authors' conclusion was that genuine choice was restricted by assumptions and expectations that overtly or by implication channelled the choices of pupils, the overriding emphasis being on academic ability, which meant that the scope for choice by the less able was more limited than the others. No positive action was being taken with regard to non-academic potential and the problem of providing a suitable curriculum for the less academically able pupil had not really been tackled.

There was a need, they felt, for more personal contact with pupils but, as many guidance teachers explained, time often severely limited their opportunities for getting to know well only the "problems" and the outstanding children. Except in the smallest of the schools, it was apparent to the researchers that the guidance systems in operation were inadequate to the task of providing each child with a relationship of trust and sympathetic understanding with a teacher. Many parents, for example, complained that "teachers did not seem to know their child". Pointing out that their enquiries had revealed that most of the pupils' ideas about work and future education had been derived from sources outside school, they suggested that

"... if their school education is to help pupils in the formation of their intentions, what is required in the early stages is not so much more formal programmes of careers education, but a more real attempt on the part of someone in the school to become meaningfully part of the pupil's world and a significant part of his personal experience."

Where the evidence indicates that school is not a "meaningful part of the pupil's world" or "a significant part of his personal experience" that has been related by researchers consistently to both socio-economic status and attitude
within the family. For instance, Carter distinguished the "home-centred aspiring" parents, the "solid working class" and the "roughs", all coming within the category of working class, but providing widely varying backgrounds for their children, and pointed out that the school could do little without parental support. Bazalgette broke away from the 'facts and figures, statistical' kind of analysis and came to the conclusion that a more personalised approach to individuals and small groups of individuals was required. Paul Willis, (1975) also, approached the issue in a different way because he argued that the objective causal relationship research method generally employed did not provide an adequate understanding of the processes actually involved. He contended that the working class school leaver perceives the situation from a subjective and personal point of view derived from his informal cultural experiences rather than from the formally organised sources of information. Whilst the "central if negative findings" of the literature dealing with the transition to work were accepted, ie, "that the entry into work was a problematic experience for most school leavers; that the formal agencies of guidance were relatively ineffective - that social class, the home, the school were the crucial background determinants of job choice", he had found that what was missing was "a presentation and discussion of the actual experience of the subjects as they made their passage, and an exposure and discussion of the located culture, and its often hidden meanings, through which the subjects actually live."

As a result of his belief, Willis undertook an in-depth qualitative study of a small group of "working class kids going through their last year at school."

Realising, though, like Carter, that the large group which could be labelled "working class" was by no means homogeneous and was clearly divisible into those who were positively orientated and those who were negatively orientated towards school, he decided to take as the main study a friendship
group of 12 anti-school working class boys. This decision was made because, not only would these boys represent those destined for the semi-skilled and unskilled jobs deemed "to be at the heart of working-class culture proper", but also because it was clear that those with a negative attitude towards school were the most susceptible to the "situated informal culture" Willis was interested in. The boys were assessed as being of "average ability" and a parallel group of boys, positively orientated, was selected in the same school (a non-selective secondary school in the Birmingham area) for comparison. A range of methods was used, including participant observation, group discussions and interviews.

Willis was fully aware of the difficulties in gaining the acceptance of the pupils as "one of them", as it were, without incurring the mistrust of the teaching staff. Nor, indeed, did he overlook the possibility that they might "put on a show" for his benefit, but enquiries of both boys and teachers served to reassure him that proceedings and behaviour were much the same as they would have been had he not been present.

Work was started with the group in late May, 1973 and continued through the rest of that term and the whole of the school year 1973/74, the researcher having regular discussions with the group, some of them being taped. He also conducted individual taped interviews and attended a range of classes, including careers lessons. Later on, he was even able to spend complete days with them, both in school and in their leisure activities. Four of the group left at Easter, the rest in the summer of 1974, and the second stage of the project - two days spent working alongside each boy in the work situation - was completed by January, 1975. An in-depth taped interview followed these two days and, again, Willis emphasised the need to set up the right conditions. The fact that he had already formed some sort of a relationship with the youngster
helped a great deal in establishing himself quickly as an acceptable member of the new group, but it was essential that he be given some purposeful task to do and that he should be treated in exactly the same way as the rest of the work force. Otherwise, as in school, there could have been the suspicion that the role of researcher was no more than a cover for "a boss's man".

In school it was observed that the pupils split themselves into two main groups - the conformists and the non-conformists - usually in the 3rd Year, occasionally in the 4th Year, although sometimes as early as the 2nd Year. This is not uncommon, but, more interestingly, Willis discusses the reasons for this and raises points which question the arguments that streaming, the traditional curriculum, examinations and the emphasis on academic achievement are possibly conducive to the emergence of anti-school groups. With regard to streaming, for instance, it was clear that "oppositional" groups had formed by the end of the 3rd Year, whilst there was a streamed situation, but even when mixed ability grouping was introduced in the 4th Year, these groups "developed and hardened in quite as strident a fashion as may have been expected under streaming." In any case, according to this study, it was not only the less able who became members of these anti-school groups. It seemed that for some able, articulate and self-assertive youngsters the life of the "boys", as Willis's study group called itself, had more to offer than the traditional values of the school, and pointed out that, from the school's point of view, if one or two such inventive, manipulative characters were introduced into the traditional low ability "ghetto" form it could develop into something much more uncontrollable than before. Similarly, it is likely, and it was observed to be so in this case, that a move towards topic-centred and student-centred teaching, with a large number of options open to the pupils, together with the consequent high number of group changes to be made during any one day, provide more scope to those who are so inclined to attend "fun" classes or even "skive off"
altogether. Thus, it might be that the more permissive regime is more open to exploitation by a culture working in opposition to that of the formal institution than a traditional method of organisation.

Willis talked to some of the parents also, and, although the, by now, well-known correspondence of supportive, striving home background with conformist pupils and the more fatalistic 'laissez-faire' background with non-conformist pupils was discernible, he thought it was too easy to attribute counter-group cultures of this kind entirely to influences of family and environment, or as a reaction to academic failure and rejection by the school. As there were opportunities for children to gain recognition in other fields and as the group recruited some of its members from amongst those who could, if they so wished, have achieved success in accordance with the values of the formal institution, there would appear to be factors other than these involved. The conformist ranks were referred to scornfully by the "boys" as the "ear'oles" and their school day revolved around practices aimed at subversion of the school's objectives on one hand and the ridicule of the "ear'oles" on the other. Their values were associated with life outside school - essentially an "adult male working class world", involving fashionable clothes, cigarettes, drinking and girls - for which they needed money. This need for money was met by part-time work from which they derived their concepts of what the adult working world was like and what it meant to them. The "boys"/"ear'oles" culture would evolve into the white/blue collar and skilled/unskilled divisions of the adult working population, with their contrasting values and life-styles -

"'We wanna live for now, wanna live while we're young, want money to go out with, wanna go with women now, wanna have cars now, and er'm think about five, ten, fifteen years time when it comes, but other people, say people like the 'ear'oles', they'm getting their exams, they'm
working, having no social life, having no fun, and they're waiting for 15 years time when they're people, when they've got married and things like that ..."

Any attempts to introduce the logic of "matching job profile with ability profile, or life style/job/ambition profile" in Careers sessions were a failure. "Unless an individual had already decided to do a certain specific job, information about it was simply not taken in." The young people shown in the films corresponded to the "ear'oles" or were "probably at some acting school or summat", but, very often, what did get through and was remembered was not what had been intended by the producers at all, but rather such things as the inevitability and monotony of working life, its hardness and competitive nature. Intrinsic job satisfaction, as such, is not expected by lads like the "boys". What they are looking for is a work situation which will allow for a continuation and development of the culture they have already established for themselves, that is to say, a "them" and "us" situation, the chance to "skive off", the possibility of "perks" and "fiddles", and like-minded workmates with whom they can make the best of dull, unrewarding work. Thus, by the very nature of their activities at school and their experience of part-time jobs, when they do start work they are more likely to feel at home than to experience "cultural shock". They recognise the shop floor practices - defeating boredom, time wasting, heavy and physical humour, petty theft, "fiddling", "handling yourself" - as something they know and are already adapted to. These attitudes, also, are embedded in the traditional hierarchical structure which admits of conflict but constitutes no real threat to the power of management, there being no question of one of "us" wishing to become one of "them". The "conformist" boy, on the other hand, who has imbibed the school's doctrine of equality of opportunity and advancement through merit, who expects intrinsic job satisfaction and upward progression, will be the one to experience most
difficulty in this situation. In his belief that authority and superiority should be reflections of competence, it is he who will strive to cross the barrier of "us" and "them", and will perhaps find himself in the unhappy position of being unable to participate in the shop floor culture and, at the same time, being regarded by management as "irksome" and "hard to deal with".

Willis, therefore, came to the conclusion that the most important transition for the unqualified working class school leaver was not the transition from school to work but his entry into the non-conformist group and its distinctive culture within the school. He further asserts that

"... particular job choice does not matter too much. Indeed, we may see that with respect to the criteria which this located culture throws up, most manual and semi-skilled jobs are the same and it would be a waste of time to use the provided, middle class grids across them to find material differences. As far as their actual work content is concerned, all these jobs may be expected to be monotonous and arduous, so what matters every time is money and the possibilities of a cultural involvement and diversion. Although the careers programme imbues the 'boys' with something of the sense of the range of jobs and the importance of choosing between them, it's clear that beneath the surface the power of the cultural process we are pointing to, takes hold. Even if it's not explicitly verbalized, from the way many of the kids actually get jobs, and from their calm expectation that their jobs will change a lot, they do not basically make much differentiation between jobs - it's all labour."

Not unreasonably, Willis argues that this mode of adaptation to the harsh conditions and unrewarding work still faced by the majority of the working class is a much more promising "strategy for survival" than would be a contemplation of the bleak reality which job investigation and selection judged by middle class criteria would reveal.

Thus, the "boys", making their voluntary choice to leave school as soon as possible to enter lower level factory jobs, do not see themselves as having failed, as the outsider,
from a middle class standpoint, would be inclined to do. Even when jobs are difficult to find, Willis contends that lads such as the "boys" are likely to fare better than the conformist school leaver with few, or no, paper qualifications. In times of high unemployment the informal "contacts" inherent in the "boys'" culture might work to their advantage, whereas the more conformist or isolated individuals who rely on the formal agencies could well find themselves let down.

He says, "... this research suggests that it is basic cultural processes rather than official guidance which most importantly determine job choice amongst large sections of the unqualified", but, whilst these findings must seem negative at first sight to people involved in Careers work, he suggests that it is at least an advance to understand what is happening and, for instance, to be able to recognise the potential sufferers, such as the social isolates and the conformists who are likely to find themselves in factory floor jobs because of lack of paper qualifications. He also comments on the useful work that can be done as regards the provision of information about jobs, local opportunities, different kinds of working situations, and so on, and mentions particularly the obvious success of works visits and work experience schemes with the boys.

Amongst future topics of research arising from the findings of this project, Willis therefore suggested - "The identification, over larger numbers, of conformist and non-conformist groups in school, and the attempt to see if it is possible to plot their job choice and future development with parameters derived from this study.

The planning and implementation of careers and counselling work more appropriate to non-conformist groups in the school, and cognizant of the social problems of conformists, or social isolates, without paper qualifications.
Case studies of lads reaching their early twenties, marriage and responsibility from non-conformist backgrounds."

(commenting further -

"We would predict this as a period of crisis, of possible return to state education, of probable involvement in Union affairs.")

and

"Further work on the nature of working class culture, especially as it is manifested on the shop floor, and how it is related to school cultures."

Again, then, doubts are expressed about the value of 'blanket' guidance programmes in the light of the many and varied cultural pressures experienced by different individuals, and the suggestion that a more personalised approach might be more beneficial. Certainly, Willis's work lends little credibility to developmental theory, in the context of unqualified, working class youth in England, at any rate.

THE DEBATE ON THE THEORIES RELATED TO JOB CHOICE AND THEIR RELEVANCE

Such theories have been even more stoutly contested by Kenneth Roberts (1968). His research was designed specifically to test the following hypotheses which were deduced from Ginzberg's and Super's theories -

"1 Young workers' ambitions will gradually become more consistent with their jobs as their careers develop.

2 Job satisfaction will gradually increase as careers develop.

3 Occupational mobility will decline in frequency as careers progress."

The survey covered a sample of 196 young men aged 14 to 23, "selected by a random canvas of households in a part of the Greater London Borough", and they were asked about "their careers, their attitudes towards their jobs and their ambitions." The age range ensured that the survey included young people at various stages of their careers.
He found that none of the three hypotheses could be adequately confirmed, the second one, particularly, being open to question, as job attitudes tended to become less favourable with the passage of time, especially amongst manual workers, whilst the data in respect of the first and the third provided no conclusive evidence either to confirm or reject the hypotheses.

He concluded, therefore, that although the development of some young people's careers could be predicted along the lines of these theories, "the idea that individuals choose jobs and then enter them is a proposition that requires supporting empirical evidence before it can be accepted." The evidence in Britain would suggest that ambition is adapted to the kinds of work that young people find are available to them. To support this view he posits three types of evidence. Firstly, there is the question of job changing to be considered. Most young people, when asked, report ambitions corresponding to their current occupations and do not anticipate changing their jobs in the foreseeable future, yet in practice many do so. This seems to indicate that rather than changes being made to implement aspirations, ambitions are adjusted to accord with the change of occupation. Similarly, whilst research has shown that only about 50 per cent of school leavers obtain the kind of work required, very few say they are dissatisfied and want to leave their jobs. Thirdly, previous research has indicated the realistic, modest or low ambitions of young people and how these rarely move beyond their potential or attainments, and Roberts questioned, therefore, how far these stated aims could be accepted as representing genuine aspirations. When he asked, in his own investigation what they would like to do if they "could choose from all the jobs in the world" 50 per cent mentioned different jobs and many who failed to answer "did so because they were spoilt for choice." Aims that they know cannot be realised are, it seems, "relegated to the realms of fantasy". Accordingly, he considered that ambitions anticipated
rather than determined future career patterns and evolved according to jobs held rather than the reverse.

He went on to propose an alternative to the developmental theories - the opportunity-structure model - which acknowledges that "occupational opportunities are structured by a number of factors." These factors include - type of school attended and educational attainments; type of home background, which affords "social proximity" to certain kinds of jobs, as, for instance, he found in his study that 35 per cent of first jobs and 52 per cent of subsequent jobs were obtained through informal channels; and the different opportunity structures offered by the first jobs entered by school leavers. Roberts' own survey showed that young people obtaining jobs with training usually stayed where they were, whether in manual or non-manual occupations, but that the number of changes for manual non-skilled workers was much greater than amongst unskilled non-manual workers. This is probably attributable to the opportunities for advancement as a result of seniority and long service which are an incentive to stay in some white collar jobs.

He was not saying, at that time, that Ginzberg's or Super's or any other theories, were invalid, but that the opportunity-structure model more closely typified the entry of British school leavers into employment, firstly, because the stratification of job entry qualifications is linked to the stratification of the output of the school system, and secondly, because the school leaver's ambitions and attitudes are malleable. There are several reasons for this. One of them is the widespread belief that occupational choice is a free one. This is not true, he said, but it is sufficiently accepted for young people to feel that they have been responsible for the choosing of a job and to be reluctant to express dissatisfaction until another prospect has appeared. "To be dissatisfied with one's occupation would be to engage in self-criticism." Another reason,
for boys particularly, is the need to have a job in order to establish social identity and self-esteem. An occupation, more so than any particular occupation, is essential to the young male in industrial society to establish his status in the adult community. Additionally, there is the school leavers' limited knowledge about jobs, which perhaps helps further to explain their adaptability. The multiplicity of occupations in modern society and their removal from general public view makes a comprehensive knowledge of the working world well nigh impossible. Thus, a youngster will gravitate towards a job about which he does find something, however little that may be, and similarly, will stay in a narrowly-related range of occupations because these are the only ones he knows anything about.

Roberts was saying much the same thing a few years later in "From School to Work" (1971) which was about the development of the Youth Employment Service, and which also reported upon his own study of the work of the YES in the Liverpool area. He outlined the change in attitude within the Service away from the notion of 'talent-matching' or 'finding round pegs for round holes' towards a view of vocational guidance as a 'non-directive' and on-going service which should be available throughout life, involving the individual in making his own choice based on an awareness of his abilities and inclinations as they relate to the world of work and available job opportunities. Even when interest inventories, aptitude and psychological tests, etc were used, it was not considered that the evidence from these should be fed back to the client in any authoritative or directive manner, but rather that it should be used by him as information at his disposal to help him in his own 'decision-making' activity.

The practice of a general talk and one interview shortly before leaving school did not tally with the implied necessity for continued vocational guidance from an earlier
age, and the Merseyside Careers Officers further contended that effective vocational guidance in school should ensure that all but a small minority would be sufficiently prepared for the transition so that they would find suitable jobs and settle down without requiring any further counselling or placement. Roberts' opinion was, though, that in view of the pervading effects of the child's environment from earliest childhood, he had doubts as to whether, even if YES contact was established well before school-leaving age, the Service's influence could ever transcend that of home and school. Educational attainments, he points out, have been largely pre-determined by the selective system and even with the advent of comprehensive schools, selective mechanisms are built in, with streaming and continuous assessments of ability, and the most any organisation offering guidance and placement services can hope to do is to help youngsters in the process of adjustment of their ambitions to the opportunities available to them. Even in the American system, which helps the pupil to remain in the competition longer, thus enabling the individual's ambitions to have some influence on his education and, consequently, his job opportunities, it has been admitted that, ultimately, counselling has to play the same "lubricating" role. The evidence there has not indicated sufficient long-term benefits to justify the time and effort devoted to counselling work in schools.

In England, whilst a study in Birmingham prior to the Second World War showed that young people who had received and acted upon vocational advice had become more stable and satisfactory employees than had those who did not receive such advice or, alternatively, had not acted upon advice offered, subsequent attempts to assess long-term effects have not provided evidence of any definite benefits. (Campbell, D P) 1965. He emphasised that the one inescapable fact that must be faced is that job satisfaction does not depend only on the employees themselves. The problem of
failure to find work a satisfying and fulfilling experience lies, in many cases, partially in the nature of the job itself, and not in the inadequacies of the processes of job choice or guidance. "Some individuals must, therefore, reconcile themselves to jobs that are just tolerable; others must learn to endure monotony and boredom."

In 1975, he went as far as to say

"... objection to the developmental theory is quite simply that it is wrong; that the propositions it contains are inconsistent with the known facts about how individuals enter and respond to their occupations. The theory's main mistake lies in treating individual's occupational choices as unrealistically central processes in the course of vocational development. Despite the existence of a nominally free labour market, individuals do not typically choose their jobs in any meaningful sense; they simply take what is available." (18)

He mentions the work of M P Carter, Maizels and B Swift as examples of evidence to support this opinion, but the most noteworthy point made in this particular article is probably his reference to the "hidden curriculum" of the school. Whilst selection at 11+ is non-existent in the genuine comprehensive situation, it must be true that pupils do internalise the climate of the particular institution attended and acquire concepts of themselves according to their accomplishments in relation to their peers, streams and subjects to which they are allocated, etc, which, in turn, have their influence on vocational aspirations. This was clearly demonstrated by Moore, Reid and Ryrie.

Careers guidance, he insisted further, must, therefore, be a matter of "adjusting the individual to the opportunity structures to which he has access" and "should be centred round dealing with clients' immediate problems." If this approach appeared unpalatable and seemed like relinquishing the progress made during recent decades, then this was merely the result of the unrealistic expectations of developmental theory and, in any case, whether he likes it or not circumstances force the counsellor into the
"crisis-counselling" situation and that of trying to help clients to bring aspirations into line with reality. Furthermore, he argued that to persist in guidance practices in accordance with developmental theory could, in fact, be harmful. "Assisting young people to acquire self-knowledge and crystallize related occupational choices" could leave them less adaptable and lead to greater dissatisfaction when they are faced with trying to come to terms with reality than might otherwise have been the case. At the same time, refusal to adopt this alternative role inhibits the provision of a service which could be of real benefit to its clients.

More recently he has drawn attention to the decreasing opportunities available to the 16-year-old school leaver, with the expansion of further and higher education and the employers' increased demands for paper qualifications, and the tendency to remain in education beyond the statutory leaving age to take or repeat examinations to meet these demands. Thus the route through education to higher level jobs has widened, but this has again favoured children from middle class backgrounds because the traditional working class method of upward mobility via part-time study has contracted. Apart from the reduction in recruitment at the 16-year-old level, those young people who do get employment at this age can now find their promotion prospects reduced by the recruitment above them of more highly qualified personnel.

The introduction of the Certificate of Secondary Education in 1965 has also created a radical change in the stratification of school leavers in that many more take CSE examinations than was intended or expected, so that, whereas in the 1950's over 70 per cent left school without qualifications and there was no stigma attached to this, the unqualified school-leavers now in this country are equated with their counterparts in the USA where they have long been looked upon as "the drop-outs, the failures, the no-goods" ("The Sociology of Work Entry and Occupational Choice", 1981)(19). The "pyramid profile" had become "diamond-shaped" he had said in 1978,
"The Limitations of Guidance"), and it is these unqualified youngsters at the "tail-end" who were the greatest problem - hence the call for more attention to numeracy and literacy, courses on behaviour, dress, etc - but Roberts maintained that their predicament was in fact caused by the opportunity-structure as it had been allowed to develop. As he points out, the opportunity structure is clearly not immutable as the changes over the last 20 years had illustrated: therefore, the problem called for structural change rather than more careers work. He asked if "hordes of 'new sixth formers'" and "larger waves of young people leaving school aged 17, 18 and 19 equipped with handfuls of CSE and 'O' level passes" were really wanted. Instead, he proposed that the Youth Opportunities Programme which was introduced simply to deal with the escalating problem of unemployment, could be used as a basis for the provision of vocational education for all young people over 16 which would release them from being pressurised into jobs offering no training or continuing education and, at the same time, rid the schools of their social selection function.

In the long term, he argued, there were other reasons to add to the logic of this suggestion. The pace of technological, and consequently occupational, change, will make re-training and continuing education a normal occurrence, so that decisive job allocation at 16 will, in any event, no longer be practicable. The unemployment problem is not likely to go away, even though numbers of school leavers will decline after 1982, because the provision of jobs for all the people wanting them would necessitate an unrealistic rate of economic growth. Young people have always suffered most in times of recession as they are a more risky proposition than the trained and proven reliable, responsible worker, but now, of course, they are no longer cheap labour and have greater protection from legislation. Also, demand for young workers has been declining since the mid-60's, so there is no likelihood
that the need to cater for unemployed young people will
become less urgent.

"... far from jobs becoming more plentiful, the
more likely trend during the 'eighties' will be
towards an increasing proportion of 16 to 19 year-olds
being catered for outside conventional employment.
We could 'drift' towards this future, or we can plan
for it constructively, and if the latter is preferred
there is now an urgent need to debate the types of
provision to be encouraged."
("The Sociology of Work Entry and Occupational Choice",
Paper for NICEC Workshop on Research and Development (21)
in Careers Guidance, 1978)

If matters are allowed to drift, he went on, then the result
will be that increasing numbers will remain in education
endeavouring to collect qualifications, leaving the schemes
to cater for the rest. Thus, being placed on a scheme will
still be synonymous with failure and will lead only, at
best, to a low-level job, or straight back to the dole
queue. He considered that the Manpower Services
Commission's statement to the effect that "the ideal situ­
ation is one in which a young person gets a satisfactory
job and does not enter the programme at all" was neither a
realistic assessment of the situation, nor even necessarily
ideal, considering the nature of many of the jobs which
young people do enter, and "that the present normal workings
of the adolescent labour market need to be altered."

He concluded this paper by reiterating his view that
"... research and theorising giving the impression that
nurturing young people's occupational choices is the
main issue has always been wrong. During the 1950's
and 60's the balance between education's outflow and
labour market opportunities made it an indiscretion
that could inflict only minor mischief. In our
present time it could prove disastrously myopic."

Roberts' controversial analysis proved to be a major
deveating theme. One of the most systematic contributions
to the debate was that of Peter Daws who attempted to
reply to Roberts' arguments in several ways. Firstly, he
argued ("Social Determinism or Personal Choice", 1978)
that there were no logical grounds for the assumption that
a sociological theory must, of necessity, be in conflict
with a psychological theory - to find grounds for one does
not perforce discount the other, and whilst their explanations could be different, they could equally be complementary. The evidence that the socialisation process is a major determinant of children's initial experience in the labour market was both "impressive and convincing"(22) but it did not prove that ambition and the exercise of choice had no bearing on school leavers' vocational behaviour, nor did it mean that careers education programmes must be rendered ineffectual. On the one hand, careers education programmes had not been operating long enough or in sufficient quantity to be evaluated and, on the other,

"... it was quite likely that the essential features of an effective programme had yet to be determined. The design of effective programmes may become possible only in the light of a thorough understanding of the socialisation processes to which Roberts' theory draws attention."

He mentioned particularly the variations in the socialisation process which might be experienced by children who are of the same socio-economic group, for instance, the socially aspiring as against the traditional community-centred working class families, the differing influences/pressures of parents, possible contradictions in school and home attitudes, and so on. In any case, he argued,

"... the strongest argument (notwithstanding Roberts' pessimism) for attempting to devise protracted school guidance programmes lies in the rapidity of social and economic change today."

Where socialisation is "conservative", the children have to find their way in a world which has already changed considerably socially, and occupationally, since their parents were their age, and many children have even greater particular needs. Many parents need and want help because their own experiences are irrelevant or unsuitable models for their own children. There are more first generation middle class children; there are the enhanced career opportunities of girls to be considered and the special problems of handicapped and non-indigenous youngsters. These few examples alone demonstrate the need for schools to implement guidance programmes which will
effectively supplement, and, if appropriate, modify the
socialisation processes, but, acknowledging the fact
that every child's experience is unique, it is evident
also that such programmes should be accompanied by an
individual counselling service.

He next pointed out that Roberts' own acceptance of the
truth that experiences in one phase of life will define —
and limit — opportunities in the next, only serves to
draw attention to the need for vocational guidance to be
available from a sufficiently early age if it is to be
effective. Obviously minimal advice (crisis-counselling)
on the point of leaving school can have but a marginal
influence. As has been shown, usually it either merely
confirms decisions already made, or if it does not it
tends to be rejected.

He also suggested that Roberts was making inadequate
allowance for the changes that had been made in the
educational organisation which are intended to afford
greater access to educational opportunity. Thus, streaming
in primary schools has almost disappeared and the compre­
hensive school, in most cases, had made the 11+ an
obsolete selection procedure. Then, in the comprehensive
system itself, methods of banding, setting, mixed
ability groupings and arrangements of subjects geared
to keeping options open as long as possible, together with
the raising of the school leaving age and the later
"second chance" opportunities in Further Education, are
all designed to combat limitations imposed by the social
structure. Daws acknowledged that available evidence on
social mobility in Britain did reflect what Roberts said
would be the expected outcome of his theory, ie, "a low
and stable rate of social mobility", but there was
some justification for optimism from the research on class
differentials in educational achievement which provided
some evidence that these were reducing, and, further, it
was quite likely that more sensitive measures than the
"coarse" and "narrow" categorization of five or seven
socio-economic groups would reveal more social change than
the present methods indicated. However, the developmental psychologist had looked at the process from the perspective of the individual and, whilst he would expect to see a rising rate of social mobility from extended vocational guidance schemes, if these were effective, this was not his prime objective. The principal purpose of such programmes is that the young person should be given the opportunity to think for himself, to assess situations, to be aware of opportunities and alternatives and make decisions for himself - in other words, to develop "his capacity to take some measure of responsibility and control over the direction that his life takes" - and if he chooses to follow the occupation and life-style of his parents, this does not, consequently, indicate either that the programme has failed or that the young person has derived no benefit from it.

Next, Daws took Roberts to task for the psychological arguments he put forward to show that the validity of his own theory repudiated that of the psychological theories. To the assertion that "the relative desirability of jobs is socially structured" in relation to "income, power and prestige" and that "the choices that are available to individuals are rarely difficult to make", together with the contention that vocational guidance is hardly appropriate for the routine, mindless occupations entered by the majority of these 'choiceless' youngsters, Daws replied, firstly, that "social desirability" has been shown to be only one motivational factor among many and that, in fact, the well documented evidence had shown that "neither status, nor income, nor indeed any one motivational factor predominates in the motivational complex underlying the preferences formulated by school leavers."

Such a view, he maintained, took no account of intrinsic satisfaction in the performance of job tasks, utilisation of skills, talents, and so forth, nor the social aspects of the job to do with people or environment. Neither did
it attach any weight to individual perceptions of different jobs which are of similar social standing. School leavers are differentiated both in their aptitudes for mastering skills, however simple they might be, and in their attraction to them. Secondly, Daws said that Roberts had failed to recognise that there are sources of job satisfaction other than that which can be derived from the job task itself - termed collectively the "psycho-social" characteristics which include congenial workmates, the social "image" of the work-place, the style of management, etc. As he explains

"... simple skilled work may differ little in skill terms whether it is done in a factory, a shipyard, a coal mine, a supermarket, a railway siding, a farm or building site, but the social climate of these various work settings differs profoundly and so do the styles of living that have been adopted by those who work in them."

Roberts' third argument - that ambition was the product, not the determinant of occupational experience - was, Daws considered, the most difficult to refute, but, nonetheless, he offered four cogent reasons why it should be questioned. His first objection was that the time span was too short, the age of 23 being "too soon to expect marked evidence of ambition implementation in all young male workers" (which is borne out by Goldthorpe and Llewellyn's social mobility findings); secondly, it is unlikely that the leavers in the 1960's had any systematic help in career planning and many secondary modern youngsters would not have been sufficiently mature to "formulate causally significant ambitions" by the time they left school; thirdly, the design of Roberts' research "did not enable one to distinguish between those who had made constructive progress in implementing an ambition and those who had not." Fourthly, he sought to demolish Roberts' conclusion from his research, ie, that ambition is no more than the product of occupational experience and "does not precede or determine it", by pointing out that the three expectations derived from the ambition-implementation theory
which his investigation was supposed to test could equally be the expected outcomes of his proposition; therefore, it must follow that "his findings fail to confirm his own theoretical position as certainly as they fail to confirm that of the developmentalists."

He went on to accept that the research mentioned by Roberts (Veness, Carter, Maizels) did indicate a modest, realistic level of aspiration, haphazard methods of job-seeking, inconsistencies between jobs taken and previously expressed intentions, etc, but emphasised that it must not be forgotten that these studies were also products of the 50's and 60's and related more to working class youngsters (Maizels, Carter) or the differentiated school system (Veness). At the same time they did provide evidence of ambition in the high incidence of inner-directed motives for job preferences, and, though it can be stated that two-thirds of the boys and a half of the girls did not get the jobs they wanted, it can be said, equally, that one-third of the boys and a half of the girls did! Daws suggested that it would be fairer to say that ambition was "one factor among others" or that it might be "strong" in some children, "weak or absent" in others.

Clearly, this is more than an academic debate about the interpretation of trends because it has important consequences for Careers Education policies. For example, in his summing up Daws particularly regretted the adverse effect that Roberts' arguments might have had on many Careers Officers and teachers, particularly before extended Careers Education Programmes have even been tried to any significant extent. He expressed the view that the value of sociological research lies not in its denial of the value of vocational guidance but in its capacity to bring to light the complex network of social structural factors in homes, neighbourhoods, schools and school practices which all concerned in vocational guidance work need to understand, take into account and, where appropriate, adopt counter-balancing action if the maximum benefits of Careers Education
and Guidance Programmes are to be achieved. Therefore, he exhorted all concerned

"... to probe thoroughly all the research on the transition from school to work, from whatever quarter it comes, for whatever guidance it may have to offer them for the achievement of their objectives."

In the mid-60's, Green, Keil and Riddell (1966) also were emphasising the importance of giving due weight to the informal pressures which can influence the school leaver in his choice of job, how he sets about choosing it, and the problems that these informal processes might create for the formal guidance agencies. They suggested that choice in the accepted discriminatory, deliberative meaning of the word, in many cases, did not take place, but that job entry was not purely a matter of chance either, so that it was necessary to consider the notion of "choice" in a social context. There are so many variations in, for instance, parental help - sometimes it is well-informed, sometimes not, sometimes "I leave it up to you."(24) Again, much is picked up from home indirectly by way of attitudes and general comments, so that if horizons are limited by informal family influences then only a very limited range and number of jobs will appear appropriate. Then there is the influence of the neighbourhood to be taken into account, particularly if housing is mixed up with industry, but even where this is not the case people of the same social class tend to live in the same areas. Home influences, they said, could be reinforced or contradicted by the school, but in more subtle and complex ways than had sometimes been argued. Miller and Form's contrasts in school and work organisation and value systems resulting in the move from school to work being a "shock experience", or the ability of school to exert any influence at all being possible only by means of deliberate effort on the part of teachers to do so, take far too simplistic a view of both the school and the work situation. Like Roberts, they drew attention to the hidden curriculum of the school - eg, the expectations of the teachers - and, like Willis, the group solidarity, distaste of discipline and suspicion
of authority which can be informal preparation for relationships in industry. Indeed, encouragement by school of a working class child to aim at an occupation which differs from the group norms can make a choice between conflicting values more crucial than that of matching abilities to opportunities.

On the implications of these influences for the guidance services they made little reference to work in school because of the lack of information available in this area, except to comment on the wide variation in provision - and in the reactions to it. On the Youth Employment Service, they reiterated the problems of under-staffing, inadequate training, difficulties in creating good working relationships with schools, and so on, but pointed out that there were factors inherent in the Service's essentially intermediary situation which posed much more intractable problems than these. For example, whilst the expressed responsibility of the Officer is to help the young person make a suitable choice of occupation, not only is he limited by the labour market but he has to satisfy the employers too. If he does not, any subsequent vacancies might not be notified to the Service. They did not think it was surprising, therefore, that young people thought the Service existed to meet the employers' needs rather than their own.

Other problems are related to the longstanding suspicion of officialdom, with its implications of coercion, manipulation, impersonality, and the accompanying difficulties of communication - again the "us" and "them" dichotomy - barriers which have to be broken down if young people are to become more receptive to the guidance the Service has to offer.

"If, for example, people are to be at ease with officialdom and able to discuss their requirements competently and formally at an impersonal level, they will require different and more efficient types of training from schools and parents in the whole period of upbringing."
No suggestions were made as to how these aims were to be accomplished, however, but they did support Jahoda's recommendation that the Youth Employment Service should contact children earlier in their school careers as one step which might go some way towards effecting a substantial improvement.

Obviously these influences predisposed young people to work in different ways and research, mostly conducted in the USA, had identified three basic attitudes - "intrinsic" (the work valued in itself), "extrinsic" (providing, for instance, financial or status-seeking satisfactions), and "career-orientated" (providing social mobility). A fourth may be added, which manifests itself especially in times of recession, which is the desire for security. Nevertheless, in spite of the many variations in attitude brought to the work situation and the many possible reasons for dissatisfaction when confronted with the reality of it, none of the research previously undertaken seemed to point to much incidence of stress or "cultural shock". As already mentioned Carter, Maizels and Bazalgette had found little evidence of it but, in line with them, Keil et al mentioned other studies which have reported increasing dissatisfaction and frequency of job change, once the euphoria of leaving school, joining the adult world and earning money had subsided and had been replaced by an awareness of the uncongenial aspects of the job. These might be to do with the work tasks themselves, hours, pay, training or prospects, but some, apparently, reflect on the restrictions they have themselves imposed on their future by the work they have entered -

"If I had my time over again, when I left school to start my job I think I'd have gone and found out more about jobs. I think I just rushed into this one thinking, Oh, everybody does that job and it seems good money, but if I had time to think about it I'd think of what kinds of jobs you can do. I'd have seen people who know - you know - these employment people, they can give you help, and I'd have found out more about it."
In a later paper "Loaded dice or pure luck" (1978) Keil made the point that the developmental theorists - the psychologists - were not concerned

"... with the individual to the exclusion of any consideration of the importance of social context but there was an important emphasis which drew a critical response from sociologists; the emphasis on the concept of an individual who is, to a large degree, in control of his occupational destiny so that he may choose an occupation albeit in the light of social constraints."

Interpretations of sociological findings would appear to show, argue the sociologists, that the entry into work can certainly be regarded as a "process" but it is rather a process of interaction between social influences and individual responses, the latter having the least importance in that process, some arguing that such social factors are, in fact, determinants rather than merely influences. Such arguments, if accepted, would lead to an assumption that the future occupational status of the individual can be predicted with a high degree of certainty. Research into the characteristics of individuals in particular occupations have demonstrated, for instance, that the highest-ranking occupations have drawn their personnel from the highest social backgrounds. Nevertheless, there has been an increasing tendency for formal educational and professional qualifications to take precedence over family connections and ascription in such higher level jobs, but it could be argued further that research has never unequivocally supported a conclusion that there were clear, definable and predictable links between socio-economic position and level of occupational entry. As long ago as 1954 Glass's national survey showed that fewer than a third of the men interviewed were in precisely the same skill categories as their fathers, and it has been suggested more recently that interpreters of sociological data have, as a matter of ideological necessity, sought to explain mobility in line with beliefs about "the ineradicable nature of inequality in Western nations". The question of education being a "key variable
in occupational mobility", it is now thought, must also
be treated "with some caution". Anderson's examination
of a range of industrial societies indicated that education
had not prevented downward mobility, nor had the lack of it
prevented upward mobility. There seems to be "sufficient
randomness of outcome at the individual level" to warrant
further investigation and consideration of the incidence of
"chance" or "luck". Richardson (1971) and Swift (1975)
found their respondents explained their upward mobility
as being as much a matter of "luck", "chance", and "being
in the right place at the right time", as being by virtue of
hard work and ability or school performance. Jencks (1972)
and Psacharopoulos (1977) measured occupational achievement
in terms of earnings and also explained the lack of
consistency in terms of individual differences.

The Jencks study was of the American occupational
structure and his proposition that "life chances for all
groups are as much a matter of luck, personality and
on-the-job competence as much as anything else" has been
challenged on the grounds that the degree of variance
could be explained by the "open" structure of American
society, but the results of Psacharopoulos' research
based on a large sample from the General Household Survey
1972 and using a similar method of measuring earning
determinants led to the conclusion that "personal character-
stics' appear to explain about one-third of the variance,
which is similar to Jencks' results, but that education
appears to be more important in the British than the
American data as a contributor to earnings."

However, probably Goldthorpe and Llewellyn (1977) did
more to explode some widely-held beliefs about stratafica-
in Britain than any others. Using data collected from a
survey on occupational mobility carried out in 1972 which
involved interviews with 10,309 men aged 20-64 they explored
the following three theses -
"1 That there is a marked degree of 'closure' existing at the highest levels which maintains their exclusiveness;

2 That there is a 'buffer-zone' restricting the extent of mobility across the division between manual and non-manual work, indicating its importance;

3 That there is a counter-balancing of any trend in upward mobility inter-generationally by a declining trend in intra-generational mobility so that, as educational qualifications become more important in occupational placement, the opportunities for mobility during working life decline."

The first was not supported by the evidence in that in Class 1, 25 percent only of respondents (when they were aged 14) had fathers whose occupations could also be categorised as Class 1. The rest came almost equally from the other six classes, no class contributing less than 10 per cent. Now in the manual group there was a much greater possibility that a respondent's father was also a manual worker - three in four - but in Class 1 the chances that the father was also in non-manual work were no more than even.

Secondly, there was found to be scant justification for the conventional view that there is a "buffer-zone" between manual and non-manual occupations. It is true that, on the movement upwards, representation of sons with fathers in the lowest classes decreases but "nonetheless long range mobility does occur." In fact, downward mobility seemed to be less likely in that the number of sons of non-manual workers going into manual work was very small.

They also found that it was very important to look at different points in career history. For example, a comparison of first jobs and current jobs of respondents aged 35 or over showed considerable movement during working life which studies of younger people do not adequately reveal. To illustrate this point, three-quarters of those
entering first jobs at manual level had had fathers who were manual workers, but a third of these had subsequently moved into non-manual categories.

Lastly, in order to examine the third thesis — "that any opportunities offered by the expansion of educational opportunities will be offset by a decrease in the chances of advancement in working life" — Goldthorpe and Llewellyn divided their sample into two cohorts: those born in the period 1908-1927 and those born in the period 1928-1947. There was support for this contention in that direct entry into Classes 1 and 2 accounted for 37 per cent in the younger group compared with 28 per cent in the older group, but there was no evidence of any decline in opportunities for indirect entry, so that whilst educational qualifications have become more important it does appear that there is more opportunity for those from manual class backgrounds to reach Classes 1 and 2 than there used to be. The expansion of non-manual occupational categories must, of course, have had some bearing on this.

Their further work, though, in 1974, which was a follow-up of those who had appeared to be immobile in the first study (first and last jobs in the same category) or who had experienced "long-range" mobility, again showed a very wide diversity of experience. There was no clear pattern of moving through different grades and even apparently immobile respondents could have moved from employee to employer status.

There is, thus, evidence to indicate that there is more mobility than research has hitherto indicated and that a more accurate picture is revealed by a study of career histories than by straight comparisons with previous generations at particular points in time. Explanations in terms of social class and educational experiences, therefore, may be adequate explanation for some but not all occupational placement and these, so far, unexplained variances, unless they are to be allowed to rest as "luck" or "chance", call for further investigation. As Keil says
whilst earlier research has concentrated on the relative importance of "family origin, educational achievement and individual aspiration, current discussions suggest that these are mediated by individual performance, the organisation of the labour market and the structure of occupational opportunities at particular moments in time."

Whether this means that the interplay is so complex that the outcome is indeed "random" in individual terms or whether identification and analysis of operating factors is possible is the question that remains.

Her reference to the possibility that the expansion in non-manual work since 1945 might now be over or, at any rate, slowing down and that this could mean an occupational structure which would, in fact, correspond more closely to the theses which were then being questioned did, of course, foreshadow further developments which, in the mid-1980's, do give even more cause for speculation.

THE FEMALE LABOUR MARKET AND THE QUESTION OF SEXUAL DISCRIMINATION

Lastly, with regard to the final area of enquiry proposed for this project, it is noticeable that whilst some of the studies so far mentioned have been concerned exclusively with boys, and others including both sexes might have made particular references to girls' responses, none of them has related specifically to girls. As Deem says (1978) -

"The development of mass education in England and Wales since the beginning of the nineteenth century has been marked by three crucial divisions: social class, ability and sex" (26)

but, whereas the first two have been given extensive treatment by sociologists, educationalists and psychologists -

"... only in the 1960's and 1970's with the growth of a significantly sized Women's Liberation Movement in Britain, and the progress of legislation* relating to equal treatment of males and females in public life, have sexual divisions in education come to be perceived as a problem of considerable significance."

* Mainly Equal Pay Act 1970 and Sex Discrimination Act 1975
Therefore, it is fair to say that had this topic not been included specifically at the outset, the level of interest has increased to such an extent during the intervening years that it has become far too important to have been omitted altogether.

Certainly, no more than a superficial reference to the history of education in this country indicates how the effects of social class and level of ability have operated for all children - whether boys or girls - but closer inspection reveals how education provisions and expectations with regard to girls have differed from those for boys. Deem contends that

"... the family, schools, culture and the structure of capitalist societies support each other to a remarkable degree in the process of subordinating and differentiating women on grounds of sex, and they do so often in very specific ways, although these are not necessarily visible to those on whom the process operates."

There can be no doubt that as education for girls developed it was directed primarily towards a future role of housekeeper and mother for the working class girl and household management and social skills for her more privileged middle-class sister. Even as the domestic labour market declined and the demand grew for more teachers and nurses, these as 'caring' jobs, were looked upon as 'women's work', whilst in the offices women took on the lower-paid, lower status clerical roles formerly undertaken by men. These developments did not modify the established assumptions that a girl's ultimate and natural role was that of full-time housewife and mother and, indeed, in many occupations resignation was compulsory on marriage. By the 1950's, however, most girls were staying in their jobs till they left to have their first babies and the number of married women who returned to part-time work when the demands of their maternal role eased was growing rapidly. Engagement in casual and part-time labour by married women began to be more an
assertion and expression of independence and self-fulfilment, and a desire to improve the family's standard of living, rather than an admission of poverty. So much so that by 1977 41 per cent of the labour force were women. However, their position in the working world relative to men still appears to be inferior in every respect. Women's wages are usually equivalent to only two-thirds of men's, and they still work in jobs of lower skill and status levels and promotion prospects. It is argued that this is the result of the persisting sexism and sex-stereotyping in our society.* For example, the popular literature for girls encourages them to look upon marriage as their ideal destiny in a falsely romanticised way and devotes most of its pages to showing them how to 'market' themselves most effectively. In schools, the 'channelling' of girls into 'female' subjects, eg Home Economics, Needlework, Typewriting, and away from the 'male' subjects, such as Physics, Chemistry, Wood and Metalwork and Design, have effectively debarred girls from competing with boys for entry to many scientific and engineering occupations and training which include such subjects in their entry qualifications. In addition to such overt discrimination, researchers have recently drawn attention to the less obvious discrimination which can occur in the 'hidden' curriculum of the school by means of, for example, the status and relationships of the school staff, and the relationships between staff and pupils. It is suggested that girls have too few 'role-models' of women in positions of authority in school; that boys have less respect for women teachers, both as a result of this and of their lower status in the eyes of society outside school; that both male and female staff can reinforce societal sex-stereotyping in pupils' behaviour; and that boys receive more attention than girls in mixed classes. Working-class girls suffer most, it is argued, partly because working-class children of either sex have been found consistently

* Sexism - a process by which certain kinds of phenomena and behaviour are attributed to a particular sex. Sex-stereotyping - a process whereby individuals are socialised into thinking that they have to act and think in a way appropriate to their sex.(26)
less able to benefit from the culture transmitted by the school, which is basically middle-class, but also because working-class male labour is predominantly manual, ie heavy, dirty and uncomfortable, thus creating a clearer demarcation between 'men's work' and 'women's work' than exists in middle-class work categories. Thus, Sharpe had found that working-class girls' career choices tended to be in office work, teaching, nursing, shop work, air hostessing, hairdressing, reception work - "jobs that were normally open to them ... extensions of their 'feminine' role and which exploited some supposedly 'feminine' characteristics." (26) These 'feminine' characteristics included meeting new people, caring for others, looking well-groomed and enjoyment of travel.

On the other hand, whilst the middle-class are more likely to want and value further and higher education for their daughters, they have also tended to look towards education and training for types of work which will combine most conveniently, and least disruptively, with marriage. Therefore, whilst Banks (The Sociology of Education - 1976) found that girls' achievement was more dependent on class than boys, and in 1974 the 'O' level pass rate for girls was better than that for boys, in fact more boys took 'A' levels and were successful in obtaining 3 or more passes. Furthermore, the polarisation between boys taking Mathematics and Sciences and girls taking Arts at 'A' level was even more noticeable than at 'O' level. In Colleges of Further Education there were more girls than boys but they were "likely to be taking courses in secretarial or clerical skills, hairdressing and nursery nursing rather than in bricklaying or motor mechanics:" (26) and at university they were reading "arts or social sciences, rather than sciences, mathematics or technological disciplines."

"Of those taking up employment, whereas boys were more likely to enter jobs offering apprenticeship or other training and some career prospects as well as reasonable pay, girls were often forced into low-status, non-manual jobs with poor pay and few career
prospects because of their qualifications or absence of them, becoming shorthand typists, nursery nurses, hairdressers or riding instructors."(26)

Teaching as a career offering social mobility and independence to women is also no longer a readily available option with the reduction in recruitment, the higher 'A' level qualifications and 'O' level Mathematics requirements, and the emphasis on the training of Mathematics and Science specialists. Furthermore, whilst agreeing that many boys as well as girls have entered poorly-paid, dead-end jobs, it has been argued that they still had the incentive for improvement in expecting and needing to work for most of their lives.

Other researchers have noted the greater 'home-centredness' of girls' culture than boys and even though the independence of middle-class girls may be increased later by going to college or university they, too, are expected to undertake domestic tasks and are subjected to more parental control than their brothers. Whatever justification there might be for a stricter parental control of adolescent girls than adolescent boys, it is argued that this in itself reinforces the future "unadventurous and passive"(26) roles of women in the sexual division of labour in society.

To sum up, it is contended that three main barriers combine to deter girls from entering Higher Education -
school's subject choices which preclude them from free and wide choice;
lower aspirations on the grounds of future incompatibility with home role (encouraged by parents, teachers, friends);
home-based culture discouraging them from leaving home.

It was envisaged, therefore, that this part of the present study would seek to compare these findings with the career attitudes, expectations and plans of the girls of Littleover School.
CHAPTER 3

The Formulation of Research Questions

The literature review contributed to the development of the project in three major ways: it helped clarify the definition of Careers Education; it helped develop in a systematic way the precise questions which could be included in the research; it raised issues about the scope and limits of the research.

The Definition of Careers Education

There are many ways of encompassing the long-term aims and practical activities of Careers Education. These can be illustrated by the following examples used at an Advanced Course on Careers Education and Guidance at the Loughborough Summer School in 1976. Each one emphasises different facets, the first being very broad, the second concentrating on precise aspects of Careers Education practice -

"Careers Education should form an integral part of the curriculum encouraging and allowing pupils to develop self-awareness, an appreciation of the adult world of education, work and leisure, and to prepare them for making considered choices based on sound, factual knowledge."

(Loughborough Summer School, 1976 - Informal discussion amongst a group of experienced Careers Teachers) (27)

"School leavers, whether going into employment or into further or higher education should:-
- know the opportunities that await them;
- have some idea of what they wish to strive for based on a thorough and realistic self-appraisal
- have the personal and social competences to satisfy employers and their supervisory staff, and to get on with work mates;"
- have the personal resources to profit from occupational failure (and higher educational failure) should they meet it, and not to react neurotically and maladjustively."

Whilst these definitions formed the basis of the Careers Education Programme of the school chosen for the study, the practicalities of mounting a project having the potential to produce evidence which could be evaluated against such criteria presented considerable difficulties. For example, an assessment in respect of Peter Daws' fourth aim would not be possible without conducting a project of indefinite length, and possibly only very limited evidence could be gathered regarding his third aim. Similarly, no firm judgements as to the achievement of the aims embodied in the first statement could be made without a survey spanning many years. However, it seemed quite feasible to mount a study which could yield useful insight into the more immediate effects of the school's efforts. It was considered it should be possible, for instance, to ascertain whether the school was helping to broaden the children's horizons beyond the constraints imposed by socio-economic, environmental and traditional factors, and if they were responding to the encouragement to take a long-term 'developmental' view of their adulthood and more responsibility for their own future. It was considered possible, also, to obtain some indication as to whether this desirable state of autonomy was developing alongside the equally desirable skill of social adjustment. This, of course, raised the question as to whether maladjustment to school is necessarily an indicator of maladjustment to work and society in general outside and after school.

In sum, therefore, for practical purposes, it was thought that the project should try to indicate whether the Careers Education Programme was fulfilling its aims by helping to

A. develop self-awareness;
B. develop an appreciation of the adult world of work, education and leisure;

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C develop the ability to make considered choices;
D develop sound, factual knowledge.

The Precise Questions to be included in the Research

Having outlined the purpose of the project (Chapter 1, p 2) and the aims of the Careers Education Programme, it is now appropriate to link these with the five broad areas introduced in Chapter 1 (p 5). These five areas were developed into 12 specific issues for investigation. Clearly, the expansion to 12 questions yielded information in more than one area, but they relate, principally, to the five broad areas as shown -

1 The question of socio-economic and outside-school influences compared with, or opposed to, school influences -

Point 1 Do family, friends, environment, ie tradition, still have a significantly stronger influence than school?

Point 2 Are ambition, ability and willingness to look and plan ahead still significantly linked with social class?

Point 3 Are the careers facilities in school made more use of by higher social groups?

2 The question of career choice/development/entry (the validity of the 'developmental' theories) -

Point 4 Does Careers Education help develop self-knowledge?

Point 5 Does Careers Education help develop job-knowledge?

Point 6 Does Careers Education help in the making of subject choices in the 3rd Year?

3 The pupils' perceptions of the school's efforts on their behalf -

Point 7 What is the value of the school's Careers Programme viewed in retrospect and in the light of practical experience?
4 The pupils' response to their situations after leaving school, and as compared with their responses and characteristics at school -

Point 8 What is the biggest problem encountered in 'settling down' at work and what provisions are made for new entrants by employers?

Point 9 Is there a relationship between -
(a) attitude to job and attitude shown to school previously?
(b) attitude to job and level of achievement at school?
(c) favourable attitude and working with some workers of own age?
(d) favourable attitude and working in the firm and/or the kind of work intended?
(e) attitude to work actually done, bosses and other workers?
(f) routine, unskilled job and dissatisfaction with work?

5 Girls' perceptions of their future role and responses to the school's programme -

Point 10 Do girls' responses and job/training choices indicate an increasing acceptance of the idea of staying in a job after marriage and returning after having had children?

Point 11 Are girls seeking a greater variety of jobs and access to traditionally male-dominated occupations, more training and better promotion prospects?

Finally -

Point 12 Does it appear that more considered choices are being made as a result of the Careers Education Programme?

This question was seen as a means of bringing the preceding points together in order to judge whether the Programme as a whole was exerting a useful influence in these areas.
The research findings under these 12 points could be related to the perceived aims of Careers Education as indicated below; again, it is the case that the research findings contribute to more than one aim:-

### Aims of Careers Education

<table>
<thead>
<tr>
<th>Aims of Careers Education</th>
<th>Relevant Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Self-awareness</td>
<td>Those about self-knowledge, subject choices, considered choices (Points 4, 6, 12)</td>
</tr>
<tr>
<td>B Appreciation of adult world of work, education and leisure</td>
<td>Those about outside-school influences, ambition, use of school careers facilities; job knowledge, subject choices, value of School Careers Programme, 'settling down' at work, attitude to job, girls' attitudes and job choices, considered choices (Points 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12)</td>
</tr>
<tr>
<td>C Considered choices</td>
<td>Those about outside-school influences, ambition, use of school careers facilities, self-knowledge, job knowledge, subject choices, value of School Careers Programme, girls' job choices, considered choices (Points 1, 2, 3, 4, 5, 6, 7, 10, 11, 12)</td>
</tr>
<tr>
<td>D Sound, factual knowledge</td>
<td>Those about use of school careers facilities, job knowledge, subject choices, value of School Careers Programme, girls' job choices, considered choices (Points 3, 5, 6, 7, 11, 12)</td>
</tr>
</tbody>
</table>

The way was thus prepared for the planning and implementation of the project. However, it was borne in mind that the review of the literature had indicated the need for caution about the chances of getting complete answers, however ambitious the research. Nonetheless, it appeared that a great deal could be done, even with a part-time researcher and the study of one school, to investigate the processes.
of Careers Education, understanding facets of young people's responses to the scheme and to make tentative comments on the evaluation of the programme investigated.

In addition, it is important to note here that even though the researcher was actually working in the school where the study was undertaken, complete freedom was allowed both to carry out the research and to interpret the findings. It is, consequently, a completely independent and personal study and assessment of the particular Careers Education Programme under review.
PART II

THE SUBJECTS, THE PLANNING
AND THE IMPLEMENTATION OF THE
SURVEY
It will be recalled that one of the arguments used by Daws to counter Roberts' criticisms of current trends in careers guidance theory and practice was that there had been insufficient time to make any adequate assessment of programmes in operation (Chapter 2, p 69).

This is a valid point because whilst Littleover School had been an 'early starter' in the provision of Careers Education, it was only by 1976 that it could be said that there was a year group in the school on whom the impact of the school's Careers Education Programme could be fairly examined. To explain this a little more fully, in 1974/75 Careers Education was timetabled for the 5th Year only, but for 1975/76 it was introduced into the 3rd Year, being timetabled for one period (55 minutes) a week throughout the year, and included in the cycle of short courses for 4th Year on Friday afternoons, which amounts to approximately six consecutive sessions during the school year. Thus, the pupils in their 3rd Year during 1975/76 were the first to undergo the full programme.

These children were the proposed subjects of the project - just under 200 in all. Attractive as an intensive study would appear, a larger scale survey seemed more appropriate for a longitudinal study, both to avoid the dangers of lack of response over time and to provide a full opportunity of documenting the variety of experiences amongst this particular group of young people. Within the limits of time and manpower of one teacher with a full-time post, working alone and in 'spare time', it was also acknowledged that the study would have to be confined to Littleover School and that this would inevitably limit its application to other situations. Nevertheless, it was hoped that apart from giving guidelines for further practice within the School, it might also furnish some useful points of reference for others, once account had been taken of Littleover School's particular characteristics.
First of all, it is important to know that Littleover School started its life in 1948 as a Secondary Modern school to serve a residential (predominantly privately-owned) suburb of the town of Derby (granted city status in 1977), and during the period of the enquiry it was in the process of developing into an 11 - 18 comprehensive school. How it was achieved is set out in the Director of Education's letter dated 16 November 1971 (Appendix 1) and the map (Appendix 2) shows the catchment area of the three schools in the part of the Borough called 'Sector C'. This map indicates how the catchment area extended from the railway station to the outer limits of the Borough, children living in a small area marked 'Option Zone' being able to choose Littleover School from a number of alternatives. The school was not completely 'all ability' at this stage as some selective schools were still in existence, and children living north of Burton Road and west of Manor Road who did not gain admission to selective schools were directed to Littleover. In 1974, however, when Sector D was re-organised this small degree of 'creaming' ceased. Strictly speaking, therefore, the 3rd Year pupils of 1975/76 did not represent the full ability range of the catchment area. On the other hand, the 11+ 'failures' were drawn from a good-quality residential area, so, if one accepts the findings of sociological research, they could be expected to be of reasonable academic ability and to be positively orientated towards school.

As the comprehensive intake worked its way through the school, its population became increasingly 'multi-racial' owing to the southern area of Derby including those parts of the city where the West Indian and Asian communities have settled. In 1975/76 20 per cent of the pupils in the school were non-indigenous, and by 1980/81 this proportion had risen to 30 per cent. This enquiry began with 192 on roll in this particular year group, which included 19 West Indians, 26 Asians (Indians and Pakistanis), one Chinese and one Greek.
The school was organised into Bands A and B with 'sets' for Mathematics, and a Remedial class up to and including Year 3. Each year group had three A and three B Bands plus a Remedial group, but in Years 4 and 5 the pupils were re-allocated into mixed ability form groups. However, their individual courses in these two years meant that they were rarely together as a form for teaching purposes. The House organisation of the Secondary Modern days remained in existence for competitive purposes - sports and achievement/effort in class - until it was discontinued in 1981, but a system of Year Tutors was set up for the co-ordination of all academic and pastoral matters.

Secondly, in order to appreciate the general environmental influences of the district and their possible effects on the expectations and attitudes of the children, it is essential to set the catchment area and its background in the context of the city and its history as a whole.

The railway must have had the most far-reaching effect on Derby, and 19th Century records serve as a reminder that the Asians and West Indians are not its first immigrants! Apart from the Romans, the Saxons and the Danes, it was recorded in the minutes of the Midland Counties Railway in 1840 that -

"... alarm was spread in Derby by the big influx of Yorkshire and Tyneside men, with rude energy, broad outlook and ready tongue, and these newcomers were regarded with suspicion by the old residents."

(Vollans, 1949)(29)

Without doubt the changes and developments which took place during the 19th and 20th Centuries can be traced to the establishment of a railway centre in Derby in 1839 - and this momentous step was directly responsible for the development of a large proportion of the area served by Littleover School.
Nonetheless, it is important to remember that Derby was already an industrial town before the coming of the railway with a well-developed system of roads and canals for the supply of raw materials and a convenient source of water power from the River Derwent and Markeaton Brook. In 1835 Derby's industries were listed as:

"10 silk mills, 15 lace mills, 11 hosiery, 5 iron foundries, 3 lead works, 4 cotton mills, porcelain, spar-marble, slitting and rolling of iron, copper smelting and rolling, red lead and varnish, tinned plates, maltings, corn mills, tanneries, soaperies, printing and bleaching." (Pigot, 1835)

Its most important industry - textiles - was to the north-west part of the town, although by that time it was no longer dependent on water power, and up to then the growth of the town had been to the north-west and south-west of the town centre, the Market Place. The site chosen for the new railway station - three-quarters of a mile south-east of the Market Place with vast areas of undeveloped land to the south and south-west, ideal for industrial development - changed the pattern of growth completely.

The textile industry was in a state of recession but the opening of the railway works brought employment and new trades - engineering work such as engine smiths, boiler-makers, engine cleaners and engine fitters. In the years 1831 to 1841 Derby's population increased from 23,627 to 37,431, an increase of 60 per cent. Housing for the railway workers developed near the station and spread westwards into the area south of the town - the parish of Litchurch, which was absorbed into the Borough in 1877. By then Litchurch contained a population of 18,500. The textile industry, still very important up to the mid-19th Century, from thereon lost its dominance, but the china works and the lead trade were revitalised and the brewing and malting industries grew rapidly.
The printing needs of the railway were met by Bemrose and Sons (now the Bemrose Corporation) and the cold storage industry developed - again, as a result of the railway.

By 1862 there were sixteen entries in the Derby Directory for iron founders, eight of these being situated in Litchurch. There were also eight entries for millwrights and engineers, and three for boilermakers. Many firms operating in the mid-19th Century were still in business in the 1970's, and as the century progressed most engineering works were established on sites close to the railway. In a period before public transport close proximity to place of work was important and housing development naturally followed. By 1871 most streets in Litchurch had been completed and housing development was taking place in New Normanton and Pear Tree.

In 1877 the boundaries of Derby were extended to include Little Chester and Darley Abbey to the north and the large area of Litchurch, New Normanton, Pear Tree and part of Littleover to the south and south-west. Residential development continued in New Normanton and Pear Tree in line with industrial expansion, as it had done earlier in Litchurch.

Thus, a number of engineering companies established themselves in Derby during the 19th Century and many selected sites following the south-westerly route of the railway from the station, although a second, less extensive, engineering district also developed following the line northwards up the Derwent valley. Then, early in this century (1908) came Rolls-Royce, again initially to the Osmaston Road (Litchurch) area, which expanded greatly during the First World War, the 30's and the Second World War with the production of aero-engines. During the First World War, too, British Celanese was established at Spondon to manufacture cellulose acetate for coating aircraft fabric. Afterwards it turned to the production of artificial silk.
and eventually became a very large complex involved with chemicals, textiles, clothing and plastics.

During the inter-war years, the town enjoyed a high degree of prosperity, compared with the general national experience and, as will be seen from Appendix 3, there was further considerable residential development in the shape of both Council and private building, much of this also now falling within the Littleover catchment area.

Finally, during the period following the Second World War Derby was never more prosperous. Two new industrial estates were built at Osmaston and Raynesway (though this site was largely for the re-housing of factories moved from sites elsewhere) and the 1963 employment figures for Derby showed that over half of the employed people in the area were in the manufacturing sector. Nearly 70 per cent of these were in metal and metal-using industries and 18 per cent in textiles, clothing and footwear. In the 1960's Derby's best-known industries were the manufacture of aero-engines and the manufacture and repair of railway locomotives, carriages and wagons, but many other companies were engaged in -

"the production of canning lines, chains and conveyors, coal-mining roof supports, constructional steelwork, diesel power plant, electric cables, electric motors and instruments, grates and stoves, hydraulic and mechanical presses, lawnmowers, pipework installations, power-station boilers, steel kitchen utensils and sugar-mill equipment. Several firms produce(d) iron or brass castings, some of the former being destined for the motor industry. Although the textile sector (was) dominated by artificial fibres, the older-established industries of knitwear, lace and especially 'narrow fabrics' (chiefly tapes and elastic web) still remain(ed), as well as clothing. Amongst other consumer goods (were) beer, china, foodstuffs, medicated preparations and mineral-waters although employment in each (was) relatively small. Several large building and printing firms serve(d) national markets." (Osborne, 1966) (31)
The diversity of its industry meant that as late as 1979 it could be said that Derby's 216,000 citizens had had little experience of unemployment – the rate then being only 2.5 per cent, which was still less than half the national average. It was (and still is) one of the cheapest parts of the country in which to buy a house, and the cost of living was (and still is) one of the lowest in the country.

The foregoing will have shown why it was a reasonable proposition to take the railway station as the starting point for re-organisation of the sector, rather than the traditional market place centre, and have given some indication of what kind of catchment area to expect in terms of its population, its way of life and attitudes as a whole. Derby is an area steeped in industrial traditions, pre- and post-Industrial Revolution, but none of it more so than the part being studied now. Osborne described Derby correctly when he wrote –

"... relatively few architectural monuments of Derby's past remain today; even many of the early industrial premises have been swept away. The chief surviving buildings of note... are all situated within, or on the margins of, the central commercial area, with its irregular pattern of busy streets. Beyond are scattered areas of industrial and residential blight, some awaiting demolition, others already cleared for redevelopment. Such areas merge into zones of regularly laid-out streets consisting of Victorian terraced housing of red brick, where monotony is relieved by the obtrusion of an occasional factory. Further out again is the residential sprawl of the Twentieth Century, where, however, attractive elements may be found, as in Allestree and Darley Abbey to the north, and Littleover and Mickleover to the south-west."

In 1975, in fact, there were 24,600 terraced houses in Derby which had been built before the First World War, and this number had been reduced to 22,000 by 1979. It should be noted that, subsequently, there was a trend towards the improvement of older dwellings rather than, necessarily, demolition, and no doubt it is the quantity
of older properties that is available in the city that has helped to keep house prices reasonable. Again, by 1979, 70.5 per cent of Derby's 81,000 dwellings were in private ownership, compared with 47 per cent in 1966, and the sale of council houses was expected to increase that proportion still further in the following few years.

As stated in the Director's letter, the catchment areas of the three schools had been defined in order to allocate to each "a good cross section of children of all abilities and aptitudes and from differing backgrounds." This objective appears to have been met quite well as it will be seen that the kinds of housing and localities from which the children of this enquiry were drawn did, indeed, range from inner-city terrace (some of which have been demolished), to streets of terraced and villa-type housing still in a good state of repair, through to housing of various types erected in the 20's and 30's (mostly privately built semi-detached with only a small amount of Council-built housing in this area), and then some post-war property of the semi-detached and detached variety. (See Appendix 3 - The growth of Derby and its suburbs - which shows clearly the development of the school's catchment area and the concentration of industry which brought it into existence).

The findings in Chapters 7 to 10 must, therefore, be read and understood in relation to the overall circumstances and organisation of the school, as well as the Careers Education Programme; the catchment area of the school; the particular area of the city in which this is placed; and, finally, the context of the City of Derby as a whole.
CHAPTER 5

The Planning of the Survey

1 Selection of the Longitudinal Method for the Survey

Chapters 1 to 3 will have given some indication of the particular reasons for wishing to undertake a study of a Careers Education Programme operating in a comprehensive school, and Chapter 4 the reason why the pupils in their 3rd Year at Littleover School during 1975/76 seemed suitable subjects for the exercise.

It was also indicated in Chapter 1 that it was anticipated that a longitudinal study would be needed in order to reveal the changes and developments in the children's thinking with regard to jobs, education, future life and so on, during a span of 2/3 years, and, at the same time, collect their reactions to the content of the course. After due consideration of the possibilities - and the problems involved - it became clear that this was the only method which could answer these requirements.

A useful explanation of a longitudinal study is provided by Wall and Williams who define it as

"... one which is based upon repeated measurements of the same individuals over time. Cross-sectional or 'conspective' studies are 'psycho- or socio-static', providing a simultaneous and synoptic study of the situation as it is at the time of the enquiry. Longitudinal or prospective studies are 'socio- or psycho-dynamic' and are interested in change." (32)

Obviously, a cross-sectional type of survey, with the collection of one set of data only would have been insufficient. Equally, the collection of data simultaneously from comparable groups of differing ages was not feasible because there was no older group who had undergone the
same programme, and it would have been necessary to wait until such time as there were younger groups to supply comparative data. In any case, even if the study had been delayed and conducted in this way, whilst it would probably have given some useful information on pupils' responses to, for instance, modifications to the Careers Education Programme or the changing employment scene, it would not have provided the evidence wanted with regard to development and change in the individuals themselves.

It was further desirable, evidently, to avoid the type of study which involved the collection of retrospective data because of the danger of distortion which occurs in human recollection, particularly over a period of time. Again, as Wall and Williams express it -

"... human memory is fallible, and events which subsequently prove to be critical in their long-term effects may, at the time of occurrence, appear trivial, and be quickly forgotten. Human beings naturally seek for causes and may unconsciously fabricate or exaggerate something to account for the present state of affairs ..."

It was decided, therefore, to design a survey which would be in serial form, so that

(1) questions related to the development of the respondents' ideas could be repeated periodically, thus enabling their thoughts and intentions to be recorded as and when they occurred and, consequently, minimising the possibility of distortion,

and

(2) their views on aspects of the Careers Education provision could be gathered at suitable stages of the course, again, whilst their responses could be regarded as comparatively immediate and unclouded by the passage of time.

The most appropriate intervals for collection of both kinds of data were thought to be
(a) as soon as practicable in the 4th Year - in order to collect information for later comparison as quickly as possible, and to ask questions relevant particularly to the 3rd Year part of the course;

(b) at the beginning of the 5th Year - in order to compare pupils' earlier ideas with their expectations regarding the approaching finish of compulsory education and the years beyond, and to ask questions relevant particularly to the 4th Year part of the course;

(c) at the end of the 5th Year - again, in order to compare pupils' expectations and intentions on the point of finishing their compulsory education with their previous statements, and to ask questions relevant particularly to the 5th Year part of the course;

(d) finally, in the following spring - in order to compare the reality of the leavers' situations with their aspirations and attitudes in the light of their new experiences; and at this point, in the light of what had happened to them after leaving school, their views as to how the Careers Education Programme had prepared them for their working life.

An outline of the Careers Programme as it operated in the school at that time will now help to explain more fully why the above items were thought appropriate, and also the precise placement of questions as they related to specific areas of the syllabus.

Firstly, in their 3rd Year the pupils were asked to think about the various aspects of themselves - their activities at school; their hobbies and interests; their physique and health; their temperament; their relationships with and attitudes to other people; and their particular aptitudes and limitations. Each pupil was encouraged to consider himself critically, and to realise that he was an individual and, therefore, unique, with a collection of characteristics
peculiar to himself alone. At the same time they were given a general introduction to the world of work and what this entailed. What did they expect/hope for from their job? What did the employer expect? How could their job affect their way of life as a whole?

The work and education/training opportunities offered locally were discussed in some detail, partly from the viewpoint of relevance for the child, but also because very few young people seem to be prepared to leave home at the age of 16. They were also helped to acquire, even at this early stage, the ability to evaluate job advertisements; to write simple business letters enquiring about vacancies and asking for application forms, information, etc; to make an appointment by telephone; and the ability to cope with interviews and entrance tests. These activities might seem to be in the distant future to a 3rd Year pupil, but such skills require considerable practice and need to be repeated several times before the real situations are met by most of the pupils quite early (about November onwards) in their 5th Year.

In addition, as it is during the Spring Term of the 3rd Year that the children have to choose the subjects they are going to study during the 4th and 5th Years, the broad job areas were discussed and their entry qualifications and skill requirements explained. Information was also given to enable the children to begin to familiarise themselves with the qualifications and training terms in common use, for example CSE, 'O' and 'A' level, TEC and BEC, craft and technician apprenticeships, day and block release, sandwich courses, Colleges of 'FE', 'Polys' and Universities. There was no emphasis on specific job choice at this time; in fact, every effort was made to discourage a rigid adherence to one type of job at that stage as it could mean that the child's mind became closed to everything that did not seem immediately relevant. If this happened, it was reasoned, the aim of enabling the child to be aware of the opportunities open to him and to make his choice
based on a reasoned consideration of himself in relation to these opportunities would be defeated. A document listing job areas with subjects required was issued and particular emphasis was laid on the wisdom of selecting as balanced a range of subjects as possible, consistent with abilities and aptitudes, as would leave the maximum number of choices open to the child.

There is a Careers Room at the back of the Hall which was open to all pupils of the 3rd Year and upwards during the whole of the lunchtime break (12.40 - 1.55 pm) on at least three days a week, and a Careers Exhibition is an annual event during one evening in September, which is well attended by children of all years and their parents.

In their 4th Year, on Friday afternoons, they attend six short courses for a period of approximately six weeks each. These courses are subject to some variation - at that time they were Sex Education and Child Care, Community Service, Nurseries, Film and Tape, Careers and Physical Education. With the exception of Careers Education, which was (and continued to be) compulsory, the pupils could choose whichever course they wanted to do.

Each short course followed a similar programme of visiting speakers, with one visit out of school, supplemented by appropriate video-tapes, transparencies, etc. No two groups had the same speaker as it was considered unreasonable to ask for more than one visit to 4th Year groups, although some were sufficiently generous with their time to come and talk to 5th Year groups as well. Subject to availability, though, the programme over the year was designed so that each group's talks were as varied as possible.

In their 5th Year all pupils are timetabled for one period of Careers Education and one period of Physical Education on a Wednesday afternoon. Link Courses at the local College of Further Education are also organised for the same afternoon. The duration of these was one term so that
at that time about 60 went during the Autumn Term and another group of similar size during the Spring Term. Careers lessons are not held during the Summer Term because, after Easter, the CSE examinations begin and some leave at Spring Bank Holiday when these finish, whilst those remaining in school are involved with 'O' levels. There were, therefore, about 120 5th Year pupils to cater for in school on Wednesday afternoons, 60 having Careers and 60 going to PE during the first hour, and the groups changing over in the second hour. Speakers came into school most weeks to talk to the 5th Year people (giving two 'performances') and a visit out of school catering for about 40 pupils was arranged for each half-term.

Having regard to the final stage of the survey - (d), the 'follow up' of leavers - when the project was first planned it was not intended to continue the enquiry with those who elected to go into full-time Further Education, but as the economic situation changed subsequently and there was the likelihood of more pupils opting for Further Education full-time courses, the decision was made to follow these up also.

2 The Problems Involved in Collecting the Data

The possible pitfalls of a longitudinal study then had to be considered. The principal one is that of attrition, although, in this case, this problem would emerge mainly at the final stage, the subjects being, as it were, 'captive' whilst they were in school. Even so, readily available as they might have been through stages (a), (b) and (c), it was realised that the pupils could not be forced to co-operate and the rate and extent of participation would depend on their willingness and goodwill. Initially, therefore, it was intended to approach a representative sample of the year group, drawn at random but proportionately, from their previous 3rd Year Bands and Forms, consisting of 50 boys and 50 girls, asking them if they were willing to take part. On this basis it was expected that there
would be no shortage of comparable substitutes if any pupils were reluctant to be involved. However, an examination of the registers showed that this particular year contained a preponderance of girls (116 girls compared with 76 boys) which could have created difficulties in providing a sufficiently representative boys' sample whilst still at school, but particularly so at the final after-school stage. Additionally, it was recognised that the results could be more biased if the data were collected from a completely willing and actively participating group, and consequently, less reliable in terms of generalisation. Thirdly, there was the difficulty of selecting a Band and Form sample which was also representative of the socio-economic spread of the year group (the means of identification and allocation of which had yet to be devised), so it was concluded that the survey would have to be conducted over the whole of the year group. This would alleviate the problem of the uneven numbers of boys and girls and provide more convincing data by reason of the larger numbers. It would also go a long way towards ensuring a viable number of respondents participating in the final stage of the survey, and would result, altogether, in a much more accurate and interesting picture of the year group as a whole.

It was next recognised that repeated investigations - involving the collection of four sets of data in all, three sets for approximately 190 pupils, together with the 'follow-up' of those going into employment and Further Education - represented a very heavy commitment of time and effort. So, in view of the restrictions commented upon at p 92 the collection of data by interviews was clearly out of the question and a series of questionnaires would have to be prepared.

Again, the disadvantages of the questionnaire type of survey were acknowledged. For instance, Evans ("Planning Small Scale Research") comments -
"Much of the criticism of research which is based on questionnaires stems from doubts about the truth of the information obtained by their use." 

and

"The greatest difficulty is likely to be encountered with material obtained by the use of questionnaires. Answers are often qualitative, and before they can be used statistically they may have to be quantified. ...

"... a questionnaire may become a trap for an unwary investigator, as it is very easy to gather a great mass of information and then find that one does not know how to analyse it."

It was recognised that it would be impossible to be confident that all these problems were overcome. However, the advantages of a questionnaire in terms of the use of the researcher's time and effort were such that it was decided to use that particular technique of social investigation and to attempt to strengthen it by careful administration. Firstly, the study would be introduced to the parents by sending a letter explaining the survey's method and purpose and giving them the opportunity at the outset to request withdrawal of their children, if they so wished, whilst the pupils themselves would be given a clear explanation of what was required and a guarantee of anonymity before completion of the questionnaires. Careers staff would also be on hand to answer individual questions and give help when required. It was also resolved to proceed with the original intention to interview the representative sample of 100, but with the purpose of checking and supplementing, where necessary, their written answers. This procedure would have the advantage of providing as full and accurate information as possible for over half the group. The questionnaires would also be tried out with a small pilot group taken from the 5th Form of 1976/77 who would be asked to comment on the wording, order of questions, and their reactions to the questionnaires, so that any ambiguities or unsuitable questions could be removed and
an idea of the likely range of answers could be obtained.

It was realised that a multiple-choice style of questioning would be easier to code and classify but it was considered that, in many cases, only the 'open-ended' style would allow the individuality and freedom of response which was required. Too often multiple-choice questions tend not to present a respondent with a suitable alternative or 'prompt' a reply, so, as all the material was going to be analysed by one person, and unless the multiple-choice basis would completely answer the purpose, the decision was taken to accept and cope with the task of classifying the variety of responses which would be given to open questions.

Whatever precautions are taken in psychological, sociological and educational research it is impossible to approach the precision which can be achieved in the physical science laboratory and, in view of the restriction of the sample to one year group in one school, as stated earlier, it was never the intention from the outset to claim that the findings would be capable of broad generalisation to other groups of young people or their schools. However, it could be argued that the project can make some claim to being classed as 'applied research' in that it was designed to 'test' the developmental theories of vocational development, the theories of environmental influences on young people and the possible effects of school-planned intervention. Also, it was thought that as the group to be studied represented a full ability range from a multi-cultural and varied urban and suburban area the findings could have significant implications, at least, for a number of schools. On the other hand, the more immediate purpose was to go beyond the 'common-sense' or 'trial and error' method of teaching and obtain.
knowledge which could be applied directly in the establishment concerned.

In a localised study such as this the variable probably most difficult to replicate is that of relationships within the school and the particular relationship of the researcher with the subjects. It is impossible to regulate a level of 'rapport' or to keep it constant, and the position of the researcher within the establishment made the determination of socio-economic status of the subjects a matter to be handled with caution and discretion. The Registrar General's Scale is broad in its divisions and without much undesirable probing it would have been very difficult to collect reliable information for categorisation. It is also quite likely that there would have been insufficient differentiation to allow any useful comparisons to be made. A question was included regarding family size and position in family as one possible measure, but enquiries into other factors which have been used in other studies, such as size of house, education, attitudes and leisure interests of parents, were considered too personal, and moreover, could arouse suspicion and adversely affect attitudes in responding to other questions. Again, as with parental occupations, many answers could be expected to be incomplete or inaccurate. Pupil records, also, were not helpful regarding parental occupations. Consequently, exactly how this problem was to be tackled had not been decided by the time the survey was started, although of course, some method of classification had to be thought out before points (2) and (3) could be answered. The manner in which the question of socio-economic status was eventually dealt with is described in Chapter 8.
3 Selection of the Material Required to Produce the Data

As indicated in Chapter 2, acknowledgment must be made to the surveys of Veness and Kirton for many of the questions put to the Littleover School respondents. These, adapted and supplemented where necessary to meet the specific requirements of the present survey, resulted in a total of nine question sheets which corresponded with the stages of the survey set out on p 102. They were labelled accordingly and called 'questionnaires' throughout the survey, but, from this point, for easier identification, they will be referred to as 'Schedules 1 - 9' -

(a) 4th Year Questionnaire No 1  (Schedule 1)
    4th Year Questionnaire No 2  (Schedule 2)
    4th Year Questionnaire No 3  (Schedule 3)

(b) Beginning of 5th Year Questionnaire,
    Part A  (Schedule 4)
    Beginning of 5th Year Questionnaire,
    Part B  (Schedule 5)

(c) End of 5th Year Questionnaire,
    Part A  (Schedule 6)
    End of 5th Year Questionnaire,
    Part B  (Schedule 7)

(d) "At Work" Questionnaire
    "Full-time Further Education" Questionnaire  (Schedule 8)

The 'pilot' study mentioned on p 107 was conducted as planned, with six girls and six boys who were taken at random from three Forms of the 5th Year of 1976/77, ie the first 12 on the register for Careers Education at that particular time in March 1977.
The project was introduced to the pilot group as an exploration of their experience of the Careers Education Programme. The confidentiality and anonymity of their responses were guaranteed and students were told that, if they preferred not to answer questions, that was entirely at their discretion.

No-one was unwilling to take part in the scheme and they completed the three proposed 4th Year schedules in March 1977. These were amended in one respect only, following the comments made by several of the girls in the pilot group. The section for 'Girls Only', Schedule 2, was re-worded so as to avoid the implication that marriage was inevitable, and also to allow for more flexibility in the question regarding work and children, it being considered by them that so much 'would depend on individual circumstances'. (The questions as originally posed were:-

'Will you continue to work after you are married?
YES NO
If YES, will you want a Full-time or a Part-time job?

Will you take up work again when your children are old enough to be left?
Full-time Part-time No'

These were replaced by
'If you marry, do you think you will continue to work?
YES NO
If YES, will you want a Full-time job or a Part-time job?
If you marry and have children do you think you will continue to work? Your comments on this topic please.

The pilot group completed the 'Beginning of 5th Year' schedules in April 1977, and one alteration was made on the group's recommendation. In Schedule 4, Question 2 - 'Have you a good idea of what you would like to do when you leave school?' - the answers for underlining were 'YES/NO', but in the light of one girl's remark that she felt that the underlining of 'NO' seemed to imply no thought or no ideas, this was altered to 'YES/DON'T KNOW YET'. No other comments were made but, in order to save pupils having to read through questions which were not applicable to them, one or two further alterations were made -

If the answer to Question 2, as above, was 'DON'T KNOW YET', the children were then to answer an extra question asking what jobs had been considered (Question 3) and then instructed to miss out the next group of questions which were relevant only to those pupils who had answered 'YES'. All pupils were then asked to answer Question 18 onwards, Question 18 being amended to read 'After your Fifth Year what is the next step which attracts you most at the moment?' rather than 'If you have no idea about a job yet, what attracts you most at the moment?'

Other small amendments were -

to the standard of education required for the anticipated job (Schedule 4, Question 11) - 'Degree; diploma; 'A' level; 'O' level; CSE' - was added 'a good general education but no formal examination
to the question concerning work experience related to the intended job (Schedule 4, Question 14) - 'for example, a holiday job or a weekend job' - was added '(An appropriate 4th Year Link Course can be included)'.

at Question 18 of Schedule 4 - 'Going to another kind of College (please say what kind)' replaced the original alternative (e) - 'Going to University/Polytechnic/or other College'. This change was made because 6th Form or Further Education would be the next stage before University/Polytechnic, and because provision needed to be made for specialist colleges (eg Agricultural, Art, Catering) to which pupils could go at 16 if they wished.

The 'End of 5th Year' schedules were sent to the pilot group by post at the end of the Summer Term, 1977, and no comments necessitated amendments, except that as one had misunderstood Schedule 6, Question 22, 'Describe briefly, but as well as you can, what you think your duties will be', interpreting 'duties' as meaning 'moral obligations', the question was clarified by substituting 'the work you will be expected to do in your job'.

The final schedules (8 and 9) were sent to the pilot group in March 1978. Out of the original 12, three had returned to school, five had jobs and four had started full-time Further Education courses. Eight of the nine returned the schedules, the one missing being that of a boy from the 'working' group who had left the Derby area after leaving school and could not be traced. Again, no changes were necessary as a result of the ex-pupils' remarks, but, before they were duplicated for circulation to the main survey group, they were discussed with the school's Senior Careers Officer, and, at her suggestion, Question 1 (b)
on the 'At Work' Schedule (No 8) was changed from Careers Office' to 'Careers Officer' and 'Through the Careers Office' was made an additional separate item - 1 (d).

The other alteration which was made to both Schedules 8 and 9 was the insertion of the question 'What part/item/aspect of the Careers Programme did you find was **most useful**?', Schedule 8, Question 38 (e) and Schedule 9, Question 21 (c), as, on later reflection, it was decided that it would be helpful to have some positive answers to analyse, and consequently perhaps some features which could be confidently retained, as well as the negative answers produced in response to the enquiry 'What part ... of the Careers Programme did you find was **least useful**?' (Questions 38 (f) and 21 (d) respectively).

The finalised versions of the schedules as they were presented to the main survey group are reproduced at Appendices 4 - 12, whilst the individual questions as they were related to the five areas of investigation, and the twelve points to which they were expanded, are given below -

1 THE QUESTION OF SOCIO-ECONOMIC AND OUTSIDE-SCHOOL INFLUENCES COMPARED WITH, OR OPPOSED TO, SCHOOL INFLUENCES -

Items related to Point 1
(Do family, friends, environment, ie tradition, still have a significantly stronger influence than school?)

Number of years spent in this country -

Schedule 1 - Question 1

Number of brothers and sisters and whether younger or older -

Schedule 1 - Question 2

Members of family or friends in the same, or related job, or same place of work -

Schedule 1 - Question 19
Schedule 4 - Question 12
Schedule 6 - Questions 25, 26, 34, 35
Schedule 8 - Questions 16, 17
Schedule 9 - Question 9

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Sources of job information -

Schedule 1 - Questions 8, 10, 11, 18
Schedule 4 - Questions 5, 6, 13, 14, 19, 20, 21
Schedule 5 - Questions 14, 15, 16, 17, 18, 19, 20, 21
Schedule 6 - Questions 29, 38
Schedule 7 - Questions 1, 2, 3, 4, 5, 6, 7, 8, 27, 28, 29, 30
Schedule 8 - Questions 1, 4, 18
Schedule 9 - Questions 10, 12, 13

Parents' wishes -

Schedule 1 - Question 9

Relevant job qualities -

Schedule 3 - Qualities 8, 20

Jobs - ideas, plans, applied for, and obtained -

Schedule 1 - Questions 5, 6, 22, 23
Schedule 4 - Questions 2, 3, 4, 15
Schedule 6 - Questions 1, 2, 3, 4, 5, 6(a), (b), (c), 7, 8, 30, 31, 32
Schedule 7 - Questions 14, 15, 23, 24
Schedule 8 - Job obtained, Questions 2, 3, 8
Schedule 9 - Questions 6, 7, 8 (a), (b), 11

Items related to Point 2
(Are ambition, ability and willingness to look and plan ahead still significantly linked with social class?)

Ideas on ambition - concept of ambition, self-assessment -

Schedule 2 - Questions 13, 14
Schedule 5 - Questions 25, 26, 27, 28, 29, 30, 31

Future plans regarding life-style, holidays, possessions -

Schedule 2 - Questions 4, 5, 6, 7, 8, 10, 11, 12
Schedule 5 - Questions 22, 23, 24, 32
Schedule 8 - Question 36
Schedule 9 - Question 19

Post-5th Year education -

Schedule 1 - Question 21
Schedule 4 - Questions 1, 18
Schedule 5 - Questions 9, 10, 11, 12
Schedule 7 - Questions 9, 11, 12, 13, 16, 18, 19, 20, 21
Schedule 9 - Questions 1, 2, 3, 8 (a)

Willingness to accept self-reliance and responsibility -

Schedule 2 - Questions 2, 3
Job qualities sought -

Schedule 3

Training, prospects, progression looked for -

Schedule 4 - Questions 9, 16, 17, 18
Schedule 6 - Questions 20, 21, 39, 40
Schedule 8 - Questions 10, 25, 26, 28, 29
Schedule 9 - Questions 3 (g), 7, 8 (a), (b), 15, 16

Spare time activities -

Schedule 1 - Questions 13, 14
Schedule 5 - Questions 33, 34
Schedule 8 - Questions 34, 35
Schedule 9 - Questions 17, 18

Items related to Point 3
(Are the careers facilities in school made more use of by higher social groups?)

Sources of job information (see Point 1)

Method of obtaining job(s)

Schedule 6 - Question 6 (c)
Schedule 8 - Questions 1, 4

Reasons for staying at school

Schedule 7 - Question 10

2 THE QUESTION OF CAREER CHOICE/DEVELOPMENT/ENTRY
(THE VALIDITY OF THE 'DEVELOPMENTAL' THEORIES) -

Items related to Point 4
(Does Careers Education help develop self-knowledge?)

Physique, health -

Schedule 1 - Question 7

Personal characteristics -

Schedule 2 - Question 9

'Ideal' or 'dream' job -

Schedule 1 - Question 12

Jobs - ideas, plans, applied for, and obtained (see Point 1)

Hopes and expectations regarding examinations -

Schedule 5 - Question 1

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Reasons for staying at school or going into full-time Further Education -

Schedule 7 - Questions 10, 22
Schedule 9 - Questions 3, 4, 5

Items related to Point 5
(Does Careers Education help develop job-knowledge?)

Sources of job information - Point 1

Qualifications/education/training required for job choice -

Schedule 1 - Questions 20 (a), (b)
Schedule 4 - Question 9
Schedule 6 - Questions 20, 39
Schedule 7 - Questions 16, 25
Schedule 8 - Question 24

Use of favourite subject(s) for job -

Schedule 1 - Question 16

Use of interests/hobbies for job -

Schedule 1 - Question 17
Schedule 7 - Questions 17, 26
Schedule 8 - Question 37
Schedule 9 - Question 20

Job knowledge/opinion/belief -

Schedule 2 - Question 1
Schedule 4 - Questions 7, 8, 10, 11, 22, 23
Schedule 6 - Questions 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 27, 28, 33, 36, 37, 40, 41
Schedule 7 - Questions 31, 32
Schedule 8 - Questions 7, 13, 14, 23, 24, 25, 26, 27, 30, 31, 33, 38 (a), (b)
Schedule 9 - Questions 12, 13 (a), (b), 14, 21 (a), (b)

Items related to Point 6
(Does Careers Education help in the making of subject choices in the 3rd Year?)

Most liked and least liked subjects -

Schedule 1 - Questions 3, 4

Subjects being studied

Schedule 1 - Question 15

Opinion on subject choice; changes, if any -

Schedule 5 - Questions 2, 3, 4, 5, 6, 7, 8
3 THE PUPILS' PERCEPTIONS OF THE SCHOOL'S EFFORTS ON THEIR BEHALF -

Items related to Point 7
(What is the value of the school's Careers Programme viewed in retrospect and in the light of practical experience?)

Comments on the school's Careers Education Programme -
Schedule 7 - Questions 31, 32, 33, 34, 35, 36
Schedule 8 - Questions 38 (a),(b),(c),(d),(e),(f),(g),(h)
Schedule 9 - Questions 21 (a),(b),(c),(d),(e),(f)

4 THE PUPILS' RESPONSES TO THEIR SITUATIONS AFTER LEAVING SCHOOL, AND AS COMPARED WITH THEIR RESPONSES AND CHARACTERISTICS AT SCHOOL -

Items related to Point 8
(What is the biggest problem encountered in 'settling down' at work and what provisions are made for new entrants by employers?)

Problems in settling down -
Schedule 8 - Question 5

Provisions made for new employees -
Schedule 6 - Questions 10, 11, 12
Schedule 8 - Questions 24, 32

Items related to Point 9
(Is there a relationship between -
(a) attitude to job and attitude shown towards school previously?
(b) attitude to job and level of achievement at school?
(c) favourable attitude and working with some workers of own age?
(d) favourable attitude and working in the firm and/or the kind of work intended?
(e) attitude to work actually done, bosses and other workers?
(f) routine, unskilled job and dissatisfaction with work?)

Satisfaction with pay -
Schedule 8 - Question 6

Satisfaction with job -
Schedule 8 - Questions 7, 9, 10, 13, 14, 30, 31

Age of work-mates -
Schedule 8 - Question 12
Girls' perceptions of their future role and responses to the school's programme -

Items related to Points 10 and 11
(Do girls' responses and job/training choices indicate an increasing acceptance of the idea of staying in a job after marriage and returning after having had children?

and

Are girls seeking a greater variety of jobs and access to traditionally male-dominated occupations, more training and better promotion prospects?)

Jobs - ideas, plans, applied for, and obtained - see Point 1

Post-5th Year education - see Point 2

Subjects being studied - see Point 6

Academic achievement - see Point 9

Girls' views on work after marriage and family -

Schedule 2 - Questions 15, 16, 17

Training, prospects, progression looked for - see Point 2

Spare time activities - see Point 2

Comments on school's Careers Education Programme - see Point 7

and finally -

Items related to Point 12
(Does it appear that more considered choices are being made as a result of the Careers Education Programme?)

being an overview of findings in respect of -

Jobs - ideas, plans, applied for, and obtained ) Point 1

Sources of job information )
Ideas on ambition - concept of ambition)

self-assessment)

Future plans regarding life-style, holidays, possessions)

Post-5th Year education)

Job qualities sought)

Training prospects, progression looked for)

Use of careers facilities - Point 3

Level of self-knowledge - Point 4

Level of job knowledge - Point 5

Subject choices - Point 6

Comments on school's Careers Education Programme - Point 7

Adjustment to job and employers' provisions - Point 8

Girls' responses - Points 10 and 11

The items especially applicable to the point in time that the schedules were completed are -

Schedule 1
(4th Year - Questionnaire No 1)

The subjects liked/disliked in the 4th Year compared with those liked/disliked in the 3rd Year (Questions 3 and 4)

Their 'ideal' jobs compared with actual expectations (Question 12)

The subjects being studied in Years 4 and the reasons for the choices (Question 15)

Schedule 2
(4th Year - Questionnaire No 2)

Local job knowledge (Question 1)

Schedule 3
(4th Year - Questionnaire No 3)

The qualities they considered most important in a job

Schedule 4
(Beginning of the 5th Year Questionnaire - Part A)

More detailed questions regarding job choice (Questions 4 - 11)

Visit to, or related work experience in, job choice (Questions 13 and 14)

'Second choice' jobs (Question 15)

Post-5th Year ideas (Question 18)
Schedule 5
(Beginning of 5th Year Questionnaire - Part B)

Examination hopes and expectations (Question 1)
Comments on 4th and 5th Year subject choices and any changes made (Questions 2 - 8)
6th Form ideas (Questions 9 - 12)
Comments on works visit and visiting speakers (Questions 14 - 21)

Schedule 6
(End of 5th Year Questionnaire - Part A)

Job(s) applied for and obtained (Questions 1, 3, 6)
Details which should be known about the job obtained (Questions 13 - 22, 27, 28)
Knowledge of workplace or work experience of job (Questions 10, 11, 12, 23, 24, 29)
Details which should be known about a proposed job (Questions 36, 37, 39, 40, 41)
Work experience in proposed job (Question 38)

Schedule 7
(End of 5th Year Questionnaire - Part B)

Information regarding Link Courses (Question 1)
Information regarding Works Visits (Question 2)
Information regarding Visiting Speakers (Questions 3 - 8)
6th Form ideas (Questions 9 - 13, 16)
Further Education ideas (Questions 18 - 22, 25)

Schedule 8
('At Work' Questionnaire)

Questions about their jobs -
How obtained and any previous jobs (Questions 1 - 4)
Early difficulties (Question 5)
Attitude to job (Questions 6, 7, 9, 10, 13, 14, 30, 31)
Description of work (Question 15)
Training and prospects (Questions 24 - 26)

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Schedule 9
('Full-time Further Education' Questionnaire)

Information about the course (Questions 1 - 5)

Future plans (Questions 6, 7, 8, 15, 16).
CHAPTER 6

The Implementation of the Survey

Schedules 1, 2 and 3 (Appendices 4, 5 and 6) were presented to the main survey group in April 1977. A letter was sent to all their parents/guardians prior to their administration, explaining their purpose and asking for their co-operation (Appendix 13). This gave them the opportunity to have their child withdrawn if desired. No objections were made, however, and the whole of the 4th Year pupils were then assembled in the Hall. The manner of the researcher's introduction of the survey to the main group was as follows -

'On Monday you had a letter to take home regarding an enquiry about Careers Education. I hope you will find it interesting to take part in this project, knowing that your answers, opinions and comments might be very useful to teachers, parents and others concerned with helping people of your age to get ready for your life after school - because this is what Careers Education and, of course, all your time at school is about - helping you to prepare for being an adult.

We are going to do a batch of three questionnaires now; another two at the beginning of your 5th Year; two when you leave, or at the end of your 5th Year; and one about six months later, that is, when you are working or in a 6th Form* or at FE. The questionnaires are in no way a test, there are no catches, but there are reasons for all the questions, so please give as complete and thoughtful answers as you can. Don't worry about your writing or your spelling, but please make sure it is readable.

I don't think you will have much difficulty over understanding the questions and what you should do, as a small group of 5th Years have done them and, with one or two alterations, have said they are quite straightforward. If you do have any difficulty, though, please put your hand up and ask for advice.

As mentioned in the letter your name will never be used but please put your name and form where asked for (notice second sheets require this as well in case they come apart). This is simply so that I can keep a person's papers together right through and have a complete "set" for each individual.'

* This was said to ensure that potential 6th Formers would not think that their replies would not be included or were not important.
Schedule 3 was rather complicated so the instructions on this one were repeated verbally before they completed it. Out of a total number on roll in that year of 192, 183 completed Schedules 1, 2 and 3.

Schedules 4 and 5 (Appendices 7 and 8) were given to all members of the group, now in their 5th Year, who were present in school on Wednesday afternoon, 15th September 1977. The number on roll was then 189, of whom 178 completed the schedules.

Schedules 6 and 7 (Appendices 9 and 10) were completed by the pupils prior to their individual leaving dates -

Those leaving at Easter - March 1978 15
Those leaving during the Summer Term, including those likely to remain at school in the 6th Form - April 1978 158

173 from a number on roll of 186

For the last stage of the survey, the Careers Office kindly provided a copy of their record regarding the employment of Littleover School's 1978 leavers and, using this in conjunction with the school's own records, it was possible to check with a high degree of certainty which pupils were in employment and which pupils had started Further Education courses.

Also at this stage in the survey, provision was made for a situation which had not been included at the planning stage. In the event of an ex-pupil being unemployed it would have been a waste of time - and tactless - to send an enquiry in the form of Schedule 8, so, again after consultation with the school's Senior Careers Officer, a very brief series of questions was formulated (see Appendix 14).
which it was hoped would seem not unreasonable to the unemployed youngster but would be sufficiently adequate to indicate his/her view of the situation. As, however, according to the Careers Office's information as at March 1979, three girls only were unemployed and only one of these replied, no significant evidence was gathered with respect to reactions to unemployment.

Finally, then, in March 1979, the appropriate schedule was posted to those who had left. 113 pupils were sent Schedule 8 (Appendix 11), 31 were sent Schedule 9 (Appendix 12) and three were sent the 'Unemployed' schedule (Appendix 14), making 147 altogether. A stamped, addressed envelope was enclosed and 72 replies were received. Three weeks later, where a telephone number was known, a direct contact was made with those who had not replied; otherwise, a reminder, together with another copy of the schedule and stamped, addressed envelope, was posted. Replies were received from a total of 101 pupils. Of these, four were unable to answer the enquiry for different reasons, so the net result was 70 completed returns for Schedule 8, 26 completed returns for Schedule 9, and one return from an unemployed girl.

The project, therefore, produced data in the form of replies to 9 schedules as follows -

<table>
<thead>
<tr>
<th>Completed</th>
<th>Schedule</th>
<th>Replies Received</th>
<th>No on Roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1977</td>
<td>Schedule 1</td>
<td>183 out of 192</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schedule 2</td>
<td>183 &quot;</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Schedule 3</td>
<td>183 &quot;</td>
<td>192</td>
</tr>
<tr>
<td>September 1977</td>
<td>Schedule 4</td>
<td>178 out of 189</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schedule 5</td>
<td>178 &quot;</td>
<td>189</td>
</tr>
<tr>
<td>April/June 1978</td>
<td>Schedule 6</td>
<td>173 out of 186</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schedule 7</td>
<td>171 &quot;</td>
<td>186</td>
</tr>
<tr>
<td>April/May 1979</td>
<td>Schedule 8</td>
<td>70 out of 113</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schedule 9</td>
<td>26 &quot;</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Schedule for unemployed</td>
<td>1 &quot;</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>97</td>
<td>147</td>
</tr>
</tbody>
</table>
An overall total of 194 pupils was involved, taking into account those who joined the school subsequent to the completion of Schedules 1, 2 and 3.

The pupils' answers to the Schedules were analysed with the help and facilities of the Loughborough University Computer Centre, using the Statistical Package for the Social Sciences (SPSS) which is a computer program that has been developed specifically to help people involved with survey research who have little statistical or computational knowledge. There is a tape/slide learning course of eight programmes available and the English-like terminology made data preparation straightforward and the print-outs immediately readable. Each case can have up to 500 variables, up to eight characters being permissible for a variable name, and each variable can have a large number of values, up to 20 characters being permissible for a value label. Thus, identification of items was easy, even when the open-ended questions necessitated the creation of a large number of values.

In spite of this, as anticipated, the coding of the variables and values of mainly open-ended responses for nine schedules, and then the allocation of the individual replies, proved to be a task of immense proportions that took many months to complete. The computer was used only for the counting of replies, but the print-outs and data punching forms were used extensively in the comparison of responses with school/social groups and the tracing of individual replies through the series of schedules. Where appropriate and helpful, percentages have been included in the resulting tables. There is no doubt that much greater advantage could have been taken of the capabilities of SPSS had time permitted. However, even though time did not permit, having once prepared the basic data, it was - and still is - available for further use if required.
The relevance of all the questions was kept firmly in view when the time came for tabulation and interpretation of the replies but the volume of the material and the multiplicity of ways in which it could be combined were such that it then became necessary to be selective and use for interpretation only the replies which were most pertinent to each item. Thus, with reference to Point 1, (Chapter 7) Questions 1 and 2 of Schedule 1 were omitted - Question 1 because it was found that 161 out of 183 had spent all of their lives in this country and only six had been in this country less than five years; Question 2 because a few replies were recognised as being inaccurate and it was considered that other questions, (namely Schedule 1, Questions 8, 18, 19; Schedule 4, Questions 6, 12, 19; Schedule 6, Questions 25, 34; Schedule 7, Question 27; Schedule 8, Questions 16, 17; Schedule 9, Question 9) would provide sufficient and more certain evidence regarding the influences of older brothers and sisters. Questions relevant to Point 2, (Chapter 8) had to be restricted to those detailed later on page 189 as it would have taken too long to analyse and correlate the quantity of material that could have been used.

At Point 5, (Chapter 9.3), the following items were left out, being considered the most expendable in view of the amount of other material available -

- Schedule 4  Question 11
- Schedule 6  Questions 9, 33
- Schedule 8  Question 33  Job Knowledge/Opinion/Belief
- Schedule 9  Question 14

although it was recognised that pupils' answers to these questions would have provided interesting insight into their own 'image' of the jobs they were looking towards and which some of them had obtained by completion of Schedule 8.

At Point 9, (Chapter 9.7) Questions 11, 19, 20, 21, 22, 23 and 27 of Schedule 8 were omitted - although Questions 23 and 27 were used when investigating Point 5. The replies to Questions 19, 20, 21 and 22 did, however, serve to confirm
that the majority had local work, only two being away from home and five having jobs more than five miles away. Travel costs were nil or very low. Question 11 was not included because a preliminary scrutiny revealed that most were in working groups of 20 or less, and if they mentioned larger groups than this they were referring to short-term teaching and training situations. It was obvious, therefore, that it would not be a significant factor affecting the job satisfaction of this particular group.

The information which has been almost totally neglected, however, has been that in relation to spare time activities, namely -

- Schedule 1: Questions 13, 14
- Schedule 5: Questions 33, 34
- Schedule 8: Questions 34, 35
- Schedule 9: Questions 17, 18

and future plans for leisure -

- Schedule 2: Questions 7, 8
- Schedule 5: Question 32

These are mentioned with respect to girls in Chapter 9.8 but it was, regretfully, necessary to leave them out of any detailed comparison. In the light of Michael Kirton's comments (p 19) it is possible that significant relationships would have been found between, for instance, pupils' job knowledge, attitudes to school, job/career/Further and Higher Education plans and their leisure activities.

Nevertheless, it was possible to use most of the data collected, and the results of the analyses of these and the conclusions drawn from them are reported upon in Part III, Chapters 7 - 10.
PART III

FINDINGS
CHAPTER 7

The Influences on Children's Career Choices
(Do family, friends, environment, ie tradition, still have a significantly stronger influence than school?)

As previously mentioned, Derby is a predominantly engineering city and it follows, therefore, that a higher percentage of young people, particularly males, could be expected to go into engineering work or jobs connected with engineering than any other. This is a fact of life with which we must concur with Roberts and accept. Fortunately, unlike the Hillfields of Bazalgette's study, it does not appear that it has been a function of Derby schools to provide "a pool of unskilled and semi-skilled labour" for the area's industries, but rather a supply of prospective engineering craftsmen and 'ancillary' staff. To this extent, one has to agree that the community environment must have a considerable bearing on young people's job destinations, particularly when job entry is made immediately or shortly after school leaving age (Venables, Veness, Carter). The data from the present study, however, did not indicate that a high proportion of young engineers had fathers in the same type of work nor that family tradition, generally, had an obvious bearing on job entry (unlike Venables, Bazalgette). Family tradition seemed quite strong at the beginning of the period of enquiry when they were asked if they had family or friends in similar jobs to those they thought they might choose, but by the time the children came to the end of their 5th Year and moved on to jobs or Further Education these influences appear to have declined as will be seen from a comparison of their responses (Table 1, p130).
PUPILS' REPLEIS TO 'IS ANYONE IN YOUR FAMILY IN THE SAME OR RELATED JOB?
(Schedule 1, Q 19, Schedule 4, Q 12, Schedule 6, Qs 25 and 34, Schedule 8, Q 17, Schedule 9, Q 9)

<table>
<thead>
<tr>
<th>Sch 1</th>
<th>Sch 4</th>
<th>Sch 6</th>
<th>Sch 8</th>
<th>Sch 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>12</td>
<td>Qs 25 &amp; Q 17</td>
<td>Q 9</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>No</td>
<td>84</td>
<td>53.2</td>
<td>88</td>
<td>66.6</td>
</tr>
</tbody>
</table>

Yes -

| Parents                  | 23    | 14.5  | 17    | 12.9  | 20    | 11.6  | 5     | 7.8   | 1     | 4.2   |
| Brothers/Sisters         | 20    | 12.6  | 9     | 6.8   | 19    | 11.1  | 3     | 4.7   | 2     | 8.3   |
| Uncle/Aunt               | 10    | 6.3   | 8     | 6.1   | 3     | 1.7   |       |       |       |       |
| Mother/Sister - Father   | 3     | 1.9   | 2     | 1.2   |       |       |       |       |       |       |
| Brother/Sister and others| 4     | 2.5   | 1     | 0.6   |       |       |       |       |       |       |
| Parents and other        | 7     | 4.4   | 5     | 3.8   | 5     | 2.9   |       |       |       |       |
| Cousins                  | 7     | 4.4   | 3     | 2.3   | 3     | 1.7   |       |       |       |       |
| Other family              |       | 2     | 1.5   | 3     | 1.7   | 2     | 3.1   | 2     | 8.3   |
| Total responses           | 158   | 100.0 | 132   | 100.0 | 172   | 100.0 | 64    | 100.0 | 24    | 100.0 |

If NO, is anyone else you know (eg friends, relatives of friends, etc) doing this kind of work? (Suitable question in Schedule 6 only)

<table>
<thead>
<tr>
<th>Sch 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qs 26 &amp;</td>
</tr>
<tr>
<td>35</td>
</tr>
</tbody>
</table>
| No    | %
| No    | 43    | 55.8  |

Yes -

| Friends                  | 26    | 33.8  |
| Friends of relatives     | 2     | 2.6   |
| Relatives of friends     | 4     | 5.2   |
| Acquaintence             | 1     | 1.3   |
| Employer                 | 1     | 1.3   |
| Total responses           | 77    | 100.0 |

130
From among their family and friends their parents and older siblings were clearly influential, but friendships were also important at the leaving stage. Those working were asked in Schedule 8, Q 16, additionally if they had any family working at the same place, but again only a few - 12 out of the 69 respondents (17.4%) - replied in the affirmative. Two did not say who this was, but four said it was a parent, one a brother or sister, one an uncle or aunt, and four mentioned another member of the family.

It is, of course, possible that a comparison of the socio-economic status of pupils' jobs with those of their parents would have revealed more correlation, but, as explained in Chapter 8, it was not possible to compare these. It is also possible that the children might not always have been aware of job similarities - for example, a boy wanting to be a fitter might not appreciate the connection between his proposed job and his father's job in another engineering craft. It must be recognised, also, that they might not have recalled someone they knew who was in a similar job. Nevertheless, taken at face value, it cannot be said that the replies indicated much "following in father's footsteps" (as Ryrie et al). They were, however, asked to indicate their sources of information on each occasion of completing the schedules and were given a very comprehensive list which specifically sub-divided into separate items both outside- and inside-school influences, and these responses make it evident that parents were still very important as advisers. Table 2 (p 132) shows the number of times each item was underscored and it will be seen that their parents played a major role in providing them with their job information.
PUPILS' REPILES TO
HAVING HAD ANY USEFUL INFORMATION ABOUT
JOBS FROM ANY OF THE FOLLOWING (UNDERLINE)
(Schedule 1, Q 8, Schedule 4, Q 19,
Schedule 7, Q 27)
At the same time, Careers Teachers and also careers literature (which it is fair to say would, by and large, be obtained from school) were not far behind, and when the lists are consolidated into Home/Outside School and School-based categories, it appears that the School played a highly significant part in the provision of job information. In the Veness study parental advice had predominated - two-thirds of the girls and over a half of the boys mentioning help from parents. Books were the next most frequently mentioned, and teachers were ranked third. Careers Teachers as such were not so designated at that time but if 'teachers' is prefixed with 'Careers', then this is in line with Kirton. Ross's findings placed teachers a poor third. These answers reveal the same order, but when 'teachers' is coupled with 'Careers Teachers' the order is changed, and in fact, inside- and outside-school items, collectively, are very evenly balanced.

This must be encouraging from any school's point of view, but it does not show a complete reversal of previous findings - after all, Maizels had found school and the YEO given a much higher proportion of the credit for providing job information. It will also be remembered, though, that three out of five of her respondents had then, apparently, made up their own minds about the work they had eventually decided upon. When the present respondents were asked where they had derived their ideas for the jobs they aspired to, their replies can be summarised as shown in Table 3 (p 134).
PUPILS' REPLIES TO 'WHO OR WHAT GAVE YOU THE IDEAS FOR THE JOBS YOU HAVE WRITTEN DOWN?'
(Schedule 1, Q 18, Schedule 4, Qs 5 and 6)

**Table 3**

**Schedule 1, Q 18**

<table>
<thead>
<tr>
<th>Source of Ideas</th>
<th>(out of )</th>
<th>(183)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself</td>
<td>28</td>
<td>15.3</td>
</tr>
<tr>
<td>Myself and family</td>
<td>21</td>
<td>11.4</td>
</tr>
<tr>
<td>Parents and/or other family mentioned</td>
<td>73</td>
<td>39.9</td>
</tr>
<tr>
<td>Friends mentioned</td>
<td>19</td>
<td>10.4</td>
</tr>
<tr>
<td>'School-based' influences mentioned</td>
<td>49</td>
<td>26.8</td>
</tr>
</tbody>
</table>

**Schedule 4, Qs 5 and 6**

<table>
<thead>
<tr>
<th>Source of Ideas</th>
<th>(out of )</th>
<th>(178)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself</td>
<td>49</td>
<td>27.5</td>
</tr>
<tr>
<td>Myself and family</td>
<td>9</td>
<td>5.1</td>
</tr>
<tr>
<td>Parents and/or other family</td>
<td>60</td>
<td>33.7</td>
</tr>
<tr>
<td>Friends</td>
<td>13</td>
<td>7.3</td>
</tr>
<tr>
<td>'School-based' influences mentioned</td>
<td>71</td>
<td>39.9</td>
</tr>
<tr>
<td>'Job-based' influences mentioned</td>
<td>83</td>
<td>46.6</td>
</tr>
</tbody>
</table>
Certainly there was little evidence of overt family pressure in the responses to Q 9 of Schedule 1, where there were only 14 definite reports of parental ideas which were at variance with their children's. Six said that they had not discussed jobs with their parents and another 11 that they did not know their parents' wishes but, generally speaking, there appears to have been either harmony or the acknowledged freedom of the young people to make up their own minds in this matter. Again, the notion of family approval had very low ranking when the choice of most important job qualities was made at Schedule 3 (item 20).

Maizels was concerned with the ultimate decision rather than the actual process of choice, so she did not probe further any assertion that the decision had been made without outside help, but the reasons pupils gave Veness for their preferences led her to divide determinants of job choice into three types - "tradition-directed", ie pre-determined by family or neighbourhood tradition ("it runs in the family", "other girls all seem to do it when they leave school"); "inner-directed" - referring mainly to own talents and interests ("I just love cooking, I always have"); and "other-directed" - referring primarily to outside sources of information, pressure or social values, such as prestige, pay, promotion prospects.

One must agree with Ryrie et al that answers such as "It was just my own idea" or "I have always wanted to do that" are difficult to categorise because it is very possible that they have not consciously realised the influence or might have forgotten from what or whom the idea first came. They found that when their second sample was asked about the origins of their ideas 19 per cent of the boys and 39 per cent of the girls could not give a specific answer and gave this type of response. On the
other hand, 39 per cent of boys and 34 per cent of girls were able to give the source as some other person, eg someone doing the job or a relative or friend. Just over 50 per cent knew someone who did such a job and some, boys particularly, had had experience of the job. A few had got the idea from some aspect of school work, whilst those who were thinking about going into the Forces would mention most the influence of television, books and advertisements. However, many responses indicated that ideas were often derived from more than one single source -

"Typically their ideas were formed by the coincidence of events, developments or circumstances in their experience with interests of their own, or ideas they had had about themselves."

Very few - 5 per cent - thought that careers work in school had been the principal source of their ideas. Where it was mentioned they were thinking of a variety of different jobs and it was careers room literature that had provided the idea and not careers lessons or talks as such.

The researchers, therefore, found little value in their analysis of Veness's categories, the only occupation for which tradition seemed appropriate being farming.

In this enquiry there was a great variety of answers. The following is representative of the type discussed above -

'I have always wanted to drive or work with lorries since I was a nipper' -

but they included liking of a subject, talks, visits, literature, Careers Exhibition, part-time job, link courses, short courses, variety, being out of doors, using hands, planning for the future, availability of jobs, fitting expected qualifications, liking children, etc. The number of different influences which were definitely 'school-based' or could have been derived
from some arrangement made by the school are a clear indication of the part that can be played by the school in broadening the children's knowledge of the world of work. Ryrie commented that literature appeared to have had more influence regarding the job actually chosen than careers lessons or talks, but the Littleover pupils' responses revealed little difference between the 'school-based' items. The bulk of the 'votes' were awarded to self, parents and 'job appeal', but influences, generally, included a high proportion of 'mentions' for all the 'school-based' sources. However, when specific questions were asked about their use of the Careers Room in Schedules 1, 4 and 7, their replies were as shown in Table 4 (p 138).
### Table 4

<table>
<thead>
<tr>
<th></th>
<th>Sch 1 Q 10</th>
<th>Sch 4 Q 20</th>
<th>Sch 7 Q 28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not used it</strong></td>
<td>18 (9.8%)</td>
<td>63 (35.4%)</td>
<td>54 (31.6%)</td>
</tr>
<tr>
<td><strong>Used it</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occasionally</td>
<td>145 (79.3%)</td>
<td>104 (58.4%)</td>
<td>110* (64.3%)</td>
</tr>
<tr>
<td>Quite often</td>
<td>18 (9.8%)</td>
<td>5 (2.8%)</td>
<td></td>
</tr>
<tr>
<td><strong>No reply</strong></td>
<td>2 (1.1%)</td>
<td>6 (3.4%)</td>
<td>7 (4.1%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>183 100.0%</td>
<td>178 100.0%</td>
<td>171 100.0%</td>
</tr>
</tbody>
</table>

* Of the 110 who had visited the Careers Room and/or consulted the Careers staff during the 5th Year, 87 (79.1%) said that their visits/enquiries had been helpful (Schedule 7, Q 29)
Though the Careers Teacher could feel some degree of satisfaction in the numbers claiming to have used the Careers Room facilities, there was obviously some decline during Years 4 and 5, which could be interpreted as an adverse trend in the light of Kirton's findings and the need to keep up to date with information. It is possible, of course, only to offer suggestions for the likely reasons for this, reasons which could also have some bearing on the seemingly declining impact of the visiting speaker and the works visit. Firstly, after the novelty of a new subject and the interest of speculating about future adult working roles in the 3rd Year, together with the urgency of considering subject choices for Years 4 and 5 in relation to these, some falling-off of enthusiasm is to be expected in the need to come to grips with new Forms and new courses in the 4th Year. However, then it could be argued, the Careers Programme itself suffers from lack of continuity. The short course system in the 4th Year means a limited exposure for a short period only of a small group at a time; and in this particular 4th Year one group had a Link Course instead of a Careers Education short course, and in the 5th Year about 110 attended a Link Course and, as a result, had Careers Education for one term only.

Nevertheless, even if organisational disadvantages were removed, this would not alter the fact that one of the most intractable problems in Careers Education is that of providing young people with a truthful, unbiased and balanced view of a job's content and working environment. This is virtually an impossibility because even an extended period of work experience cannot awaken the same response as the awareness of being permanently employed in a situation and, in any event, gives insight into a particular kind of job in one situation only. This being so, the half-day works visit, one-hour talk, half-hour film and so on can, in comparison, give no more than an impression of what is really involved
over a period of time. Paul Willis drew attention to the way in which the boys "filtered" and put their own interpretation on the information they were given, and it has to be accepted that it is highly probable that youngsters going round a factory, for instance, whose aspirations lie in a different direction will not perceive that work situation in relation to themselves. Some will dismiss it as of 'no interest' to them for that reason; some will be sufficiently perceptive to find it worthwhile to see how a job is done and how some people earn their living; some will be able to relate it to what they are thinking of doing as another part of the wider network of industry - another link in the chain - and a few might even have their ideas changed or modified by what they see or hear. Unfortunately, there is, too, the possibility that they will pick up a false impression, but, on balance, this is far less likely than if children were told or shown nothing at all, and is a chance which must be taken. Therefore, it would seem that the aim should be to arrive at a compromise between free choice and compulsion when planning these activities, offering some choice for some of the time but always emphasising the danger of 'missing something' if an open mind and flexibility are not maintained.

With regard to visits, they were asked if they had had an interest in the types of work offered before they went and whether this had been confirmed by the visit; if there had been no interest prior to the visit, whether an interest had been generated as a result; and, in respect of their 4th Year visit (one only) they were invited to say what they had thought about it. These questions produced the figures given in Table 5 (p 141).
## RESPONSE TO ORGANISED VISITS
(Schedule 5, Qs 14, 15, 16 & 17,
Schedule 7, Qs 2(b), 2(c) & 2(e))

<table>
<thead>
<tr>
<th>Q 14</th>
<th>Q 2(b)</th>
<th>Sch 5</th>
<th>Sch 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>9.5</td>
<td>57</td>
</tr>
<tr>
<td>No</td>
<td>117</td>
<td>65.7</td>
<td>99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q 15</th>
<th>Q 2(c)</th>
<th>Sch 5</th>
<th>Sch 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>7.3</td>
<td>41</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>1.7</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q 16</th>
<th>Q 2(e)</th>
<th>Sch 5</th>
<th>Sch 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>5.1</td>
<td>22</td>
</tr>
<tr>
<td>No</td>
<td>108</td>
<td>60.7</td>
<td>130</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q 17</th>
<th>Sch 5</th>
<th>Sch 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting</td>
<td>42</td>
<td>23.6</td>
</tr>
<tr>
<td>Entertaining</td>
<td>29</td>
<td>16.3</td>
</tr>
<tr>
<td>Informative</td>
<td>40</td>
<td>22.5</td>
</tr>
<tr>
<td>Dull</td>
<td>12</td>
<td>6.7</td>
</tr>
<tr>
<td>Of no interest</td>
<td>16</td>
<td>8.9</td>
</tr>
<tr>
<td>Of no help</td>
<td>39</td>
<td>21.9</td>
</tr>
</tbody>
</table>
The reasons given for these responses illustrate the range of individual reactions to different work tasks and conditions. For instance, where interest was confirmed or increased it was usually the work itself that was the attraction with working conditions and wages coming next. Conversely, it was the conditions in some way that were mentioned most as the reason for lack of interest, unless it was accounted for by an outright and probably pre-determined rejection of 'not the type of work wanted' or 'not interested'. There was also a smattering of replies 'Nothing for girls'. Where respondents had elected to add an explanation to their 'verdict' on the visit undertaken in Year 4, a count shows that 56 made a favourable comment, 44 commented adversely, and there were 19 which were mixed.

Their comments on the visiting speaker they had had in Year 4 tended to be more favourable than otherwise (Table 6, p 143).
**RESPONSES TO VISITING SPEAKERS IN YEAR 4**
(Schedule 5, Q 21)

(out of) (178) %

<table>
<thead>
<tr>
<th>Favourable comments</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative</td>
<td>45</td>
<td>25.3</td>
</tr>
<tr>
<td>Interesting</td>
<td>77</td>
<td>43.3</td>
</tr>
<tr>
<td>Entertaining</td>
<td>11</td>
<td>6.2</td>
</tr>
<tr>
<td>Informative, but no personal help</td>
<td>38</td>
<td>21.3</td>
</tr>
<tr>
<td>Informative, but mainly for boys</td>
<td>1</td>
<td>0.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unfavourable comments</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dull</td>
<td>12</td>
<td>6.7</td>
</tr>
<tr>
<td>Of no interest</td>
<td>27</td>
<td>15.2</td>
</tr>
<tr>
<td>Of no help</td>
<td>43</td>
<td>24.2</td>
</tr>
<tr>
<td>Dull - of no interest</td>
<td>8</td>
<td>4.5</td>
</tr>
<tr>
<td>Dull - mainly for boys</td>
<td>4</td>
<td>2.2</td>
</tr>
<tr>
<td>Qualifications too high</td>
<td>1</td>
<td>0.6</td>
</tr>
</tbody>
</table>
At the end of the 5th Year, having had a greater variety of visiting speakers, they were asked to say which one(s) they had found the most informative (Schedule 7, Q 3). The Army proved to have been the most popular, probably because they generally produce their careers talks well and probably, also, because they appear to be able to offer something to meet all levels of ability and can cater for many different interests. Whatever the reason, the Army collected 35 'votes', followed by, perhaps surprisingly, Banking with 24. The Health Service came next – 19, with quite a long way behind, British Rail and RAF 13 each, Rolls Royce 12, Civil Service and College of Agriculture 11, Navy 10, Police and British Celanese 8. A total of 22 presumably were not suited at any time, 11 replying 'none' and 11 not answering the question at all.

To the question 'Did any visiting speaker represent any particular interest(s) of yours before you had the talk?' (Schedule 7, Q 4), 78 replied 'Yes', 87 'No', (one could not remember!) and 37 became interested as a result of a talk (Q 7). If a prior interest was confirmed or increased (Q 5 (b)), in response to Question 6 the reason predominating was that the talk confirmed, or gave more, information – 24; that it sounded 'interesting' – 8; that 'they wanted to go there'; the jobs seemed ones they 'would enjoy'; there was a wide range of jobs or the prospects seemed good.

Again, of the 37 whose interest was aroused (Q 7), in answer to Question 8, six spoke in terms of 'interest', 4 – variety of jobs, 3 – working conditions, 3 – training, 2 – prospects, 2 – travel. Other specific interests mentioned, eg 'because of engineering', 'outdoor work', 'work with computers', etc., amounted to 10, and 'pay' was mentioned only twice. If the talk actually reversed a previous interest, the prospect of poor pay was again mentioned only once. The main reason was that they had
decided it was not what they wanted after all or they had 'begun to change their minds' - 6. Two attributed their change of heart to hearing about the bad points (most speakers do try to present a fair picture) and three to a 'boring' speaker. One might argue that if a youngster allows him/herself to be put off by a poor speaker, then the interest might well not have been a very firm one in the first place, although it is true that, sometimes, speakers do not present their topic in such a way as to command the best level of attention and response from an audience of school children. Equally, where there is no glimmering of interest beforehand, from whatever source it might have been derived, it is unreasonable to expect more than one or two 'conversions'. This is borne out by the reasons given for not becoming interested as a result of a talk, (Q 8 (b)), 35 stating simply that the talk was 'not related to their interest', and 23 that they 'were not interested'; 29 could give no reason at all. Nine said that they were 'already interested', six girls said they 'did not want to work there', six girls said 'it was mostly for boys', but only six attributed their lack of interest to the poor quality of the talk - and only one to 'poor pay'.

Overall, it is fair to say that this evidence indicates that visiting speakers and works visits are a useful part of a Careers Programme, even though their impact here was somewhat limited. Perhaps this was partly because the provision was insufficient - particularly so as 'works visits' and 'speakers' headed the list of items considered most useful, and 'more visits' was the most popular suggestion for future improvements.

The Link Course element referred to above need not necessarily be allied with a Careers Education Programme as such, but at Littleover it has become associated with it, partly because the administration of it is handled by the Head of Careers. The courses themselves have always been regarded as valuable, not just for the
vocational 'preview' opportunities they often provide, but for a variety of reasons. For instance, they give the young people the experience of the atmosphere of Further Education and mingling with older students; they broaden their horizons beyond the limits of what home, school and leisure pursuits provide; they give access to areas of study and equipment not available in school. In other words, they extend the school pupils' opportunities to acquire skills/knowledge which might prove useful later on, not just at work but in any aspect of their future lives.

Out of the 171 replies to Schedule 7, Q1, 141 had attended one of the six Link Courses which were made available to Littleover at that time, and whilst the reasons for their choices were generally worthwhile and 'future-orientated', sometimes vocational, they were not always positively motivated (see Tables 7 and 8, page 147).
### Table 7
**Link Courses Attended in 5th Year**
*(Schedule 7, Q 1)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Studies</td>
<td>20</td>
<td>14.2</td>
</tr>
<tr>
<td>Domestic Services (e.g., central heating systems, electrical installations, DIY)</td>
<td>29</td>
<td>20.6</td>
</tr>
<tr>
<td>Hospital and Community Services</td>
<td>39</td>
<td>27.7</td>
</tr>
<tr>
<td>Painting and Decorating</td>
<td>15</td>
<td>10.6</td>
</tr>
<tr>
<td>Auto Engineering</td>
<td>20</td>
<td>14.2</td>
</tr>
<tr>
<td>Engineering Materials</td>
<td>16</td>
<td>11.3</td>
</tr>
<tr>
<td>Not stated</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>141</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### Table 8
**Reasons Given for Choice of Link Course Attended in 5th Year**
*(Schedule 7, Q 1(c))*

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting</td>
<td>56</td>
<td>39.7</td>
</tr>
<tr>
<td>Related to possible career</td>
<td>26</td>
<td>18.4</td>
</tr>
<tr>
<td>Useful later</td>
<td>10</td>
<td>7.1</td>
</tr>
<tr>
<td>Something new</td>
<td>8</td>
<td>5.7</td>
</tr>
<tr>
<td>Practical</td>
<td>4</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Best on list, or second choice</strong></td>
<td>35</td>
<td>24.8</td>
</tr>
<tr>
<td>Father said</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>Misunderstood title</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>Don't know</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>No reply</td>
<td>5</td>
<td>3.5</td>
</tr>
</tbody>
</table>
Afterwards, only two said that they had not found the experience worthwhile. Once again, the rather uninformative word 'interesting' cropped up but the comments do support the view that a sufficiently representative range of well-designed Link Courses is appreciated by the young people (Table 9, p 149).
OPINIONS OF PUPILS ON THE VALUE OF LINK COURSE ATTENDED
(Schedule 7, Q 1(d))
(Did you find it useful for any of the following reasons. Underline)

<table>
<thead>
<tr>
<th>(out of)</th>
<th>(141)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Found the course interesting</td>
<td>80</td>
<td>56.7</td>
</tr>
<tr>
<td>Learned something which might be useful</td>
<td>94</td>
<td>66.6</td>
</tr>
<tr>
<td>Able to meet some new people</td>
<td>37</td>
<td>26.2</td>
</tr>
<tr>
<td>Given an idea of what it might be like to work in a particular type of work</td>
<td>61</td>
<td>43.3</td>
</tr>
<tr>
<td>Able to experience what it might be like to attend a College of Further Education</td>
<td>79</td>
<td>56.0</td>
</tr>
</tbody>
</table>
Work experience was not, and is not, arranged at Littleover School, except for pupils in their 6th Year, so it is perhaps not so surprising that with regard to practical experience of the type of work they were intending to enter, at the end of the 5th Year (Schedule 6) only 16 of the 36 reported that they had had such experience, a part-time job being mentioned nine times, and family business, 4th Year Link Course and school subjects being the other types of experience quoted. However, the proportion claiming work experience related to hoped-for jobs was considerably less, (see Tables 10 and 11 (p 151).

In Schedule 8, Q 18, of the 70 workers, only 14 replied that they had had any previous experience of the job they had, and of those in full-time Further Education (Schedule 9, Q10), nine out of the 26 replied in the affirmative, (see Tables 12 and 13, p 152).
WORK EXPERIENCE RELATED TO JOB OBTAINED REPORTED BY 5TH YEAR LEAVERS (Schedule 6, Q 29)

<table>
<thead>
<tr>
<th>(out of)</th>
<th>(36)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time job</td>
<td>9</td>
<td>25.0</td>
</tr>
<tr>
<td>Part-time job/link course</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td>Link course</td>
<td>2</td>
<td>5.6</td>
</tr>
<tr>
<td>Helped in family business</td>
<td>2</td>
<td>5.6</td>
</tr>
<tr>
<td>Link course and school subject</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td>School subject</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>44.4</td>
</tr>
</tbody>
</table>

WORK EXPERIENCE RELATED TO HOPED-FOR JOB REPORTED BY PUPILS AT END OF 5TH YEAR (Schedule 6, Q 38)

<table>
<thead>
<tr>
<th>(out of)</th>
<th>(143)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time job</td>
<td>16</td>
<td>11.2</td>
</tr>
<tr>
<td>Part-time job/link course</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>Link course</td>
<td>8</td>
<td>5.6</td>
</tr>
<tr>
<td>Helped in family business</td>
<td>3</td>
<td>2.1</td>
</tr>
<tr>
<td>Short courses (4th Year)</td>
<td>4</td>
<td>2.8</td>
</tr>
<tr>
<td>Voluntary subject</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>Hobby</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>23.8</td>
</tr>
</tbody>
</table>
### WORK EXPERIENCE RELATED TO PRESENT JOB REPORTED BY PUPILS AT WORK
(Schedule 8, Q 18)

<table>
<thead>
<tr>
<th>Experience Type</th>
<th>(70)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time job at the same place</td>
<td>3</td>
<td>4.3</td>
</tr>
<tr>
<td>Part-time job</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>Work with father</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Link course</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>School course</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Retail course</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Not specified</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
<td>20.0</td>
</tr>
</tbody>
</table>

### WORK EXPERIENCE RELATED TO INTENDED JOB REPORTED BY PUPILS AT COLLEGE OF FURTHER EDUCATION
(Schedule 9, Q 10)

<table>
<thead>
<tr>
<th>Experience Type</th>
<th>(26)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time job</td>
<td>3</td>
<td>11.5</td>
</tr>
<tr>
<td>Work experience</td>
<td>3</td>
<td>11.5</td>
</tr>
<tr>
<td>Part of course</td>
<td>2</td>
<td>7.8</td>
</tr>
<tr>
<td>Voluntary work</td>
<td>1</td>
<td>3.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>34.6</td>
</tr>
</tbody>
</table>
Much more involvement had been claimed at the beginning of Year 5 (Schedule 4, Q13 and 14), when approximately one-third (48 as against 83) said that they had visited either the proposed workplace itself or somewhere similar, or to have talked or watched someone doing the job, or to have had appropriate work experience (Table 14 p 154).
REPORTS BY PUPILS OF VISITS TO WORK PLACES, TALKS TO WORKERS AND WORK EXPERIENCE IN CONNECTION WITH INTENDED JOB (Schedule 4, Qs 13 & 14)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(out of)</td>
<td>(48)</td>
<td></td>
</tr>
<tr>
<td>Part-time job</td>
<td>15</td>
<td>31.2</td>
</tr>
<tr>
<td>Link course</td>
<td>12</td>
<td>25.0</td>
</tr>
<tr>
<td>4th Year Short Course</td>
<td>16</td>
<td>33.3</td>
</tr>
<tr>
<td>Helped family/friends</td>
<td>4</td>
<td>8.3</td>
</tr>
<tr>
<td>Helped with class</td>
<td>2</td>
<td>4.2</td>
</tr>
<tr>
<td>Voluntary social work</td>
<td>2</td>
<td>4.2</td>
</tr>
<tr>
<td>Leisure activity</td>
<td>4</td>
<td>8.3</td>
</tr>
<tr>
<td>Visit or talk arranged by -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>myself</td>
<td>14</td>
<td>29.2</td>
</tr>
<tr>
<td>parents</td>
<td>8</td>
<td>16.7</td>
</tr>
<tr>
<td>brother/sister</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>other family</td>
<td>4</td>
<td>8.3</td>
</tr>
<tr>
<td>friends</td>
<td>1</td>
<td>2.1</td>
</tr>
</tbody>
</table>
It is quite likely that if a work experience scheme had been operated it would have proved a useful exercise for some of the pupils. Whilst it is a good idea in principle there are many problems, however. Firstly, finding enough employers to give nearly 200 pupils a place - from one school alone - is a daunting task; then, to ensure that all these children have a placement which both justified their time and is not a waste of the employers' resources is doubly difficult to achieve. Now, of course, the main concern outside school is to give the over-16's some experience and training for work, and fewer resources are available for those still at school.

A final comment on Table 2 - in the light of so many indications of the impotence of the Careers Service having had to be reported in Chapter 2, it was pleasing to note the acknowledgement of the Careers Officer's role, due, no doubt, to the 5th Year interview. However, answers to a specific question about assistance from the Careers Officer(s) during their 5th Year were not so encouraging (Schedule 7, Q 30). Only 67 said that they had received help, which left a disappointing 92 who replied that they had not received any help and 12 who did not reply at all. Some of the 67 simply said that they had had help, information or advice, but where the type of help was mentioned it usually consisted of advice on suitable firms to contact. It was equally disappointing that only five of the 26 who completed Schedule 9 reported that they had voluntarily sought the advice of their College's Careers Advisory Service, although it is, of course, possible that their needs were well provided for by their respective College Departments.

Finding plenty of evidence to indicate family influence, but little evidence to show family tradition in job selection, juxtaposed with some evidence to indicate school influence, leaves the question of general (community) environmental factors to be explored compared with school experiences.

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In Schedule 1, Q 11, they were asked what occupations they had read about in the Careers Room and, as Table 15 (p 157) shows, only 18 pupils appear not to have used the Careers Room at all. When the jobs mentioned were then compared with the jobs they said they were considering doing (Q 6) it will be seen from Table 16 (also p 157) that the correspondence was quite high.
REPORTED NUMBER OF JOBS READ/ASKED ABOUT IN THE CAREERS ROOM - PRIOR TO COMPLETION OF SCHEDULE 1 (Schedule 1, Q 11)

<table>
<thead>
<tr>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 job named</td>
<td>32</td>
</tr>
<tr>
<td>2 jobs named</td>
<td>50</td>
</tr>
<tr>
<td>3 jobs named</td>
<td>41</td>
</tr>
<tr>
<td>4 jobs named</td>
<td>20</td>
</tr>
<tr>
<td>5 jobs named</td>
<td>8</td>
</tr>
<tr>
<td>6 jobs named</td>
<td>6</td>
</tr>
<tr>
<td>A variety of jobs involving certain subjects</td>
<td>8</td>
</tr>
<tr>
<td>Careers Room not used</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>183</strong></td>
</tr>
</tbody>
</table>

COMPARISON OF IDEAS FOR JOBS (Schedule 1, Q 6) WITH JOBS READ/ASKED ABOUT IN THE CAREERS ROOM (Schedule 1, Q 11)

(out of 160 - being number giving possible job destinations at Q 6)

<table>
<thead>
<tr>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 job mentioned which was the same</td>
<td>69</td>
</tr>
<tr>
<td>2 jobs mentioned which were the same</td>
<td>36</td>
</tr>
<tr>
<td>3 jobs mentioned which were the same</td>
<td>11</td>
</tr>
<tr>
<td>4 jobs mentioned which were the same</td>
<td>3</td>
</tr>
<tr>
<td>5 jobs mentioned which were the same</td>
<td>2</td>
</tr>
<tr>
<td>The same or similar area of work mentioned</td>
<td>8</td>
</tr>
<tr>
<td>Different job(s) mentioned</td>
<td>15</td>
</tr>
<tr>
<td>No reply to Q 11</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
</tr>
</tbody>
</table>
The jobs or areas of work which they had read or enquired about in the Careers Room during the 4th Year were still in the traditional and well-known areas, the Army and Nursing being mentioned most often, followed by Engineering, Police and Banking. It would, therefore, appear that youngsters do, indeed, research voluntarily only what appeals or is familiar to them and "tend to reject jobs without having found out much about them." Nevertheless, it was made clear at Schedule 3 that close proximity to home (Quality No 8) was not, consciously at any rate, amongst their priorities in job selection.

At this stage 160 out of the 183 respondents were prepared to say that they had some idea of the job(s) they thought they might do, the largest number - 65 - giving two choices, but 47 mentioning only one possibility -

- 47 had 1 idea
- 65 had 2 ideas
- 34 had 3 ideas
- 9 had 4 ideas
- 5 had 5 ideas

Such a result suggests an early narrowing of job preferences. On the other hand, one must remember that these children had already made their subject choices for the 4th and 5th Years, with the benefit of counselling as regards career implications, and had also had a sufficient length of time in these courses to be able to make some assessment of how they were coping with them. Enquiries about job aspirations early in the 3rd Year might have produced different responses. In fact, at Schedule 1, Q 22 and 23, 81 pupils said that they had had job ideas in their 3rd Year which they had now given up, 27 indicating merely that the job no longer attracted them, but the majority, 57, had been abandoned because it was recognised that qualifications would be unlikely to be good enough or some specific aspect of the job would not be suitable for them.
It remains to compare the stated 4th Year preferences with later intentions, and it appears likely that as the point of real decision grew nearer certainty wavered again in some cases — by the beginning of the 5th Year (Schedule 4, Q 2) only 134 were willing to commit themselves to a particular job, as many as 44 replying that they 'didn't know yet'. Of these 44, who were then asked at Q 3 what they had considered, two said they had no idea at all and three did not reply, but 12 still listed four or more possibilities. By the time they completed Schedule 6, however, 36 had obtained a job (Q 5) and of the remainder there were only two 'don't knows' to Q 30 (If you answered NO to Q 5, what job are you hoping to do?). Questions about 6th Form or Further Education intentions do, to some extent, reveal the opportunity extended education affords to defer the decision in that of those who indicated these intentions — 50 expressing an interest in entering the 6th Form (Schedule 7, Q 9) and 39 thinking of going to a College of Further Education (Schedule 7, Q 18) — seven out of the 50 and three out of the 39 had not formulated any firm career plans.

It was of great interest to read what these job ideas were and to discover whether these followed the patterns found by other researchers, and also to see how they compared with the general distribution over the city as a whole. How their job ideas started out and how they developed can be traced from Tables 17(a) and (b), pp 160 – 164). Again, as the questions were left completely open the number of jobs mentioned amounted to well over a hundred, so they have had to be condensed into a manageable and comparable number of categories. For maximum clarification, however, some of the jobs which have been included in these categories are indicated in the 'Key' to these Tables (p 164).
### Table 17(a)

<table>
<thead>
<tr>
<th>Job categories</th>
<th>Sch 1</th>
<th>Sch 4</th>
<th>Sch 6</th>
<th>Sch 7</th>
<th>Sch 8</th>
<th>Sch 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Job</td>
<td>1st</td>
<td>2nd</td>
<td>Total</td>
<td>Applied</td>
<td>Obtained</td>
</tr>
<tr>
<td></td>
<td>ideas</td>
<td>ideas</td>
<td>ideas</td>
<td>Total</td>
<td>for Cols 2 &amp; 3</td>
<td>for Cols 6th FE</td>
</tr>
<tr>
<td></td>
<td>Q 6</td>
<td>Q 3</td>
<td>Q 4</td>
<td>Q 15</td>
<td>Q 15</td>
<td>Q 6(b)</td>
</tr>
<tr>
<td>Engineering &amp; related**</td>
<td>50</td>
<td>17</td>
<td>30</td>
<td>25</td>
<td>72</td>
<td>54</td>
</tr>
<tr>
<td>Nursing &amp; related**</td>
<td>43</td>
<td>13</td>
<td>17</td>
<td>14</td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>Medicine &amp; related**</td>
<td>13</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Teaching</td>
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** See key for jobs included

Continued...
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**See key for jobs included**

Areas of work not mentioned previously

- Library Studies
- Graphic Design course
- Sewing Machinist
- Assembly Production Line
- Sprayer
- Warehouse Assistant
- WEP
- Looking for job
- Not stated

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Includes 4 counted twice where two categories involved.

(continued...)

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### Table 17(b)

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Includes 4 counted twice where two categories involved.


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* Included 4 counted twice where two categories involved.
Engineering and related

Includes electrician, mechanic, welding, draughtsman, motor mechanic, electrical engineering, engineering craft apprentice, technician apprentice, television engineer, pipefitter, designer

Nursing and related

Includes nursery nurse, work in hospital, work with mentally sick, ward stewardess, dental nurse

Medicine and related

Includes occupational therapy, speech therapy, radiographer, remedial gymnast, optician, physiotherapy

Clerical

Includes shorthand-typist, secretary, copy/audio-typist, telephonist, Civil Service, customs officer, ship's pursuer, receptionist

Catering

Includes chef, butcher, domestic supervisor

Business and related

Includes computers, accountancy, banking, insurance, building societies, law

Shop work

Includes window dresser

Building

Includes architect, surveyor, plumber, joiner, painting and decorating, bricklaying

Scientific

Includes physicist, industrial chemist, brewing
'Clerical' and 'Business and related' numbers are high in relation to 'Engineering', but one must read these figures bearing in mind that the sample included more girls than boys at the outset (116 girls as against 76 boys) and that more girls than boys (63 girls as against 34 boys) responded to the follow-up Schedules 8 and 9.

The figures are in line with Derby's statistics for 1978 when a total of 619 boys and 147 girls went into the engineering industry, the girls mostly on the clerical side; the construction industry, HM Forces, transport and communications accounted for another 253 of the boys; personal services, professional services, textiles, clothing and footwear accounted for another 360 girls; distribution and food, drink and tobacco categories taking 243.

An examination of the lists dating from 1975, when employment prospects for young people were good, reveal some changes in the distribution of school leavers. The numbers entering Clothing and Footwear and Distribution had fallen; but the numbers entering Construction, Engineering, Textiles and Food, Drink and Tobacco had risen.

This certainly highlights Roberts' contention that young people do not, generally speaking, choose their jobs but "take what is available", and when there are shifts in demand, never mind diminution in demand altogether, it is very difficult to argue against this statement. Researchers have shown repeatedly that young people quote "traditional" occupations as their preferences. The jobs chosen by the boys in the Veness study showed the influence of the prevailing local conditions, whilst girls' choices were concentrated in the clerical and distributive areas, followed by catering, nursing and hairdressing. In Ryrie's sample the most popular jobs were -
Boys - the Armed Forces, Joiner, Motor Mechanic, Farm or Animal Worker, Architect, Electrician and Electrical Engineering, Bank Worker/Accounting, Farmer, Engineering Trades, Chef, Chartered Accountant, Draughtsman.

Girls - Nursing/Children's Nurse, Secretary/Typist, Teacher, Hairdresser, Armed Forces, Vet, Animal or Outdoor Work.

As already mentioned, however, Ryrie did point out that these preferences did not reflect any consideration of local opportunities and it remained to be seen how they eventually fared.

Veness reported a correlation of job entered with hoped-for job of just under one-third of the boys and over a half of the girls; Carter about the same percentage of boys, but less than a half of the girls; Jahoda, over a half of the boys and nearly two-thirds of the girls. Maizels found that over one in three were in work "in terms of job, status, type of employment and enterprise" which corresponded to what they had originally wanted. Almost the same proportion were in jobs which were quite different and about one in six had found work which was similar, either in terms of the type of job or the type of firm or industry wanted. In her study there was little difference in 'success rate' as between boys and girls.

Unfortunately, there is the problem of assessing consistency in findings of different researchers because of differences in bases of allocation. In Maizels' sample the occupations were analysed according to six main categories. Almost one-third of the boys were apprentices; over a half were in unskilled or semi-skilled manual work - the latter category including a substantial proportion (one-quarter of all boys interviewed) described as "trainees"; and one-seventh were in non-manual occupations, mainly clerks. Nearly
three-quarters of the girls were classified as non-manual, predominantly clerical workers, and one-quarter in manual occupations.

Over a half of the boys in apprenticeships and over a half of the girls in office work were in the jobs they had wanted, whereas over a half of the boys and three-fifths of the girls in unskilled manual work had not originally wanted to be there. Rather fewer boys had wanted than obtained apprenticeships but more boys and girls were in semi- or unskilled work than had planned this type of work. None of the boys had wanted to be salesmen and not so many girls became shop assistants as had intended to. A close relationship was found for both boys and girls wanting and obtaining clerical work. The "largest gap" was for those school leavers who had wanted non-manual work other than offices, but factors such as age and qualifications sometimes accounted for lack of success or perhaps the fact that such choices might not have had the same degree of possibility as others. Thus, 47 of 75 boys wanting apprenticeships, 25 of the 36 wanting non-manual work, 13 of the 27 girls wanting non-manual work but not in offices had obtained the work they wanted. Those unsuccessful took work of lower status, skill and training required and this downward trend continued where there were subsequent job changes.

In this study it was possible to trace their job preferences through their 4th and 5th Years to actuality for those going into employment, and proposed job destinations for those who undertook Further Education courses. For those staying at school for a further one or two years it was also possible to add the jobs or Higher Education courses they actually entered. Of these young people 113 entered jobs or were still planning to enter jobs that they had stated a preference for at least at the time they completed Schedules 6 and 7, ie shortly before the end of the 5th Year.
It is also very illuminating to find that 72 of these had been interested in the same, or very similar work in their 4th Year. Only a very little flexibility has been allowed in coming to a conclusion that a youngster entered the type of work intended. For instance, a boy who said that he was interested in becoming an electrician and later entered the RAF as an apprentice technician has been considered to have entered an occupation which was congruent with earlier wishes. Occasionally, the job entered was of lower status than the one mentioned earlier but if it was in the same area of work then it has been classified as the same, eg the hopeful motor mechanic who became a car sprayer and the plumber who became a lagger - but these are exceptions. The job entered or anticipated was not ascertained in respect of 31. This might have been because there was no reply to the enquiry and the Careers Office also had no record, they were employed on a scheme but the type of employment was not specified, or their movements after Further Education or 6th Form were not known. The totals for the sample are shown in Table 18 (p. 169).
Same kind of job entered, or if at
Further Education or going into
Higher Education still proposed, as
envisioned in

| Schedule 1 | 72 | 38.7 |
| Schedule 4 | 27 | 14.5 |
| Schedule 6 | 14 | 7.5 |
|            | 113 | 60.7 |

Job destinations different from any
mentioned in above Schedules
38 20.4
151 81.1

Job destinations not known
31 16.7

Last known unemployed
4 2.2

186 100.0

Expressed as percentages, then, of job destinations known, 47.68 per cent achieved or were still hoping to achieve the job or one of the jobs first mentioned (Schedule 1), 17.88 per cent were in that position from Schedule 4, and 9.27 per cent from Schedule 6, total 74.83 per cent.

Of the total number on roll at the end of the 5th Year, it is thus now known that 38.77 per cent, at least, obtained or were still hoping to obtain a preference given at Schedule 1, 14.52 per cent at Schedule 4 and 7.52 per cent at Schedule 6. The percentage of the total known to have entered, or now wishing to enter, a type of job not mentioned at school was only 20.43 per cent.

In line with Maizels, there was little difference in terms of percentages between the rate of girls' and boys' successes in either having obtained the jobs they wanted or having been moving in the right direction (see Table 19, p 171).
### Table 19

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required job obtained or still envisaged</td>
<td>45 (60.0%)</td>
<td>68 (61.3%)</td>
</tr>
<tr>
<td>Job entered different from that required</td>
<td>12 (16.0%)</td>
<td>26 (23.4%)</td>
</tr>
<tr>
<td>Job not known</td>
<td>17 (22.7%)</td>
<td>14 (12.6%)</td>
</tr>
<tr>
<td>Unemployed</td>
<td>1 (1.3%)</td>
<td>3 (2.7%)</td>
</tr>
<tr>
<td>Total</td>
<td>75 (100.0%)</td>
<td>111 (100.0%)</td>
</tr>
</tbody>
</table>
These findings, then, do not substantiate Carter's assertion that stated job choices are whims or spur of the moment responses, or that of Roberts to the effect that young people do not make any choice of job but simply "take what is available". Neither, as Christine Moor's sample, did the evidence on job-hunting by the Littleover children in the 5th Year support this contention. By the time Schedule 6 was completed these pupils had made between them at least 337 applications. (58 had made none at all because they intended staying at school or had applied for College places only, and a very small number - 8 - had taken no action, but two of these - the Greek and the Chinese - anticipated going into the family business.) Usually the individual's applications fitted into the same job area. One type of job only was mentioned by 68 and two types by 25, but then any tendency to diversify falls sharply -

3 job areas - 9
4 " " - 6
5 " " - 2

Ryrie's respondents had appeared to be in earnest about their desired future jobs and this sample seems to support this by showing a high level of consistency throughout the enquiry.

Some studies have commented on the realistic, modest or even low aspirations and job expectations of many teenagers and attributed these to environmental influences, suggesting that a working class home background and secondary modern schooling were possible contributory factors (Venables and others). Veness expressed concern about the relatively low aspirations of the secondary modern pupils, and said that "if this lack of ambition is the outcome of their finding themselves so low in the educational hierarchy ... we should all look critically at this fate we offer to 70 per cent of our children when they are only ten years old."
Carter also concluded that the job aspirations of Secondary Modern children were realistic or too low but added, further, that some did have job aspirations above their capabilities and could have difficulties because, whilst taking 'O' levels, they might not have as many as their Grammar School counterparts. On the other hand, although fantasy-type jobs had very little part to play in the thinking of Ryrie's sample, their job aspirations seemed high. Nonetheless, they were in line with their "banding" in school and, therefore, seemed capable of attainment. Maizels, though, after finding "relatively more school leavers from top streams and class positions than of others were employed if boys, in apprenticeships, and if girls, in offices, but much higher proportions of them had wanted than had actually obtained these occupations", had concluded that the leavers from the "higher ability" groups had had to modify their ambitions more so than the others.

These somewhat conflicting findings and conclusions point up the problem for young people of pitching their job aspirations at the right level. No teacher wishes to discourage a child from making the maximum effort but if he persists in aiming beyond his capabilities then he is doomed to disappointment. The questions of ambition and self-assessment, particularly in relation to socio-economic status, are dealt with more specifically in later sections, but, on the whole, the Littleover children's job ideas were in keeping with their potential or inclined to be too high, some ideas showing modification on the part of the individual before leaving school, but others only being reflected in the job actually entered.

Altogether, it could be said that between 60 and 70 of the Littleover School children showed varying degrees of over-estimation, but only seven had perhaps set their sights too low, these being JW (girl) who was of degree potential and embarked on a bi-lingual secretarial course;
ES (girl) who chose to leave at 16 and enter clerical work (A level potential); DO (girl), secretarial course (A level potential); AS (boy), shop assistant (would not study); RF (boy), not ambitious; GO (girl), bank clerk; YG (girl), trainee management accountant (both of these having A level potential). After the period of the enquiry the shop assistant resumed full-time study and, of course, the rest will probably do just as well following the route they have chosen, or might even switch to something else later on. Whether the girls were denying themselves the best prospects of progression, as females in our society, is another issue.

The 'over-estimaters' could be considered the most worrying, although a closer inspection of their aspirations usually included the job, or something of a similar level, to the one eventually entered or looked forward to at the last return. A higher proportion of all the B Band pupils (31 out of a total of 77 = 44.26 per cent) than all the A Band pupils (18 out of a total of 91 = 19.8 per cent) had to modify or would probably have to modify their aspirations, whilst of those who had been in the Remedial class, 12 out of 14 had had ideas beyond their capabilities.
SUMMARY

Whilst pupils' family influences had been important in formulating job ideas - particularly parents and older siblings - up to and during the 4th Year, these appear to have declined by the end of the 5th Year, and it also seems that school-based sources of information ranked equally with those not associated with school. Careers Teachers, careers literature, the Careers Room, Careers Exhibition and Link Courses were reported as being useful, although replies with regard to the Careers Officer were not as positive as might have been expected.

The apparently limited impact of visiting speakers and works visits is likely to have been the result of insufficient provision, as the need for more speakers and visits was mentioned by the pupils more often than anything else. Again, although there was little evidence of work experience, or expression of the necessity for it, the perceived work-related value of the 4th Year Short Courses and Link Courses indicate the possibilities of a good response to school-based work experience if it were available.

Nevertheless, job research had been traditional, with little evidence of extensive research of jobs in the Careers Room, and showing an early narrowing of job choice into societal norms and local job market opportunities (boys - engineering, girls - clerical). Job aspirations were more likely to be too high than too low but there was a high correlation of jobs wanted and jobs obtained - or still wanted - at Schedules 6, 8 and 9. Their job applications, too, were almost invariably for the same type of work, indicating that they should not be construed as whims or spur of the moment decisions.
Exactly how the pupils' ideas were formulated it is still impossible to judge, but one must conclude that the school was making a significant contribution and was well-placed to do more.
CHAPTER 8

The Influence of Social Class on Ambition, Ability and Willingness to Look and Plan Ahead

(Are ambition, ability and willingness to look and plan ahead still significantly linked with social class?)

The influence of the socio-economic status of parents has been demonstrated repeatedly by social scientists as a dominant factor in determining children's attitudes and progress in education and, therefore, usually in subsequent adult life. It has also been argued and, again, evidence has been compiled to support the view, that a selective system of education perpetuates these disadvantages and privileges of social class, resulting in a lamentable waste of talent in both individual and national terms. Research findings have indicated, also, that assessment at the age of 11 was not a reliable measure of subsequent development. Thus, the advocates of the comprehensive system of education considered that the abolition of the 11+ and the exposure of all children to a curriculum and facilities which could be offered by a large school designed to cater for the interests and aptitudes of the full ability range regardless of parental wealth or acumen would meet the democratic aim of 'equality of opportunity'.

In the event, it appears that the new and re-organised schools have acquired varying 'reputations' largely related to the catchment areas they serve, eg the city school - old housing or council estate; anti- or indifferent-to-school parents and children; many home problems; old and sometimes inadequate school buildings; discouraged, disaffected, frequently absent, frequently changing staff - result, generally poor academic
attainments and low reputation, or the suburban school — between wars or post-war predominantly privately-owned housing; pro-school parents and children; few home problems; new or adequately extended and equipped buildings; enthusiastic, stable staff — result, generally good academic attainments and high reputation.

Such reports do not lead one to conclude that the comprehensive system has really made much difference so it was intended to try to find out, given the catchment area of Littleover School, as already described, its intake, and the school's organisation and curriculum, of which Careers Education is a part, whether there was any evidence in this particular comprehensive school that the disadvantages of socio-economic status were being mitigated.

The problems involved in determining the status of the Littleover pupils' parents, for purpose of analysis, were discussed in Chapter 5 and it was decided ultimately that it would be reasonable to make an estimate of the socio-economic status of the children's family according to the kind of house in which they lived. As mentioned, previous studies provided some justification for adopting this approach. The Report on Early Leaving, Douglas, Plowden, Crowther and Newsom Reports, for instance, all included the residential area as one of the crucial factors in determining attitudes to working life. Keil et al remarked that "generally speaking, people of the same social class live in the same area" adding further, interestingly,

"In this way the neighbourhood often reinforces parental values about certain jobs or trades and, in some cases, the neighbourhood itself offers job opportunities ... Where there is little
separation of houses from industry, it is hardly surprising that parents encourage their children to work within a few minutes walk of home."

Carter, also, mentioned housing when he was seeking to illustrate the broad definition of 'working class'. Distinguishing three types of family - "albeit tentatively and with reservations" he identified the "home-centred aspiring families", which could be sub-divided into "traditional respectable" and "newly affluent"; the "solid working-class" families; and the "rough, deprived and under-privileged". He suggested, again tentatively, that perhaps one-third of working class families would come into the first category, rather more into the second and a quarter or less into the third. Briefly, in the first group, parents put their children first and want them "to do well"; there is the ability to plan ahead and the pros and cons of job opportunities are discussed; apprenticeships are favoured for boys and "nice" jobs such as office work and hairdressing for girls. Whilst they might be quite knowledgeable about work and sufficiently articulate and confident to enquire, they are not likely to have much knowledge about jobs of a higher level than those mentioned above. In the "solid working class" group, the men are mostly semi- or unskilled workers, but include a substantial number of skilled. Families are inclined to be larger than the home-centred type, housing is council-owned or rented terrace, and there is no great interest in education. Knowledge of work is very limited and, although a wish for the children "to be happy" is there, no active steps are taken to help children to get a good job because, on the whole, the particular kind of work is not considered very important. Children from this kind of background are as likely to pick up their ideas about work from older brothers, sisters and friends as from their parents. The attitude of acceptance of life the way it is is passed
on from parents to children and there is little to encourage a child to aspire to anything other than the type of work pursued by older relatives and neighbours. The phrase "the roughs" is largely self-explanatory but to quote Carter "they can be described as 'deprived' or 'underprivileged' - in that they lack amenities at home, and more particularly the parental interest that enables other boys and girls to do well at school and in their jobs. But there is another sense in which children may be 'deprived' - through poverty, bereavement, desertion by a parent, father being in prison, illegitimacy, poor housing conditions and eviction. Some of the children ... are deprived in this sense also. ... Amongst other things, these children are handicapped in regard to their aspirations for work, and their opportunities in work." The values of the school are rejected and truancy or absence for "trivial reasons" are not unusual. Getting a "good job" is a matter of luck rather than hard work and work means getting away from school and earning money rather than seeking a job which offers intrinsic satisfaction.

Again, we are told that Bazalgette's Melltown School's catchment area included a number of council estates, with a high concentration of unskilled and semi-skilled workers living in them, mainly built in the 30's. Leckie Secondary Modern School was to amalgamate in September, 1972 to become "the new inner city comprehensive" and was "tucked into an irregularly shaped site, surrounded by a mixture of terraced houses and their backyards, small workshops and haulage firms."(9)

However, it was only on referring to "Race, Community and Conflict" (Rex and Moore, 1967)(34) that a systematic classification of housing was found which proved to be capable of adaptation to the present circumstances. Their work was particularly helpful because they had undertaken a survey of different cultural backgrounds, attitudes and experiences specifically from a housing point of view in
the district of Sparkbrook, Birmingham. Their study led
them to conclude that five classes of people were produced
by our system of house-ownership and house allocation -
1 outright owner-occupiers;
2 Council house tenants;
3 tenants of whole private houses;
4 lodging house proprietors; and
5 tenants of lodging houses.

They maintained that being a member of one or other of
these classes was of first importance in determining the
person's associations, interests, life-style and position
in the urban social structure.

They proceeded to illustrate how type of house ownership/
occupation could be related to the geography of the typical
modern city. Dividing the city into four zones emanating
from the centre the population was, generally speaking,
distributed amongst the zones as follows -
1 outright owners of whole houses (3rd and 4th zones)
2 owners of mortgaged whole houses (4th zone)
3 council tenant
   (a) in a house with a long life (4th zone, but
       1st and 2nd also, after demolition)
   (b) in a house awaiting demolition (1st and 2nd zones)
4 Tenant of a whole house owned by a private landlord
   (all zones but especially 1st, 2nd and 3rd)
5 Owner of a house bought with short-term loans,
   compelled to let rooms in order to meet his
   repayment obligations (zones 1 and 2, but mostly 2)
6 Tenant of rooms in a lodging house (zones 1 and 2,
   but mostly 2)

It proved possible to 'zone' Littleover School's catchment
area in this way, but certain modifications were necessary
to take account of its individual characteristics. Rex
and Moore's zones indicate the increasing desirability
of areas and the properties they contain as one moves away
from the city centre, but in the case of Derby, as was
found with the re-organisation of secondary education in Sector C of Derby in 1972 (Chapter 4), it is perhaps more appropriate to extend outwards from Derby station. There is also a tendency for certain major roads to form 'stems' of larger houses with roads leading off containing mixed or smaller types of housing. At the same time a road such as Porter Road or Clarence Road will improve as one moves from the Upper Dale Road or Dale Road end to Fairfield Road at the top. Mill Hill Lane /St Chad's Road contains good villa-type housing which leads on to pre-1939 modern and post-war housing before linking with Carlton Road. Using Rex and Moore's idea of four zones, it transpired that a fairer assessment of area type and status could be made by reference to the approximate age of the houses - along similar lines to Osborne's map (Appendix 15). In Zone 1 (coloured green) are houses which truly belong to the Victorian era (pre-1880's) and in Zone 2 (coloured pink) are the houses built between 1880 and the outbreak of the First World War. The allocation at this point became problematical in that there was an area clearly superior to Zone 2 but not up to the standard of the area which seemed, at first, to warrant the label 'Zone 3' - the inter-war period. However, the difficulty was solved by an examination of the old maps of Derby when this indeterminate area was explained by its development over a longer period of time, ie the period included in Zone 2 - 1880's to 1914 - followed by completion during the inter-war years, 1919-1939. This discovery, coupled with the fact that the rest of the building in the area of the study took place in the period up to 1939, with only a relatively small amount post-1945, led to the designation of the roads built during the years 1880's - 1939 as Zone 3 (coloured yellow) and the roads containing all post-1919 building as Zone 4 (coloured orange). The one part where there is a deviation from this zoning according to age is with regard to the village nucleus of Littleover where there is a mixture of housing from all periods, and for purpose of allocation of the pupils living there it has
been included in Zone 4. This decision was based on the belief that irrespective of whether a child lives in a terraced house in the old Littleover village area or in a new, four-bedroomed detached house the 'Littleover attitudes' would be the most likely to be absorbed - in other words, the Zone 4 influences would prevail.

It was not possible, unfortunately, to analyse type of house-occupation on the lines of Rex and Moore's classifications and one can only draw inferences from what evidence is available. Firstly, permission was given to consult the rating lists in the Derby City Treasurer's Department, but access to the names of the recipients of rates accounts was not possible. However, responsibility for the payment of rates accounts is not necessarily proof of ownership of the property. Neither, of course, was there any means of obtaining information regarding loans for house purchase, so it was not feasible to make any assessment as regards either outright or mortgaged house ownership. Nevertheless, it was reasonable to assume that the properties included in Zones 3 and 4 were by and large owner-occupied. With regard to Council-owned accommodation, only one pupil in the enquiry already had an address in a re-developed part of Zone 1, and three were subsequently re-housed in Council-owned property after their homes in Zone 1 were demolished. (These four pupils were included in Zone 1). Other possibilities of Council house tenancies were in Littleover itself (Zone 4) but the rating lists showed only two pupils' addresses as Council houses. How many families were tenants of private landlords, particularly in Zones 1 and 2, it is, of course, impossible to say, but it seems unlikely that there was much incidence of multiple occupation. Only two addresses, one in Zone 1 and the other in Zone 2, were listed as flats, and very few of the pupils lived in other than small terraced-type housing in these zones.

The Zone 1 homes, except for one public house, seven villas and one new Council house, consisted of terraced-type housing and all but 13 properties were rated at £100 or
less. Zone 1 accounts for 43 of the pupils. Nearly half of the houses included in Zone 2 were also terraced with rateable values only occasionally going over £100, but the rest being villa-type accommodation with RV's mostly ranging from about £100 to £150 - only two were higher than this. Zone 2 accounts for 31 of the pupils. Zone 3, again, consisted principally of villas, RV's ranging from just below £120 to £170 and some semi-detached in the range £150 to £220. Zone 3 accounts for 34 of the pupils. The bulk of Zone 4 property lay in the range £170 to £250 RV which consisted almost entirely of inter-war years semi-detached housing. About 20 pupils' homes were higher than this and about 10 below. Zone 4 accounts for 77 of the pupils. Finally, nine pupils were unclassified for various reasons - six because they had left before completion of Schedule 4 and there was no record available; one because she had left before completion of Schedule 6 and there was no record of her address; one because he was being fostered temporarily and one because he was in the care of a children's home.

In establishing the socio-economic grouping of the pupils on the basis of four zones relating to housing, it must be remembered, in considering the following analyses, that there might be many other factors at work. For example, researchers have found that aspects such as type of parents' employment, parental ambition for children, size of family, previous social status and education of mother, ethnic differences, the presence of books and use of language in the home have been critical factors in educational performance. The position of the researcher in relation to the respondents, however, both precluded the use of such known information about individual respondents and any further investigation into and reporting of such factors in this study. Nonetheless, whilst there may be differences within categories which are of interest, housing seemed a useful indicator of social status, particularly as the differences and sometimes fine gradations in status as might exist, for instance, between one street and the next, 'the top end'
and 'the bottom end', were well-known to the researcher who had been born and lived in the area until marriage, and whose parental home had remained there until 1983. The method of zone demarcation seemed all the more appropriate when it was found that it corresponded with this long-term first-hand knowledge.

Having allocated the 194 pupils to the four Zones, it was next interesting to see whether the effects of the social structure, as established on this basis of housing zones, were still apparent in the operation of the banding system operated by the School during the pupils' first three years - in other words, is 'comprehensive' merely a euphemism for a selective system operating under one roof? The distribution over the bands proved to be as shown in Table 20 (p 186). Again, probably other methods could be used other than bands in order to assess the influence of the school, but as the banding system is considered to be a powerful feature of a school's social structure, it seemed a useful method of comparing the school v outside-school influences.
<table>
<thead>
<tr>
<th>Zone</th>
<th>A Band</th>
<th>B Band</th>
<th>Remedial</th>
<th>Total</th>
<th>Unclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone 1</td>
<td>12</td>
<td>19</td>
<td>8</td>
<td>39 + 4</td>
<td>9.3 = 43</td>
</tr>
<tr>
<td>Zone 2</td>
<td>10</td>
<td>18</td>
<td>3</td>
<td>31 + 0</td>
<td>0.0 = 31</td>
</tr>
<tr>
<td>Zone 3</td>
<td>21</td>
<td>12</td>
<td>0</td>
<td>33 + 1</td>
<td>2.9 = 34</td>
</tr>
<tr>
<td>Zone 4</td>
<td>47</td>
<td>27</td>
<td>1</td>
<td>75 + 2</td>
<td>2.6 = 77</td>
</tr>
<tr>
<td>Unclassified</td>
<td>1 11.1</td>
<td>Unclassified</td>
<td>2 22.2</td>
<td>5 + Unclassified</td>
<td>4 44.4 = 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unclassified Band and Zone</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclassified Band</td>
<td>7</td>
</tr>
</tbody>
</table>

186
There is clearly a significant difference in the proportions of Zones 3 and 4 children assigned to A and B bands compared with Zones 1 and 2 children, in that about two-thirds of Zones 3 and 4 and one-third of Zones 1 and 2 were in A bands and about a half of the children in Zones 1 and 2 were in B bands, the remainder being in the Remedial group. However, at least one can say that there is not a clear-cut rank order of 1 to 4. Also, it should be noted that the Zone 1 allocation is somewhat distorted in that Zone 1 children dominated the Remedial group. Three of the eight were Asians who had not been resident in this country for very long (4-5 years), one was West Indian, one was half-Asian and three were English. In Zone 2, one was West Indian and two were English, whilst the one in Zone 4 was Chinese. Of the two unclassified Remedial pupils, one was English and the other Asian, so, over all, there were six indigenous and eight non-indigenous pupils in the Remedial class.

The distribution of the 45 Asian and West Indian children over the four Zones and Bands is shown in Table 21 (p 188).
<table>
<thead>
<tr>
<th>Zone</th>
<th>A Band</th>
<th>B Band</th>
<th>Remedial</th>
<th>Unclassified</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone 1</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Zone 2</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>Zone 3</td>
<td>3</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>Zone 4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Unclassified</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>20</td>
<td>7</td>
<td>6</td>
<td>45</td>
</tr>
</tbody>
</table>
It was decided, accordingly, that a comparison of groups according to housing to represent outside-school influences and banding to represent school influences would be the most practicable way, in the particular circumstances, to explore the second area of enquiry. Paying due regard, therefore, to the differences and similarities between pupils that these criteria would not disclose, the pupils' responses were analysed in accordance with these distributions.

However, in view of the quantity of material available, it was found necessary to confine these analyses to what seemed to be the most relevant categories. Thus, their ideas have been compared concerning -

1 Ambition as a specific quality or characteristic
   (Schedule 2, Questions 13, 14; Schedule 5, Questions 25, 26, 27, 28, 29, 30, 31)

2 a) Where they wanted to live and the kinds of homes they hoped for
   (Schedule 2, Questions 4, 5, 6)
   b) Hopes/ambitions for ownership in the future — short and long-term
   (Schedule 2, Questions 10, 11, 12; Schedule 5, Questions 22, 23, 24; Schedule 8, Question 36; Schedule 9, Question 19)

3 a) Plans for jobs and future education and training
   (Schedule 4, Questions 1, 18; Schedule 5, Questions 9, 10; Schedule 7, Questions 9, 11, 18; Schedule 2, Questions 2, 3)
b) The job qualities which were most important to them
(Schedule 3)

c) Jobs they hoped or expected to have in 3 and 10 years' time
(Schedule 4, Questions 16, 17;
Schedule 8, Questions 28, 29
Schedule 9, Questions 7, 8(b), 15, 16).
8.1 Ambition

In Schedule 2, Question 13, like Veness's respondents in the 50's, the Littleover pupils considered that ambition was a good characteristic to have. Out of a total of 183, 133 replied that they thought it was 'good' to be ambitious, but, again as Veness, most ranked their own level of ambition as about the same as their friends, (Question 14), with answers to an explicit question about the level of their friends' ambitions (Schedule 5, Question 30) being mostly in the affirmative.

The responses, however, related to Zones showed a rise in favourable responses through Zones 1 to 4, with the peak coming in Zone 3 (see Table 22, p 192). When distributed over the Bands, though, (Table 23, p 193), there was a very significant difference between the groups. No-one actually said it was a 'bad thing' but a much higher number was doubtful about it in the B Band than the A Band. Ninety per cent of the A Band pupils present thought ambition was good, against 61 per cent in the B Band.

Comparing themselves with their friends (Schedule 2, Question 14), again there was a distinct rise through the Zones in the percentages who thought themselves more ambitious, whilst the differences in the Bands were not so marked - exactly the same proportions thinking they were 'about the same' as their friends.

It would appear, therefore, that the influence of the school academic grouping was more powerful than district environmental factors at this stage.

Seven months later (Schedule 5, Question 30), when they were asked if any of their friends were ambitious, there was a much higher positive response from Zone 4 (73.3 per cent of those present) compared with 51.4 per cent in Zone 1, 40 per cent in Zone 2 and 57.6 per cent in Zone 3, whereas the Band analysis showed more uniformity (A Band - 62.2 per cent and B Band - 63.4 per cent).
### PUPILS' OPINIONS REGARDING AMBITION

(Schedule 2, Q 13) - Allocated to Zone

<table>
<thead>
<tr>
<th>Zone 1</th>
<th>Zone 2</th>
<th>Zone 3</th>
<th>Zone 4</th>
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<th>Total</th>
</tr>
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PUPILS' OPINIONS REGARDING AMBITION  
(Schedule 2, Q 13) – allocated to Band

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<td>No Present</td>
<td>On roll %</td>
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<td>89.0</td>
<td>44 61.1</td>
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<td>5 38.4</td>
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<tr>
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<td>0</td>
<td>0 0</td>
<td>0</td>
<td>0 0</td>
</tr>
<tr>
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<td>2.2</td>
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<td>16.7</td>
<td>3 23.1</td>
</tr>
<tr>
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<td>5.5</td>
<td>14 19.4</td>
<td>17.9</td>
<td>3 23.1</td>
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Asked, on that occasion to make a comparison of their own degree of ambitiousness with that of their friends, Zones 3 and 4 again had more respondents than Zones 1 and 2 who assessed themselves as being more ambitious than their friends, the peak that time being in Zone 3. At the same time there were more in Zones 2 and 4 who rated themselves as less ambitious than their friends. On the other hand, there was little difference in the Band percentages. On balance, then, these analyses suggest that, whilst children who lived in Zone 4 were more likely to be in the A Band, children from other zones who had gained access to A Band classes were likely to identify with their school group, and that the pupils from Zone 3 were possibly the most ambitious.

They were also asked in Schedule 5, Question 28 (as by Veness) if they knew anyone who they considered had done well in their jobs. Most of them said that they did - 66.3 per cent - and when these were analysed according to Zone and Band it was found that the variety of 'role models' increased slightly through Zones 1 to 4, Zone 3 being most noticeable in this respect, whilst members of the family were specified most in Zone 1. On the Band basis, this slight widening of the reference group favoured the A Band but there was little to choose between the Bands.

Variations in replies to the subsequent question 'What makes you say that he has done well?' (Question 29) were more conclusive. 'Money' was given as a reason for this assessment quite regularly, but 'making good progress' and 'gaining promotion' were apparently rated more highly than financial reward -

34 included money in their reply
64 mentioned making good progress or gaining promotion
15 used the phrases 'worked hard' or 'obtained qualifications'
and 23 items were indicative of 'job satisfaction' or 'happiness', eg 'happy as he is'; 'kept the same job and likes it'; 'satisfying, worthwhile job'.

Reference to Tables 24 and 25 (p 196) shows that these reasons were related to both Zone and Band. Money and material possessions were mentioned more by the Zone 2 and Zone 3 pupils than Zone 1. Perhaps higher living standards and closer proximity to more desirable living areas could be responsible for this? As well as their regard for good progress and promotion, though, job satisfaction and happiness were rated more highly in these two groups than in Zones 1 and 4. Possibly one might deduce here (Carter, Roberts) that Zone 1 children would have found the notion of happiness and satisfaction derived from work of little relevance, whereas the Zone 4 children would be more inclined to take such qualities for granted. Certainly, the promotion ladder won a resounding victory in Zone 4.

The Band distribution showed greater concern with money items in the B Band than the A Band and more interest on the part of the A Band pupils in job progress, although they did mention obtaining qualifications and working hard less than those from the B Bands. Here one could argue that A Band pupils might be less inclined to mention these two factors as they would take them for granted as the means to upward movement in their work. It could be argued, also, that attitudes acquired from outside the school environment were revealing themselves.

In repeating Veness's questions as to how they fared themselves in obtaining what they wanted and to what they attributed their own success or failure (Schedule 5, Questions 25, 26 and 27), most of them rated themselves
### REASONS FOR THINKING PEOPLE THEY KNOW HAVE DONE WELL

(Schedule 5, Q 29) - allocated to Zone

<table>
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<td>64 58.18</td>
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<td>9 17.31</td>
<td>0</td>
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</table>

### REASONS FOR THINKING PEOPLE THEY KNOW HAVE DONE WELL

(Schedule 5, Q 29) - allocated to Band

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<td>%</td>
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<td>0</td>
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<td>64 58.18</td>
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<td>0</td>
<td>1 50.00</td>
<td>15 13.63</td>
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<tr>
<td>Job satisfaction/happiness</td>
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<td>10 22.22</td>
<td>1  25.00</td>
<td>1 50.00</td>
<td>23 20.90</td>
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<td>1</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>
as reasonably successful, Zone 3 again giving themselves a high positive rating and Zone 2 giving the highest negative rating. Then, at Question 26, Zone 3 respondents attributed their success more to their own determination and less to help from others, whilst Zone 4 credited their own efforts least and other people's assistance most. Furthermore, at Question 27, Zone 3 were consistently most likely to blame their own lack of effort if they failed. Parental control was also most apparent, again, in Zone 4, with material considerations revealing themselves in a comparison of the replies of Zone 1 and 2 respondents with those from Zones 3 and 4.

The most significant variation in the Band analysis was that A Band was more inclined to think that success came from effort rather than help. On the other hand, the higher percentage of responses of the A Band than B Band giving 'too expensive' as a reason for failure and the more or less even level of responses of 'not allowed' is evidence of home and financial circumstances predominating over Band.

Through into the 5th Year then, the A Band can be said to have been more characterised by the notion of hard work and striving as a means to achievement of ambitions, but the 'go it alone' approach would appear to indicate acknowledgement of a higher level of individual, unaided effort required on the part of Zone 3 pupils than those of Zone 4, whose responses suggest the greater degree of support, control and possible 'cushioning' that the findings of past research would perhaps lead one to expect. Zones 1 and 2, it seemed, did not, on this group basis, have as positive an orientation towards notions of ambition and belief in success from own efforts as Zones 3 and 4.
8.2 Homes and Other Possessions

With regard to their aspirations for the future, their responses were again, collectively, in line with those given to Veness in the 50's - they too wanted to work in town, live in the country or a more rural area, and own their own homes. Bearing in mind that the pupils' concepts of 'small' and 'large' towns could vary - Derby, for instance, might fall into either category from their point of view depending on individual experience - their preferences for work situation (Schedule 2, Question 4) were -

- Small town: 61
- Large town: 76
- Country: 26

and for living area (Schedule 2, Question 5)

- Small town: 47
- Large town: 66
- Country: 52

and out of a total of 178 descriptions of the type of house required, 64 included the wish to own it.

Naturally, the completely open-ended question (Schedule 2, Question 5) about housing produced an endless variety of answers and there were some highly individual ideas about this. Very few omitted to make any comment at all about the type of living accommodation wanted, and the highest percentage to restrict their description to the basic one of 'house' was in Zone 1, which could, of course, be attributed to lack of experience and/or inadequate vocabulary. Zone 2 was slightly ahead of Zone 4 in their interest in bungalows and the highest level of interest in cottages, semi-detached properties and flats was shown in this group also. They were not, however, so concerned to be detached from their neighbours or to have gardens as Zone 1. Once again, though, it was found that Zone 4, whilst ranking second, was a long way behind Zone 3 in aspiring to these two 'status-symbols'. The Band analysis
revealed a very clear differentiation. A Banders wanted bungalows, detached and semi-detached properties and gardens in greater proportions than the B Banders, whereas more B Band pupils opted for cottages and flats.

As regards the size of house required, the Zone 1 pupils appear to have been the most 'size conscious', 20 percent of them mentioning 'large' in their descriptions. Both Zones 3 and 4 included this less often than Zones 1 and 2. However, considerably more of the Zone 3 and 4 respondents used the description 'medium size'. It is also interesting to note that Zones 1 and 2 used the word 'small' more often than the other 2 zones. Here again, one has to be aware of the likely differences in concepts of 'large' and 'small', and it might also indicate a lower degree of uniformity in aspirations in these two zones than in Zones 3 and 4. These same trends revealed themselves in the Band allocation where 'large' and 'small' occurred most in the B Band and 'fairly large' and 'medium size' were used much more often by the A Band.

Turning to area preferences, many of the pupils in Zones 3 and 4 mentioned the immediate locality, suburbs or country, but a substantial proportion in Zone 2 included the country in their descriptions. In the Band distribution, A Band were dominant in these categories collectively and obviously looked upon the suburban mode of living as a desirable goal, but it was also apparent that a high proportion of B Band pupils had the notion that the country was the ideal place to live. This would appear to suggest a closer identification with their own locality on the part of the Zones 3 and 4 children but, again, even allowing for the higher proportion of Zones 3 and 4 pupils in the A Band, the percentages do show a greater divergence of opinion between Bands than between Zones.
Finally, in the same way, the wish to own their own homes appeared to be more clearly related to Band than to Zone. Whereas Zones 1 and 3 produced the highest proportions aspiring to home ownership, with Zone 2 ranking fourth, the A Band pupils were well ahead of the B Band in expressing this wish. When allied to the aspirations with regard to size, the inference could also be made that the A Band responses probably indicated a better grasp of the financial and long-term considerations involved in this very important aspect of adult life. To sum up, all the categories - ambitions regarding type and situation of house, size and home ownership - seemed to be more consistently related to Band than to Zone.

Houses figured prominently again when they were asked what they wanted to own in the future, particularly in 10 years' time (Schedule 2, Questions 10, 11, 12; Schedule 5, Questions 22, 23, 24; Schedule 8, Question 36; Schedule 9, Question 19). As with the question specifically about housing, they were given the freedom of replying as they wished, so their answers were divided into six main categories - accommodation (house, flat, etc); transport (car, motorbike, etc); husband/wife and family; possessions or money (good salary/boat, etc); non-material ambitions (friendship, respect). The numbers and percentages are shown in Tables 26 - 31 (pp 203 - 208).

It is possible from these tables, not only to compare the figures in relation to zones and bands, but also, to detect any shifts in opinion over the period of the enquiry. On the Zone analyses, it will be seen that the 'Accommodation' category yielded no obvious trends, the only noteworthy points being that Zone 3 was in evidence in the Schedule 2 (Table 26) replies and Zone 4 rather the more so at Schedule 5 (Table 28).
Transport aspirations show an equally mixed picture. The peak at the Schedule 2 stage, Question 10, was in Zone 2, but Zone 3 took the lead at Question 11, after one year at work. Zone 3 was, again, in evidence at Schedule 5, Question 22 (after one year at work), but at Question 23, after 10 years at work, Zones 3 and 4 were much higher than Zones 1 and 2. However, at Schedule 8, Zone 2 was well ahead again.

Responses including husband, wife and family were not included very often in the replies from Zone 1 at either Schedule 2 or Schedule 5, but were mentioned quite regularly by the other groups. Again, with regard to 'other material possessions', positions of the Zones varied but Zone 1 was in fourth place more often than the others and, whilst Zone 4 was never in fourth place, Zone 3 was consistently ahead at Schedules 5, 8 and 9.

With regard to 'work-related' ambitions, too, although Zone 1 started ahead at Question 10, Zone 4 took over at the subsequent questions 11 and 12, and Zone 1 faded into fourth place at Schedule 5.

The Band allocation shows that with regard to accommodation, the A Band were consistently more interested in both Schedule 2 and Schedule 5 (Table 27 and Table 29) but the B Band figures were not very much lower.

Transport interest, on the other hand, was much higher in the B Band than the A Band at Schedule 2, although this became more marked as a result of the greater interest in motorbikes in the B Band. However, looking to the more distant future (Schedule 5, Questions 23 and 24), the A Band expressed most interest and retained this lead when completing Schedules 8 and 9 (Table 31). It is, of course, possible that a higher proportion of the
B than the A Band had attained this ambition by the time they completed these schedules.

Judging by the replies it would appear that more in the A Band than in the B Band were looking forward to marriage and family life, but, whilst material possessions were anticipated most by A Band respondents at Schedule 2, B Band respondents took the lead at Schedule 5. This could be accounted for by a greater proportion of A Banders expecting to remain in the education system beyond statutory leaving age than pupils who had been in B Band classes. This is borne out by the figures in Schedules 8 and 9, where working A Banders were again ahead of B Banders, whereas the percentages were about the same for those who were on full-time College courses.

The figures relating to ambitions to do with work lead to the conclusion that the B Banders were, on balance, rather more concerned about this. Looking forward a year the A Band led in both Schedules 2 and 5, but 10 years on and in more general terms the B Banders were in front.

Overall, then, it was difficult to find any really consistent pattern in the Zone distributions, the only obvious feature being the repeated under-representation of Zone 1 as compared with the others. Zones 3 and 4 were probably most in evidence in the 'accommodation' category and Zone 3 was, once more, keenly interested in cars, possessions and money, but it appears that the Band allocations again produced a more stable picture. Only in the 'Work' section did the B Band sometimes show more concern than the A Band, so a similar pattern to previous sections emerged, albeit not quite so clearly defined.
### Pupils’ Replies to Questions about What They Wanted to Own/Have in the Future

**Schedule 2** - allocated to Zone

#### Q 10 - Is there anything you particularly went to own? If so, what?

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<th>Zone 4</th>
<th>Unclass</th>
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</tr>
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#### Q 11 - Is there anything you particularly went to have when you have been working for about a year? If so, what?

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<td>1 0.5</td>
</tr>
</tbody>
</table>

#### Q 12 - And after about 10 years? If so, what?

<table>
<thead>
<tr>
<th>Zone 1</th>
<th>Zone 2</th>
<th>Zone 3</th>
<th>Zone 4</th>
<th>Unclass</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
</tr>
<tr>
<td>Zone 1</td>
<td>23 65.7</td>
<td>29 93.6</td>
<td>30 90.9</td>
<td>63 90.7</td>
<td>4 44.5</td>
</tr>
<tr>
<td>Zone 2</td>
<td>9 29.7</td>
<td>1 1.3</td>
<td>3 3.0</td>
<td>5 6.7</td>
<td>3 23.3</td>
</tr>
<tr>
<td>Zone 3</td>
<td>0 0</td>
<td>1 0.5</td>
<td>0 0</td>
<td>1 0.5</td>
<td>0 0</td>
</tr>
<tr>
<td>Zone 4</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Unclass</td>
<td>1 2.9</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Total</td>
<td>2 5.7</td>
<td>0 0</td>
<td>1 0.5</td>
<td>0 0</td>
<td>1 0.5</td>
</tr>
</tbody>
</table>

#### Accommodation

- House
- Flat
- House or Flat
- Better house
- Large house

#### Transport

- Car
- Special type of car
- Motorbike/Moped
- Car or Motorbike

#### Family

- Husband/Wife
- Family

#### Possessions or money

#### To do with work

#### Non-external items

#### Don't know
### Pupils' Replies to Questions About What They Wanted to Own/Have in the Future

(Schedule 2) - Allocated to Band

#### Q 10 - Is there anything you particularly want to own? If so, what?

<table>
<thead>
<tr>
<th></th>
<th>A Band</th>
<th>B Band</th>
<th>Remedial</th>
<th>Unclass</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>71</td>
<td>72</td>
<td>27</td>
<td>36</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>14</td>
<td>26</td>
<td>26</td>
<td>100.0</td>
</tr>
</tbody>
</table>

#### Q 11 - Is there anything you particularly want to have when you have been working for about a year? If so, what?

<table>
<thead>
<tr>
<th></th>
<th>A Band</th>
<th>B Band</th>
<th>Remedial</th>
<th>Unclass</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>73</td>
<td>81.1</td>
<td>76.4</td>
<td>73</td>
<td>137</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>14.4</td>
<td>4</td>
<td>50.0</td>
<td>58.4</td>
</tr>
</tbody>
</table>

#### Q 12 - And after about 10 years? If so, what?

<table>
<thead>
<tr>
<th></th>
<th>A Band</th>
<th>B Band</th>
<th>Remedial</th>
<th>Unclass</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>84</td>
<td>93.3</td>
<td>84.7</td>
<td>37.5</td>
<td>154</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>14.4</td>
<td>16.6</td>
<td>25.0</td>
<td>40.0</td>
</tr>
</tbody>
</table>

#### Accommodation

<table>
<thead>
<tr>
<th></th>
<th>A Band</th>
<th>B Band</th>
<th>Remedial</th>
<th>Unclass</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>House</td>
<td>27</td>
<td>20</td>
<td>2</td>
<td>0</td>
<td>49</td>
</tr>
<tr>
<td>Flat</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>House or Flat</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Better house</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Large house</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Transport

<table>
<thead>
<tr>
<th></th>
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<th>B Band</th>
<th>Remedial</th>
<th>Unclass</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Car</td>
<td>34</td>
<td>37.8</td>
<td>36.0</td>
<td>50.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Special type of car</td>
<td>12</td>
<td>13.3</td>
<td>7</td>
<td>9.7</td>
<td>20.9</td>
</tr>
<tr>
<td>Motorbike/Moped</td>
<td>10</td>
<td>3</td>
<td>15</td>
<td>0</td>
<td>30.1</td>
</tr>
<tr>
<td>Car or Motorbike</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Family

<table>
<thead>
<tr>
<th></th>
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<th>B Band</th>
<th>Remedial</th>
<th>Unclass</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Husband/Wife</td>
<td>4</td>
<td>4.4</td>
<td>3</td>
<td>4.2</td>
<td>8.4</td>
</tr>
<tr>
<td>Family</td>
<td>0</td>
<td>1.4</td>
<td>0</td>
<td>0.8</td>
<td>1.5</td>
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</tbody>
</table>

#### Possessions or money

<table>
<thead>
<tr>
<th></th>
<th>A Band</th>
<th>B Band</th>
<th>Remedial</th>
<th>Unclass</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
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<td>36</td>
<td>40.0</td>
<td>9</td>
<td>12.5</td>
<td>25.1</td>
</tr>
<tr>
<td>To do with work</td>
<td>13</td>
<td>14.4</td>
<td>6</td>
<td>8.3</td>
<td>9.4</td>
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<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

#### Don't know

<table>
<thead>
<tr>
<th></th>
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<th>B Band</th>
<th>Remedial</th>
<th>Unclass</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Don't know</td>
<td>0</td>
<td>1</td>
<td>1.4</td>
<td>0</td>
<td>1.5</td>
</tr>
<tr>
<td>(out of)</td>
<td>(37)</td>
<td>(30)</td>
<td>(33)</td>
<td>(75)</td>
<td>(3)</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Zone 1</td>
<td>Zone 2</td>
<td>Zone 3</td>
<td>Zone 4</td>
<td>Unclass</td>
<td>Total</td>
</tr>
<tr>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
</tbody>
</table>

### Accommodation

- **House**
  - 3 18.9
  - 2 3.3
  - 1 12.1
  - 6 8.0
  - 1 33.3
  - 1 10.7

- **Flat**
  - 3 16.2
  - 2 6.7
  - 6 16.6
  - 6 18.2

- **House or Flat**
  - 3 18.9
  - 2 3.3
  - 1 12.1
  - 6 8.0
  - 1 33.3

- **Better house**
  - 3 18.9
  - 2 3.3
  - 1 12.1
  - 6 8.0
  - 1 33.3

- **Large house**
  - 3 18.9
  - 2 3.3
  - 1 12.1
  - 6 8.0
  - 1 33.3

### Transport

- **Car**
  - 15 50.0
  - 18 54.5
  - 8 22.9
  - 22 70.0

- **Special type of car**
  - 13.5
  - 3 9.1
  - 3 9.1
  - 13 17.3

- **Motorcycle/Moped**
  - 6 16.2
  - 11 30.4
  - 11 30.4

### Family

- **Husband/Wife**
  - 3 15.2
  - 10 5.4
  - 2 20.0

- **Not married**
  - 3 15.2
  - 10 5.4
  - 2 20.0

### Possessions or money

- **Unclassified**
  - 2 3.3
  - 9 27.3
  - 14 41.2

### To do with work

- **Non-material items**
  - 3 8.1
  - 4 13.3

### Other

- **Don't know**
  - 3 8.1
  - 4 10.8

### No reply

- 5 13.5
- 6 18.2
- 6 8.0

---

**TABLE 28**

Q 22 - What do you hope to own after you have been working for a year?

Q 23 - Any after you have been working for about 9 or 10 years?

Q 24 - Have you made up your mind about anything you especially want to do? To have?
PUPILS' REPLIES TO QUESTIONS ABOUT WHAT THEY WANTED TO OWN/HAVE IN THE FUTURE  
(Schedule 5) - allocated to Band

<table>
<thead>
<tr>
<th>Q 22 - What do you hope to own after you have been working for a year?</th>
<th>Q 23 - And after you have been working for about 9 or 10 years?</th>
<th>Q 24 - Have you made up your mind about anything you especially want to do? To have?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accommodation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>House</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Flat</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>House or Flat</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Better house</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Large house</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Transport</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td>45</td>
<td>50.93</td>
</tr>
<tr>
<td>Special type of car</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Motorbike/Moped</td>
<td>5</td>
<td>5.6</td>
</tr>
<tr>
<td>Car or Motorbike</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td><strong>Family</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Husband/Wife</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Family</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Possessions or money</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To do with work</td>
<td>11</td>
<td>12.2</td>
</tr>
<tr>
<td>Non-material items</td>
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<td>6.7</td>
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<tr>
<td>Other</td>
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<td>0</td>
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<td>Don't know</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nothing</td>
<td>10</td>
<td>11.1</td>
</tr>
<tr>
<td>No reply</td>
<td>10</td>
<td>11.1</td>
</tr>
</tbody>
</table>

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### Table 30
#### Pupils' Replies to Questions about What They Wanted to Own/Save in the Future

(Schedules 8 and 9) - allocated to Zone

<table>
<thead>
<tr>
<th></th>
<th>Zone 1</th>
<th>Zone 2</th>
<th>Zone 3</th>
<th>Zone 4</th>
<th>Unclass</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>10</td>
<td>58.8</td>
<td>10</td>
<td>85.3</td>
<td>12</td>
<td>75.0</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>6</td>
<td>35.3</td>
<td>2</td>
<td>16.7</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>No reply</strong></td>
<td>1</td>
<td>5.9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1.4</td>
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<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>100.0</td>
<td>12</td>
<td>100.0</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

#### No reply

- **Accommodation**
  - House: 0, 1, 1, 7.1
  - Transport: 5, 29.4, 7, 58.3
  - Family: 0, 0, 1, 4.6
  - Possessions or money: 4, 23.5, 8, 66.7
  - To do with work: 0, 0, 0, 1
  - Non-material items: 0, 0, 0, 0
  - Other: 3, 17.6, 0, 1
  - Don't know: 0, 0, 0, 0
  - Nothing: 0, 0, 0, 0
  - Total: 1, 5.9, 0, 0, 1

#### Schedule 8

Q (9) - Are you "saving up" for anything special? If Yes, what?

#### Schedule 9

Q (19) - Are you "saving up" for anything special? If Yes, what?

#### Answers to Schedules 8 and 9 combined
PUPILS' REPLIES TO QUESTIONS ABOUT WHAT THEY WANTED TO OWN/HAVE IN THE FUTURE
(Schedules 8 and 9) - allocated to Band

<table>
<thead>
<tr>
<th>Schedule 8</th>
<th>Schedule 9</th>
<th>Answers to Schedules 8 and 9 combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Band</td>
<td>B Band</td>
</tr>
<tr>
<td>Q 36 - Are you &quot;saving up&quot; for anything special?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>32 86.5 17 63.0</td>
<td>2 66.7 1 33.3</td>
</tr>
<tr>
<td>No</td>
<td>5 13.5 9 33.3</td>
<td>1 33.3 2 66.7</td>
</tr>
<tr>
<td>No reply</td>
<td>0 2.1 0 0</td>
<td>1 3.7 0 0</td>
</tr>
<tr>
<td></td>
<td>100.0 27 100.0</td>
<td>3 100.0 3 100.0</td>
</tr>
<tr>
<td></td>
<td>15 100.0 11 100.0</td>
<td>0 0</td>
</tr>
<tr>
<td></td>
<td>52 100.0 38 100.0</td>
<td>3 100.0 3 100.0</td>
</tr>
</tbody>
</table>

Accommodation

| House      | 1 2.7 1 3.7 0 0 | 0 | 0 | 0 | 0 | 0 | 1 1.9 1 2.6 0 0 | 2 2.1 |
| Transport  |
| Car        | 18 48.7 7 25.9 1 33.3 0 | 26 37.1 | 3 20.0 1 9.1 0 0 | 4 15.4 | 21 40.4 8 21.1 1 33.3 0 | 30 31.3 |
| Family     |
| To get married | 0 1 3.7 0 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 2.6 0 0 | 1 1.0 |
| Possessions or money |
| 26 70.3 13 48.2 1 33.3 1 33.3 41 58.6 | 4 26.7 3 27.3 0 0 | 7 26.9 | 30 57.7 16 42.1 1 33.3 1 33.3 48 50.0 |
| To do with work |
| College or University | 0 0 0 0 0 | 1 6.7 0 0 0 | 1 3.9 | 1 1.9 0 0 0 | 1 1.0 |
| Non-material items | 0 0 0 0 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other      | 4 10.8 1 3.7 0 0 | 0 | 5 7.1 | 0 | 1 9.1 0 0 | 1 3.9 | 4 7.7 2 5.3 0 0 | 0 | 6 6.3 |
| Don't know | 0 0 0 0 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Nothing    | 0 0 0 0 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| No reply   | 0 1 3.7 0 0 | 1 1.4 | 0 | 1 9.1 0 0 | 1 3.9 | 0 2 5.3 0 0 | 0 | 2 2.1 |
8.3 Jobs and Education

Moving next to educational aspirations, Zone 1 had the highest percentage who anticipated leaving without taking any examinations at all (ie Easter, 1978), but also a higher percentage than Zone 2 who expected to be staying on at school. However, Zone 4 was comfortably ahead even of Zone 3 in the proportion expecting to stay at school until Summer 1980. The Band analysis showed that whilst two thought they would stay an extra year no-one who had been in a B Band class was considering staying at school for another 2 years.

Slightly more interest in the 6th Form was shown in Zones 1 and 2 and B Band in Schedules 5 and 7, but the main finding was that by Schedule 7 Zone 3 had drawn almost level with Zone 4 (36.4 per cent compared with 37.1 per cent).

At the same time, ambition to undertake 'A' level studies had decreased somewhat between Schedule 5 and 7 in all categories other than Zone 3. Ultimately 34 pupils stayed on into Littleover School's 6th Form, 27 taking 'A' level and 7 repeating 'O' levels and CSE examinations. The distribution over the zones showed that the highest proportion of children staying at school were from Zone 4 (approximately one in four of this group. The proportion of Zone 3 children was one in five. The proportions of Zones 1 and 2 were much less - one in 16 and one in nine respectively. However, Band allocation in the first three years appeared to be the over-riding determinant regarding extended full-time education at school.

The Further Education picture was a little different in that, by Schedule 7, whilst Zones 3 and 4 pupils were well ahead of the other Zones in their inclination towards full-time education in a College rather than at school, B Band pupils were a little more interested than
the A Band. Eventually, a total of 31 pupils embarked on full-time Further Education courses, the B Band children from Zones 3 and 4 being more likely to follow their compulsory education with these alternative full-time, usually vocational, courses, than those from Zones 1 and 2.

Finally, when the numbers staying at school and the numbers going to full-time Further Education were added together, it was found that almost one in two out of Zone 4, one in 2.5 out of Zone 3, one in six out of Zone 2 and one in 4.5 out of Zone 1 entered further full-time education of some kind, whilst the Band difference was very clear - one in two in the A Band and one in five in the B Band. It could be argued from these findings that Zones 1 and 2 children showed disaffection for education in general rather than merely school-based education and that the greater proportion of B Band pupils choosing to go to College of Further Education instead of staying at school did so because they considered that the vocational courses offered were more suited to their needs.

The eventual outcome tallies with their replies to Schedule 4, Question 18, when Zones 1 and 2 were far ahead of Zones 3 and 4 in looking forward to jobs with 'no further study' and B Band respondents were already much more interested in full-time Further Education courses than the A Band.

Two further questions in this section - 'Willingness to leave home' and 'Willingness to take responsibility for a group of people' - Schedule 2, Questions 2 and 3 respectively - were included for comparison with previous findings, e.g Venables, Bazalgette, Willis, Keil et al, which appeared to indicate a lower level of ambition and lack of inclination to leave the immediate locality on the part of the less socially-advantaged young people. A willingness to leave home at 16 was stated rather more
often in Zones 1 and 2 and B Band, but, ultimately, only eight pupils are known to have left home before the age of 18, six of these from Zone 4. Of the pupils staying at school until they were 18, only those starting courses at University or Polytechnic left home. These figures are too small to be conclusive but tend to support rather than refute other research findings.

Willingness to accept responsibility for other people, either directly or indirectly, is a pre-requisite of most jobs of average to high status and here there was little difference between the replies on a Band basis, but some differences in the Zones. Overall, Zone 4 pupils were most prepared to be in charge of others, but Zone 3 pupils were slightly ahead on preparedness to accept responsibility for large numbers. The highest percentage replying that they did not want the responsibility of anyone else at all occurred in Zone 1, but no-one replied to this effect in Zone 4.

The figures seemed to indicate a reasonable acceptance of supervisory responsibility, but this did not emerge as a desirable job characteristic in Schedule 3, which asked the pupils to select from a list of 50 the job qualities which were important to them. Having made their selections they were then asked to narrow these down to their three most important qualities looked for in a job and, finally, to place these three in rank order, first, second and third. The qualities attracting the most votes, adding together those awarded first, second and third places, were 'Good promotion prospects' (35.0 per cent of the pupils selected this), 'Good starting pay' (23.0 per cent chose this), and 'Good financial prospects' and 'Safe work' each being selected by 18.0 per cent of the respondents. Some of the numbers involved in individual choices were too small to justify any claims to firm evidence, but there appeared to be a greater long-term progressive attitude to work on the part of A Band pupils, and, overall, the Band placement
seemed to be more influential than the area of residence, not only as regards the 'ambition-indicating' items, but also where qualities which are intrinsic to the job were concerned.

The purpose of the last part of this section was to gain some insight into how these young people visualized the development of their jobs, or in fact if they had formed any picture at all of their future working lives. Their replies to enquiries in Schedules 4, 8 and 9 regarding their expected occupations in about three years' and ten years' time were, therefore, assessed in relation to each other. For instance, where a respondent merely repeated a job name this was classified as 'the same', but where progressions or changes were indicated these were recorded.

An analysis of the replies to Schedule 4, Questions 4, 16 and 17, showed more variations on the Zone than on the Band basis. Zone 1 had the lowest percentage not being able to name the first job expected (10.8 per cent) with the percentage rising to 30.3 per cent and to 29.3 per cent in Zones 3 and 4 respectively. This appears to confirm that the more socially advantaged are able to defer career decisions until a later stage. On the other hand, whilst the theory that higher social groups are also more likely to think in terms of progressive careers is supported by Zone 1 having the highest percentage of jobs categorized 'the same' at both 3 and 10 years ahead, Zone 4 was in second place on both occasions. Zone 3 respondents, particularly, expected to be fully qualified or trained after 3 years at work, and both Zones 3 and 4 showed fairly high expectations of promotion by this time. After 10 years, Zone 2 expected to have acquired qualifications and training, but the highest percentage expecting promotion was in Zone 3 and supervisory posts in Zone 4, whilst Zone 1 had by far the greatest proportion who either did not answer the
question or did not know.

The corresponding Band analysis showed that whilst fewer A Band than B Band respondents had thought they knew what their first jobs would be, there was little difference between the Bands in jobs expected to be 'the same' 3 years later. Ten years later, however, the B Band proportion was substantially greater (24 per cent against 15.6 per cent). A higher proportion of the B Band than the A Band expected to be fully qualified and 'in charge' in 3 years' time but more A Band pupils had expected to be promoted. This is indicative of the more protracted training and career patterns envisaged by the more academic pupils, which is reflected in the A Band's higher percentages for higher and supervisory posts after 10 years of work.

A summary of the replies showing a progressive view of their future working lives (Table 32, p 215) is most revealing. Zone 3 pupils were easily the most ambitious for the shorter period of 3 years, but even 10 years ahead Zone 4 had not quite redressed the balance. On the other hand, the Band percentages appear to illustrate the longer-term attitudes and expectations of the A Band pupils.

A similar analysis was made of Schedule 8, which was returned by 70 respondents at work 9 months after leaving school at the end of their 5th Year, to see whether these trends materialised. The figures at Table 33 (p 216) were derived from a comparison of their replies to Questions 28 and 29 with the jobs they were doing at the time. Zone 3 respondents were again leading in their anticipation of promotion, particularly after 3 years at work. They also led at 10 years, but by then they were more likely to expect a supervisory post. Zone 4 was quite high on expecting progression after 3 years but
lowest of all the zones in expectations of management after 10 years. By this stage the A Band was more ambitious than the B Band at both 3 years and 10 years, again suggesting greater scope for advancement in the jobs actually obtained by the A Band pupils and the need for adjustment to reality on the part of the B Band pupils.

Schedule 9 was returned by 26 pupils who had moved on to full-time Further Education courses. Comparisons of their replies to Questions 7, 8(b), 15 and 16 were made in the same manner. The smaller numbers leave any conclusions more open to question, but summaries to correspond with Schedules 4 and 8 are made in Table 34 (p 217). It will be seen that Zone 3 was again in evidence, but that Zone 4 Further Education respondents seemed to be more future-orientated than their working counterparts. The Band order had marginally reversed also, revealing the motivation involved in embarking on courses of this type, once more indicating that it is the less academic of the higher social groups who are most likely to seek out alternative forms of extended education to further their career prospects.

An overall assessment of the attitudes of the group of leavers who replied to the follow-up enquiries was made by combining the responses to Schedules 8 and 9. In Table 35 (p 218) the consolidated figures are mostly in line with those for Schedule 8, ie Zone 3 led at both 3 and 10 years on items indicating a progressive outlook towards work, with Zone 2 holding second place. Zone 4's position was improved to some extent, however, by the inclusion of the Schedule 9 returns.
### Table 32

**Percentage of Pupils' Replies Indicating Expectations of Job Progression Over 3 and 10 Years**

*(Schedule 4, Qs 4, 16 and 17)*

**Allocated to Zone**

<table>
<thead>
<tr>
<th>Zone</th>
<th>3 yrs</th>
<th>10 yrs</th>
<th>Zone</th>
<th>3 yrs</th>
<th>10 yrs</th>
<th>Zone</th>
<th>3 yrs</th>
<th>10 yrs</th>
<th>Zone</th>
<th>3 yrs</th>
<th>10 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td></td>
<td>%</td>
<td>%</td>
<td></td>
<td>%</td>
<td>%</td>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Fully qualified/trained</td>
<td>5.4</td>
<td>5.4</td>
<td>6.7</td>
<td>13.4</td>
<td>18.2</td>
<td>3.0</td>
<td>8.0</td>
<td>4.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher post/promoted</td>
<td>5.4</td>
<td>2.7</td>
<td>3.3</td>
<td>3.3</td>
<td>9.2</td>
<td>18.2</td>
<td>8.0</td>
<td>9.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chief/Head/in charge</td>
<td>8.1</td>
<td>3.3</td>
<td>10.0</td>
<td>9.2</td>
<td>14.7</td>
<td>2.7</td>
<td>4.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Own business</td>
<td>2.7</td>
<td>3.3</td>
<td>3.3</td>
<td>2.7</td>
<td>4.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head or own business</td>
<td>3.3</td>
<td>3.0</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A progression</td>
<td>3.0</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promoted or married</td>
<td>3.0</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| (out of) | (37) | (30) | (33) | (75) |

**Allocated to Band**

<table>
<thead>
<tr>
<th></th>
<th>A Band</th>
<th>B Band</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 yrs</td>
<td>10 yrs</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Fully qualified/trained</td>
<td>7.8</td>
<td>6.7</td>
</tr>
<tr>
<td>Higher post/promoted</td>
<td>8.9</td>
<td>10.0</td>
</tr>
<tr>
<td>Chief/Head/in charge</td>
<td>16.7</td>
<td>2.8</td>
</tr>
<tr>
<td>Own business</td>
<td>2.2</td>
<td>2.2</td>
</tr>
<tr>
<td>Head or own business</td>
<td>1.1</td>
<td>2.8</td>
</tr>
<tr>
<td>A progression</td>
<td>1.1</td>
<td>1.4</td>
</tr>
<tr>
<td>Promoted or married</td>
<td>1.1</td>
<td>1.4</td>
</tr>
</tbody>
</table>

| (out of) | (90) | (71) |

215
### TABLE 33
PERCENTAGE OF WORKING PUPILS' REPLIES INDICATING EXPECTATIONS OF JOB PROGRESSION OVER 3 AND 10 YEARS
(Schedule 8, Qs 28 and 29).

<table>
<thead>
<tr>
<th>Zone</th>
<th>Zone 1</th>
<th>Zone 2</th>
<th>Zone 3</th>
<th>Zone 4</th>
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</thead>
<tbody>
<tr>
<td>3 yrs</td>
<td>10 yrs</td>
<td>3 yrs</td>
<td>10 yrs</td>
<td>3 yrs</td>
</tr>
<tr>
<td>3 yrs</td>
<td>10 yrs</td>
<td>3 yrs</td>
<td>10 yrs</td>
<td>3 yrs</td>
</tr>
<tr>
<td>3 yrs</td>
<td>10 yrs</td>
<td>3 yrs</td>
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<tr>
<td>3 yrs</td>
<td>10 yrs</td>
<td>3 yrs</td>
<td>10 yrs</td>
<td>3 yrs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Zone 1</th>
<th>Zone 2</th>
<th>Zone 3</th>
<th>Zone 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager/Supervisor</td>
<td>29.4</td>
<td>8.3</td>
<td>25.0</td>
<td>37.6</td>
</tr>
<tr>
<td>Promoted</td>
<td></td>
<td></td>
<td>37.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Fully qualified</td>
<td></td>
<td></td>
<td>16.7</td>
<td>18.7</td>
</tr>
<tr>
<td>Skilled trade</td>
<td>17.6</td>
<td>5.9</td>
<td>25.0</td>
<td>8.3</td>
</tr>
<tr>
<td>Progression</td>
<td>5.9</td>
<td></td>
<td>16.7</td>
<td>6.3</td>
</tr>
<tr>
<td>Progression (from at 3 yrs) if working</td>
<td></td>
<td></td>
<td></td>
<td>6.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Zone 1</th>
<th>Zone 2</th>
<th>Zone 3</th>
<th>Zone 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23.5</td>
<td>35.3</td>
<td>50.0</td>
<td>68.8</td>
</tr>
<tr>
<td>(out of)</td>
<td>(17)</td>
<td>(12)</td>
<td>(16)</td>
<td>(25)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allocated to Band</th>
<th>A Band</th>
<th>B Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 yrs</td>
<td>10 yrs</td>
<td>3 yrs</td>
</tr>
<tr>
<td>3 yrs</td>
<td>10 yrs</td>
<td>3 yrs</td>
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<tr>
<td>3 yrs</td>
<td>10 yrs</td>
<td>3 yrs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>A Band</th>
<th>B Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager/Supervisor</td>
<td>32.4</td>
<td>3.7</td>
</tr>
<tr>
<td>Promoted</td>
<td>18.9</td>
<td>5.4</td>
</tr>
<tr>
<td>Fully qualified</td>
<td>18.9</td>
<td>7.4</td>
</tr>
<tr>
<td>Skilled trade</td>
<td>8.1</td>
<td>18.6</td>
</tr>
<tr>
<td>Progression</td>
<td>10.8</td>
<td>10.8</td>
</tr>
<tr>
<td>Progression (from at 3 yrs) if working</td>
<td></td>
<td>2.7</td>
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<table>
<thead>
<tr>
<th></th>
<th>A Band</th>
<th>B Band</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>56.7</td>
<td>51.3</td>
</tr>
<tr>
<td>(out of)</td>
<td>(37)</td>
<td>(27)</td>
</tr>
</tbody>
</table>
### Table 34

**Percentage of Full-time Further Education Pupils' Replies Indicating Expectations of Progression Over 3 and 10 Years**

(Schedule 9, Qs 7, 8 (b), 15 and 16)

<table>
<thead>
<tr>
<th>Zone</th>
<th>Zone 1</th>
<th>Zone 2</th>
<th>Zone 3</th>
<th>Zone 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 yrs</td>
<td>10 yrs</td>
<td>3 yrs</td>
<td>10 yrs</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Zone 1</th>
<th>Zone 2</th>
<th>Zone 3</th>
<th>Zone 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager/Supervisor</td>
<td>0.0</td>
<td>33.3</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Promoted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fully qualified</td>
<td>0.0</td>
<td>50.0</td>
<td>16.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Progression</td>
<td>50.0</td>
<td>16.7</td>
<td>13.3</td>
<td>6.7</td>
</tr>
</tbody>
</table>

(out of) (3) (2) (6) (15)

<table>
<thead>
<tr>
<th>Category</th>
<th>Zone 1</th>
<th>Zone 2</th>
<th>Zone 3</th>
<th>Zone 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager/Supervisor</td>
<td>13.3</td>
<td>9.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promoted</td>
<td>6.7</td>
<td>20.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fully qualified</td>
<td>6.7</td>
<td>6.7</td>
<td>18.2</td>
<td>9.1</td>
</tr>
<tr>
<td>Progression</td>
<td>13.3</td>
<td>6.7</td>
<td>27.3</td>
<td>9.1</td>
</tr>
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</table>

(out of) (15) (11)

---

217
PERCENTAGE OF ALL LEAVERS' REPLIES INDICATING EXPECTATIONS OF PROGRESSION OVER 3 AND 10 YEARS (Schedules 8 and 9 combined)

<table>
<thead>
<tr>
<th>Allocated to Zone</th>
<th>Zone 1</th>
<th>Zone 2</th>
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<td>3 yrs</td>
<td>10 yrs</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Manager/Supervisor</td>
<td>25.0</td>
<td>7.1</td>
<td>21.5</td>
<td>27.3</td>
</tr>
<tr>
<td>Promoted</td>
<td>5.0</td>
<td>7.1</td>
<td>27.3</td>
<td>13.7</td>
</tr>
<tr>
<td>Fully qualified</td>
<td>14.3</td>
<td>13.7</td>
<td>4.5</td>
<td>17.5</td>
</tr>
<tr>
<td>Skilled trade</td>
<td>5.0</td>
<td>14.3</td>
<td>18.2</td>
<td>9.1</td>
</tr>
<tr>
<td>Progression</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progression (from at 3 yrs) if working</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>20.0</th>
<th>35.0</th>
<th>42.8</th>
<th>50.0</th>
<th>63.7</th>
<th>59.1</th>
<th>42.5</th>
<th>37.5</th>
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<tbody>
<tr>
<td>(out of)</td>
<td>(20)</td>
<td>(14)</td>
<td>(22)</td>
<td>(40)</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Allocated to Band</th>
<th>A Band</th>
<th>B Band</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 yrs</td>
<td>10 yrs</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Manager/Supervisor</td>
<td>27.0</td>
<td>2.6</td>
</tr>
<tr>
<td>Promoted</td>
<td>15.4</td>
<td>9.6</td>
</tr>
<tr>
<td>Fully qualified</td>
<td>15.4</td>
<td>1.9</td>
</tr>
<tr>
<td>Skilled trade</td>
<td>5.8</td>
<td>13.1</td>
</tr>
<tr>
<td>Progression</td>
<td>11.5</td>
<td>9.6</td>
</tr>
<tr>
<td>Progression (from at 3 yrs) if working</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>48.1</th>
<th>50.0</th>
<th>39.5</th>
<th>39.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>(out of)</td>
<td>(52)</td>
<td>(38)</td>
<td></td>
<td></td>
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</tbody>
</table>

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SUMMARY

In the light of previous research findings, the responses of the Littleover children were investigated in order to see if there were any indications that the comprehensive system coupled with an organised Careers Education Programme were going some way towards mitigating the educational disadvantages of the lower socio-economic groups. The relationship of the researcher to the subjects of this study, however, made the assessment of their socio-economic status by personal enquiry especially difficult, but, on the other hand, the researcher's life-long knowledge of the area concerned indicated that an assessment according to house-type and district would be an appropriate, if limited, method to adopt for this particular catchment area. The pupils were, therefore, allocated to four Zones, Zone 4 containing the best quality housing and, as it turned out, also housing the most children.

One could then, of course, argue that the school's operation of a banding system during the first three years would produce a school social structure which would be no more than a reflection of the area it served, but, whilst a distinct bias was found in favour of the children from higher social groups being placed in A Band classes, there was sufficient variation to suggest that an analysis of responses according to a Band and a Zone allocation would provide a useful basis for the comparison of school versus environmental influences.

It was necessary, because of the limitations of time, to restrict the investigations under this heading to three basic themes - ambition; homes wanted and hopes for ownership in the future; and ideas/hopes/expectations about jobs and training.

Whilst it was found that a higher percentage of pupils in Zone 3 were generally more favourably disposed towards
ambition and to have an ambitious self-image than those in the other Zones, the responses on a Band allocation showed a much more markedly positive attitude on the part of A Band than B Band pupils.

Most pupils said they knew someone who had done well in a job and gave good progress or promotion as reasons for thinking so, but it was noticeable that Zone 4 mentioned 'promotion' most and 'money' and 'material possessions' least. A Band pupils, also, tended to emphasise progression whilst B Band were more impressed by money.

With regard to their own success rate, Zone 3 appeared to have the most self-confidence and to acknowledge outside assistance least with failure being the result of personal lack of effort, whilst Zone 4 credited their own efforts least and outside help most. Parental control was certainly at its most obvious in the Zone 4 replies and material considerations in the Zone 1 and 2 replies. Overall, Zones 1 and 2 replies did not compare well with Zones 3 and 4. On the Band analysis the A Band responses were the more indicative of the attitude that achievement was the result of hard work and effort.

The responses on housing ambitions, again, showed some significant variations. There was, for instance, a closer identification with the immediate locality on the part of Zone 3 and 4 pupils, and a greater consensus of opinion on kinds of accommodation required in these Zones than in Zones 1 and 2. However, it was Zone 1 who joined Zone 3 in being most keen to mention home ownership, but it was Zone 3, once more, who most aspired to detached houses and gardens. On the whole, though, all categories were related more consistently to Band than to Zone - more A than B Band wanted bungalows, semi-detached and detached houses with gardens, whereas B Band were more likely to
mention cottages and flats; A Band were more likely to say 'fairly large' and 'medium size', whilst the sizes mentioned ranged more widely from 'small' to 'large' in the B Band; more A Band than B Band mentioned the local area as the desired situation, and A Band were well ahead in wanting to own their own homes.

The responses with respect to aspirations for other possessions in the future, which were allocated to six categories for purpose of analysis, did not reveal as clear a picture as the housing item, either by Zone or Band, but the Band pattern was the more consistent of the two, with the A Band pupils showing the most interest in housing, family life and marriage, and owning transport at a later stage than the B Band - although it was also found that B Band responses showed a higher level of ambitions to do with work than the A Band. Of the Zones, it was again Zone 1 replies that suffered by comparison with the others.

It was not difficult, on the other hand, to interpret the analyses of educational aspirations and take-up of opportunities for post-compulsory education. No-one in a B Band class anticipated, or ultimately undertook, a further two years at school, but on a Zone basis, it was Zone 4 pupils (one in four) who most looked forward to and eventually entered the 6th Form - although the proportion of Zone 3 pupils was not much less (one in five). Zones 1 and 2 proportions were much less (one in nine and one in 16 respectively). However, Further Education places were taken up by a few pupils from Zones 1 and 2 - but the Band analysis revealed that, although a slightly higher proportion of B Band than A Band pupils moved into Further Education, these represented higher proportions from Zones 3 and 4 than Zones 1 and 2, which indicated that, collectively, Zones 1 and 2 pupils had less inclination than those from Zones 3 and 4 to extend their full-time education, whatever method was
made available to them. Overall, the take-up of full-time courses at 16+, either at school or College of Further Education, was one in two from Zone 4, one in 2.5 from Zone 3, one in six from Zone 2 and one in 4.5 from Zone 1.

With regard to the pupils' responses concerning desirable job qualities, the generalised impression gained was that the Band analysis again presented a clearer picture, with A Band pupils showing a more progressive attitude in the long term than those from the B Band, and also expressing more interest in the job tasks themselves. The Zone analysis produced more variation and, although the above-mentioned trend appeared most in favour of the Zone 4 children, perhaps the less striving, less future-orientated views of the children from Zones 1 and 2 are the most noteworthy.

Finally, replies regarding their expected jobs after about three and ten years of work were especially revealing. In the earliest schedule Zone 1 had the highest percentage of jobs categorised as 'the same' at both points in time but Zone 4 were behind them in second place. Zone 3 pupils were, again, easily the most ambitious for the 3-year period and, even though Zone 4 led in expectations of supervisory posts in ten years' time, at this point, too, Zone 3 appeared to be still the most ambitious. Later, the replies of the workers and full-time Further Education students indicated that the Zone 3 respondents had retained their higher level of aspiration and optimism, with Zone 2 in second place. On the other hand, a forward-looking, protracted job progression was obviously anticipated more by the A Band than the B Band pupils, but the attraction of, and impetus imparted to the less academic pupils by courses provided by the Colleges of Further Education was obvious in the replies to Schedule 9.
To return to the question at the beginning of this section, then - 'Are ambition, ability and willingness to look and plan ahead still significantly linked with social class?' - the material assembled here appears to confirm that this is so, but it cannot be considered a completely unequivocal answer. The consistently high score of the Zone 3 pupils, for instance, both in education and at work, is an unexpected and intriguing feature of the Zone analysis. At the same time, the repeatedly higher aspirations and take-up of educational opportunities on the part of the A Band rather than the B Band pupils suggests that Band identity is more influential than Zone. The critics of banding methods of organisation might argue that this is because the system itself has determined the young people's expectations - in the same way that Veness found that the Grammar and Technical School pupils gave significantly more ambitious responses than the Secondary Modern. Littleover School did, however, conduct a regular review, with some movement between the Bands, and, as mentioned previously, Mathematics was taught in 'sets' rather than Bands. The examination results, too, did not reveal any clear-cut division in attainment between A and B Band pupils. For instance, 18 of the A Band pupils failed to gain any 'O' levels at all, whilst 20 of those who did so achieved only one Pass and a further 13 only 2. On the other hand, 3 B Band pupils were awarded one 'O' level Pass. There were also 4 candidates from the B Band who obtained 2 CSE Grade 1's and 6 obtaining one. It would seem to be the case, however, from the FE analysis, that the less academically-able child living in Zone 3 or 4 was rather more positively orientated towards education than his counterpart in Zone 1 or 2.

The comparisons of groups on a Housing Zone v School Band basis, therefore, have led to some interesting
findings, but it would be helpful if other factors such as those mentioned on p 184 could be investigated in future research projects, either with regard to this particular cohort, or other similar studies. Aspects which could be monitored by a school, for instance, might usefully include:

- the involvement of parents with regard to Parents' Evenings, PTA, etc;
- ethnic differences;
- parental attitudes as they became apparent in their contacts with school;
- number in family and experiences of older siblings.

Even using the simple Housing Zone v School Band method as devised for this survey, further analyses by correlating Zone with Band might also reveal interesting differences and similarities which the present basis of analysis has left uncovered. After having decided upon a suitable method of selection, a more intensive study, using interview techniques, of a smaller group of pupils, could also provide further insights in this respect. Again, difficult as it might be to do, a 'follow-up' enquiry of this group of young people might yield material which could add to the knowledge of career development when compared with the findings of this study.
CHAPTER 9

Other Issues Explored in the Survey

This chapter presents the findings on the range of issues explored in the schedules on the themes of:

- The relationship between socio-economic status and the use of school careers facilities
- The contribution of Careers Education to the development of self-knowledge
- The contribution of Careers Education to the development of job knowledge
- The contribution of Careers Education in the making of subject choices in the Third Year
- The pupils' assessments of the School's Careers Programme
- The transition from school to work
- Relationships between school records, types of jobs and attitudes to work
- Girls' perceptions of the labour market and their future

These are considered in turn and although, again, allocation to Bands and Zones is only one means of distinction, it was found to be a useful way of comparing groups where it appeared appropriate to do so. Also, a great deal of data were collected, only part of which is used to illustrate the main features of these findings.
9.1 The Relationship between Socio-economic Status and the Use of School Careers Facilities

(Are the careers facilities in school made more use of by higher social groups?)

This section examines, firstly, the extent to which this group of young people voluntarily took advantage of the careers facilities available in school, and compares this, were appropriate, with their use of outside agencies. Secondly, it attempts to assess their attitude and reaction.

After a careful consideration of all the material relevant to these two themes the findings are generally in line with those of Chapter 8.

For example, the Careers Room was used more often by pupils in Zones 3 and 4. It will be recalled from Chapter 7 (Table 4) that they were asked about the use of the Careers Room on three occasions - at Schedules 1, 4 and 7 - and it must be borne in mind that this would depend mainly on the pupils' own efforts to go voluntarily during the lunch-time break. Whilst the rate of positive replies was high in all Zones at Schedule 1, by the time of completion of Schedule 7 Zones 3 and 4 had the highest percentages of positive replies. On the Band analysis, however, the B Band's percentage, compared with the A Band, fell away progressively from Schedule 1 to Schedule 7, to the extent that 56.7 per cent only of B Band as against 73.3 per cent of A Band pupils said that they had used the Careers Room or consulted Careers staff about jobs and/or training during their 5th Year. The Band analyses also revealed a clearly definable trend in the level of activity between A and B Bands in the quantity of job research undertaken. At Schedule 4, Questions 20/21, a total of 68.9 per cent of A Band against 50.8 per cent of B Band claimed to have investigated 1, 2, 3 or 4 different jobs.
When, at Schedule 7, Question 29, the respondents were asked to comment on the overall usefulness of the Careers Room, once more Zones 3 and 4 and A Band appear to have derived the most benefit (see Tables 36 and 37, p 228).

On the subject of Link Courses, too, attendance at which was not compulsory, the motives and opinions of pupils in Zones 3 and 4 appear to have been the most positive. Whilst a total of 61 (43.3 per cent) said it had been useful because it 'gave an idea of the type of work', the generally higher percentages of Zones 3 and 4 indicating their awareness of the work and Further Education experience that the course had provided led to the conclusion that the young people most receptive and gaining most from the Link Courses resided in these Zones, and, equally, were more likely to have been A Band pupils.

Again, Zones 3 and 4 were most in evidence with regard to their use of school-based sources for the origins of their job ideas (Schedule 1, Question 8; Schedule 4, Question 19 and Schedule 7, Question 27). For instance, they made the most use of the Careers Exhibitions and careers literature - but it appears that members of all the Zones found at least some aspects of school provision appropriate to their needs. Thus, it seemed that Visiting Speakers, Link Courses and Careers Officers were very useful to the pupils of Zone 1 in Year 5, and it was noticeable that Zone 2 mentioned family and friends as sources of information, but included, also, Careers and other teachers, Careers Officers, Visits to Works and Visiting Speakers. Nevertheless, as before, the Band analyses revealed a much more clearly definable pattern. In Schedule 1, a higher percentage of the A Band than the B Band underscored all sources of information except 'Other family' and 'Friends of Parents' - where the percentage was about the same - and 'Relatives of friends' and 'Television'. Thus, the A Band pupils
**TABLE 36**

<table>
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<th>Zone</th>
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<th>%</th>
<th>No</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>No</th>
<th>%</th>
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<th>%</th>
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<td>37.8</td>
<td>17</td>
<td>48.6</td>
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<td>37.8</td>
<td>17</td>
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**TABLE 37**

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displayed, at this crucial time of choosing and embarking on examination subjects, their greater personal involvement and eagerness to acquire information from whatever sources were available, whether at home or at school. Later, at Schedules 4 and 7, parental influence declined more in the A Band than the B Band and family and out-of-school influences, generally, were mentioned by the B Band more often than by the A Band pupils, whilst the A Band continued to lead on most of the school-based sources of information.

At the same time, it was quite clear from the answers given for wishing to stay on into the 6th Form (Schedule 7, Question 10) that the 'opportunities offered for guidance at school' were not in the forefront of their minds at this stage. The 50 pupils saying that they expected to stay at school were basing their decisions principally on the criteria of familiar environment and subject availability.

However, the method of obtaining a job, on the part of the 36 who had by the time of completion of Schedule 6, Question 6(c) managed to do so, appeared to reflect school influences more than any other. A job obtained through family influences or connections was mentioned only five times against the clearly school-based 23. Most of these - 17 - were obtained by 'writing to enquire', which the young people were repeatedly urged to do from October onwards in their 5th Year.

Unfortunately, though, it was not possible to draw any firm conclusions from either a Zone or Band analysis because, firstly, Zone 4 would have had a higher proportion of pupils than the other zones who would not have been seeking jobs at this time. Secondly, the slightly higher proportion of A Band than B Band pupils obtaining jobs, together with the considerably higher proportion gaining employment by 'writing to enquire',
could have been as a result of their, presumably, higher level of ability. Nevertheless, it was interesting to note the overall relative success of the Zone 3 pupils in obtaining employment, bearing in mind, also, their high take-up of post-16 full-time education.

From replies to other questions related specifically to the interview with the Careers Officer, visits to works and visiting speakers, it could be argued that such structured elements of the Careers provision helped to redress the balance to some extent in that Zone reactions on these items were more mixed.

Responses regarding help from the Careers Office - Schedule 7, Question 30 - to whom all pupils had access in school in their 5th Year, whilst showing the, by then, familiar pattern of greater satisfaction on the part of the A Band pupils, indicated that Zone 4 pupils were, apparently, the least satisfied of the Zones. One possible explanation for this might be that the less able from Zone 4 were having problems in finding job opportunities which were consistent with their capabilities as well as being socially acceptable to themselves and their families.

With regard to the careers visits which were officially organised by the school, it must be remembered that there was no element of choice involved in the 4th Year visits (Schedule 5, Questions 14, 15 and 16), and as no pupil had more than one visit it is not surprising that only 17 out of 144 (11.8 per cent) had their prior work interests catered for specifically. Nevertheless, a further nine (6.2 per cent) 'became interested' as a result of a careers visit. It could be argued that such a seemingly small 'return' for the time and expense involved in taking a total of 144 children out of school on works visits is not justifiable, but, as
Kirton contended, career decisions should be based on the widest possible basis of knowledge. The fact that 13 pupils had their interest confirmed or increased, that four came away with 'second thoughts' and that nine had their interest aroused would seem to indicate the need for such visits to be increased rather than reduced or discontinued. The responses suggested that Zone 3, followed closely by Zone 1, and B Band, marginally, gained most in terms of direct benefit, but their opinions on the visits - Schedule 5, Question 17 - revealed variations in general attitudes. Zone 2 was high on 'informative', whereas Zone 4 was highest on 'interesting' and 'entertaining', but also high on the negative comments 'dull', 'of no interest' and 'of no help'. 'Of no help', however, could well have been merely a factual statement rather than necessarily an adverse comment on the quality of the visit itself and, overall, the unfavourable comments of 'dull' and 'of no interest' were comparatively few. The Band analysis, again, proved to be more clearly defined, with the A Band consistently making the more favourable comments and less likely to pronounce the visits 'dull'. On the other hand, the bulk of the 'no interest' and 'no help' replies also appeared in the A Band group.

In the 5th Year - Schedule 7, Question 2(b), (c) and (e) - when there was more opportunity for 'self-selection', the initial interest was about three times as high as in the 4th Year and the interest generated as a result of a visit was more than doubled. As in Year 4, the Band analysis showed that a higher percentage of B Band pupils seem to have considered themselves suitably catered for but Zone 1 appears to have fared rather better in this session than Zone 3. Zone 2 was, once more, in fourth place.

The analysis of the comments on the 4th Year Visiting
Speakers programme, however, (Schedule 5, Question 21) revealed that Zone 2's reaction was much more favourable to the speakers than to the visits, with the most negative reaction coming from Zone 3. The Band analysis, on the other hand, retained its consistency, the A Band being generally ahead of B Band on its positive verdicts, but also, this time, generally below on its negative comments.

In the 5th Year, the pupils' responses could be said to indicate that the widely varying interests of such a large group were at least fairly, if not adequately, represented (Schedule 7, Questions 4, 5(b) and 7). A total of 45.6 per cent acknowledged a prior interest at least once (Tables 38 and 39, p 234), and it will be noted that the percentage for each Zone clustered comfortably around this average. The Band division showed that A Band seems to have been rather the better pleased. In reply to the further question - 'Did you become interested in a particular job, training or place of work as a result of a talk?' (Question 7) - 37 of the respondents (21.6 per cent) said that they had, with percentages for each Zone and Band being very similar.

Thus, to sum up, Zone 3's response to the Visiting Speakers was the most negative, as was Zone 4's to the Careers Officer, and again, Zone 4 varied most with regard to Careers Visits - whilst Zone 1, particularly, had a distinctly improved reaction to what could be regarded as these more structured elements of the Careers provision. What is quite clear, however, is that, almost without exception, the A Band pupils found the school resources of more value to them than the B Band pupils. Only in the area of Careers Visits does it appear that B Band children were the better satisfied.

On the bases of assessment used here, therefore, it
would appear that the use of school-based facilities for careers guidance was more obviously in line with Band allocation than the pupils' residential neighbourhood.
5TH YEAR VISITING SPEAKERS - PUPILS' REPLIES
TO "DID ANY VISITING SPEAKERS REPRESENT ANY
PARTICULAR INTEREST(S) OF YOURS BEFORE YOU
HAD THE TALK?"
(Schedule 7, Q 4) - allocated to Zone

<table>
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<td>%</td>
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<td>%</td>
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<td>%</td>
</tr>
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<td>12 42.8</td>
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</tr>
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<tr>
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<tr>
<td></td>
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5TH YEAR VISITING SPEAKERS - PUPILS' REPLIES
TO "DID ANY VISITING SPEAKERS REPRESENT ANY
PARTICULAR INTEREST(S) OF YOURS BEFORE YOU
HAD THE TALK?"
(Schedule 7, Q 4) - allocated to Band

<table>
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<td>%</td>
<td>No</td>
<td>%</td>
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<tr>
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<td>Missed one of interest</td>
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</tr>
<tr>
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<td>13 100.0</td>
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</tbody>
</table>
Objective self-assessment is a very difficult exercise and a lack of correspondence between pupils' replies regarding their physical condition and the school records was immediately evident, but the desire for self-improvement was equally obvious, not only with regard to academic level but also personal characteristics and social relationships.

It was no occasion for surprise, therefore, to find that in some instances, the children's replies at Schedule 1, Question 7, concerning problems of health and physique, did not tally with their individual records. There were 52 admissions altogether, mostly eyesight, with eight acknowledging more than one, whereas the records mentioned another 13 conditions such as speech and hearing defects, arthritis, chest weaknesses, excessive weight and a generally poor state of health which were not included in the pupils' own answers. A 'slight handicap in both legs, waist down' was how a spastic pupil described her disability and another referred to her 'heart and chest deformity simply as 'heart trouble'.

On the other hand, the evidence from Schedule 2, Question 9, would appear to suggest that the desire for self-improvement was fairly strong, only five respondents neglecting to answer this question, and whilst changes in habits that would boost their academic achievement were clearly uppermost in their minds, their replies showed an understanding of the importance of other personal characteristics.

There were also 15 personally chosen additions which were mostly variations of the suggested items, but such repetition probably indicates a greater degree of concern
than teachers are, possibly, always aware of. Some were study-related, eg 'Cook at home', 'try hard in Maths', 'revise more'; or concentration-related - 'not talking so much', 'don't laugh so much', 'settle down a little'. 'Stop worrying over homework', though, serves as a reminder of the pressures experienced, but often unmentioned, by the conscientious, academic pupil. Other comments revealed another important preoccupation of this age group, which is to have successful relationships with other people -

'Think of others'; 'consider the feelings of others'; 'be even more sociable'; 'communicate with others better'; 'try to be more happy'; 'try not to be selfish and respect other people's views'; 'try to talk to people more'; 'not very talkative make more conversation'.

For the majority their expected and 'ideal' jobs were the same, and in reply to Schedule 1, Question 12 - 'If you could have any job you wanted and did not have to bother about money, qualifications, or anything else, what would you choose?' - 'glamorous' or unusual jobs were seldom mentioned. Although some rather unlikely ones - professional footballer, professional cricketer, judge, film producer - were aspirations often accompanied by a certain amount of optimism, the would-be film star, Prime Minister and lumberjack were quite sure that these ideas were fantasies. Thus, many 'ideal' jobs were ordinary enough and the attractions equally reasonable. 'Excitement' and 'travel' made their appearance in the answers, but 'meeting people' or 'helping people' or 'working with children' were the more likely reasons.

The proportion of this group not replying to this question along the same lines as their 'real' job ideas is a little higher than Ryrie's, 41 per cent, but not as high as the 50 per cent of Roberts' sample. Without wishing to deny that some of the comments made by both Ryrie et al (see page 50) and Roberts (page 61) could well apply to some of these respondents, the crucial
evidence which appears to go against Roberts' conclusion is the large proportion who thought that their 'ideal' job was a real possibility. As many as 103 (59.2 per cent of the 174 replies) thought it was capable of attainment, some replying a straightforward 'Yes' and/or they intended to apply, some that they would undertake or that they were already undergoing training, and others that they would achieve their objective if they worked hard and/or obtained the qualifications required. A further 20 respondents replied that they thought there was some possibility or that they 'didn't know', whilst only 34 said that there was little or no likelihood of obtaining their 'ideal' jobs. Unfortunately, some were out of reach academically, so, not surprisingly, later performance in examinations and jobs/training entered showed that 50 of the 174 'ideal' jobs (28.7 per cent) considered a possibility were unattainable, and, in line with the findings in Chapter 8, a much higher proportion of B Band and Remedial pupils had to lower their sights (see Table 40, p 238).

The same pattern showed itself in the estimation of examination results, as B Band pupils were much more likely to over-estimate and less likely to under-estimate their examination performance than the A Band pupils. An analysis of the examination results (Schedule 5, Question 1), showed that out of the 1,160 subject grades expected by the pupils, 339 (29.2 per cent) proved to be correct, a massive 653 (56.3 per cent) proved to be over-estimated and only 159 (13.7 per cent) under-estimated, with 9 (0.8 per cent) 'Don't knows'. Subjects and grades not given could not be counted, but if the reply was given as '0 level' and the pupil subsequently took CSE only, this was classified as an 'over-estimate'. The distribution over the Bands is shown in Table 41 (p 239). Again, it was apparent that the B Band pupils were much more likely to over-estimate their prospects than the A Band. The Remedial group was better but mostly because these pupils knew that they would be taking very few examinations.
TABLE 40

NUMBERS OF PUPILS RELATED TO BAND WHO APPEARED TO BE OVER-OPTIMISTIC IN CONSIDERING THEIR 'IDEAL' JOBS ATTAINABLE, AND WHOSE 'REAL' JOB ASPIRATIONS (Schedule 1, Q 6) WERE THE SAME

<table>
<thead>
<tr>
<th>Band</th>
<th>'Ideal' and 'real' job aspirations the same</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Band</td>
<td>'Ideal' and 'real' job aspirations the same</td>
<td>10 out of 24 (41.7%)</td>
<td></td>
</tr>
<tr>
<td>B Band</td>
<td>'Ideal' and 'real' job aspirations the same</td>
<td>14 out of 19 (73.7%)</td>
<td></td>
</tr>
<tr>
<td>Remedial</td>
<td>'Ideal' and 'real' job aspirations the same</td>
<td>4 out of 5 (80.0%)</td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td>'Ideal' and 'real' job aspirations the same</td>
<td>1 out of 2 (50.0%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29 out of 50 (58.0%)</td>
<td></td>
</tr>
</tbody>
</table>

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## Comparison of Actual Examination Grades Obtained with Pupils' Expectations

(Schedule 5, Q 1) - allocated to Band

<table>
<thead>
<tr>
<th>Band</th>
<th>Pupils' Expectations</th>
<th>Actual Results</th>
<th>Did not Know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>A BAND</td>
<td>235 33.9</td>
<td>339 48.9</td>
<td>116 16.8</td>
<td>3</td>
</tr>
<tr>
<td>B BAND</td>
<td>90 21.7</td>
<td>284 68.4</td>
<td>38 9.2</td>
<td>3</td>
</tr>
<tr>
<td>REMEDIAL</td>
<td>8 36.4</td>
<td>9 40.9</td>
<td>2 9.1</td>
<td>3</td>
</tr>
<tr>
<td>UCLASSIFIED</td>
<td>6 20.0</td>
<td>21 70.0</td>
<td>3 10.0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>339 29.2</td>
<td>653 56.3</td>
<td>159 13.7</td>
<td>9 0.8</td>
</tr>
</tbody>
</table>
It could be argued that it is unreasonable to expect a high percentage of absolutely correct predictions, so the replies were also examined to establish how many of the forecasts were incorrect by more than one grade. Division among the groups on this basis still showed excessive over-estimation was more prevalent in the B Band than the A Band and the incidence of under-estimation was much lower.

The need for and provision of guidance in order to arrive at well-considered realistic decisions did not, however, appear as prominent reasons for either wishing to stay in the 6th Form or to go to College of Further Education. Familiarity seemed to be the most important factor for the potential 6th Formers, with the different environment and better facilities being the attractions of College. Later, at Schedule 9, Question 4, all of the respondents on FE courses maintained that they had made the right decision in leaving school and going to College. The most popular reason stated at this stage for starting FE courses (Question 3) was the wish 'to improve qualifications', but a comparison of the numbers choosing the other reasons with those selected in Schedule 7 showed a high level of stability in their views.

Perhaps it could be argued, therefore, that the FE students had managed to assess themselves adequately enough to make the best choice of course and environment for their individual needs. Nevertheless, it could not be concluded from the items considered in this section that the pupils had an acceptable level of self-knowledge.
9.3 The Contribution of Careers Education to the Development of Job Knowledge

(Does Careers Education help develop greater job knowledge?)

Michael Kirton's research had led him to conclude that pupils who had referred to literature for careers information were likely to have a better level of job knowledge than those who had not done so. Therefore, as a useful stock of such information had been available to, and had apparently been used by, the Littleover pupils, one would expect to find that their understanding of the qualifications and training their job choices were likely to require could be adjudged reasonably accurate and complete.

However, of the 160 responses at Schedule 1, Question 20(a), concerning entry qualifications, 27.5 per cent gave accurate answers, 54.4 per cent were, apparently, not in possession of complete information, and 18.1 per cent had incorrect ideas, admitted they did not know, or failed to answer the question.

Equally, a comparison of Question 20(b) with Schedule 4, Question 9, did not indicate any development in knowledge, during the intervening period, concerning further education and training - as will be seen from Table 42 (p 242).

Thus, an assessment of the pupils' responses regarding the entry qualifications and further training required for the jobs they were hoping to do showed that only about one in four answers demonstrated an accurate idea of either and that over a half demonstrated incomplete or only vague knowledge. The remainder, if they replied, gave inaccurate answers or admitted that they did not know.
## Table 42

Assessment of Accuracy of Pupils' Beliefs Regarding Training Required for their Chosen Jobs (Schedule 1, Q 20 (b) and Schedule 4, Q 9)

<table>
<thead>
<tr>
<th>Category</th>
<th>Sch 1, Q 20 (b)</th>
<th>Sch 4, Q 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Well-informed</td>
<td>4</td>
<td>24.4</td>
</tr>
<tr>
<td>Accurate</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Incomplete</td>
<td>43</td>
<td>51.2</td>
</tr>
<tr>
<td>Vague</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Inaccurate</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>No knowledge/don’t know</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No reply</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Number not replying to Sch 1, Q 20 (a)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>160</td>
<td>100.0</td>
</tr>
</tbody>
</table>
By April of their 5th Year, however, most of them expected to need and receive training (Schedule 4, Questions 20 and 39), and if the intention was to continue in full-time education, they considered correctly that their proposed courses were related to their intended careers. Of those going to work, though, only 40 per cent reported College-based training for their jobs, compared with the 50 per cent who had expected to receive it, whilst 37 per cent of the young workers were in receipt of minimal training only.

These figures merely add weight to the criticisms of many people, in addition to Bazelgette, regarding the low level of training facilities afforded by British employers to their young workers, particularly where such provision is not directly in line with their value in terms of job-related expertise.

Their knowledge of local industry, also, at Schedule 2, Question 1, could be considered poor from a Career Teacher's point of view, considering that the topic had been supposedly covered in considerable depth during Year 3, but their beliefs about the relevance of their favourite subjects and hobbies (Schedule 1, Questions 16 and 17) were judged to be generally accurate. It was interesting to note, in this connection, that whilst expectations of correlation of interests and hobbies with likely future jobs had decreased at Schedules 7 and 9, where the young people had encountered the reality of work - Schedule 8 - the correlation with personal inclinations was very noticeably less.

On the assumption that the utilisation of natural aptitudes and talents is an important element of job satisfaction, these findings could be said to support the contention of Roberts and Willis et al that, for the majority of people, the expectation of personal fulfilment from work is an unrealistic aspiration.
From the pupils' point of view, the majority did not, at the beginning of their 5th Year, assess their job knowledge as adequate, but, by the end of their 5th Year, their own assessment of the adequacy of their job knowledge had increased considerably:

<table>
<thead>
<tr>
<th>Schedule 4, Question 22</th>
<th>Schedule 7, Question 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enough</td>
<td>21.5 per cent</td>
</tr>
<tr>
<td>Not enough</td>
<td>37.8 per cent</td>
</tr>
<tr>
<td>Not sure</td>
<td>36.7 per cent</td>
</tr>
<tr>
<td></td>
<td>48.0 per cent</td>
</tr>
<tr>
<td></td>
<td>14.6 per cent</td>
</tr>
<tr>
<td></td>
<td>30.4 per cent</td>
</tr>
</tbody>
</table>

However, answers at Schedule 7 from those who had obtained jobs showed lack of knowledge in some areas, notably regarding pay, increases, holidays and promotion prospects, although there were some very detailed answers regarding the tasks they thought they would be expected to do. Those who had not obtained jobs at that point also demonstrated a good level of knowledge on training required and work tasks involved, but again, not with regard to the future possibilities. Some of these gaps in knowledge were still apparent in the following spring when Schedule 8 was completed. Arrangements for pay increases and holiday entitlements were still not known, and sometimes unnecessarily pessimistic views were held of promotion prospects. By this time their own rating of the adequacy of their job knowledge on the point of leaving was also lower -

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enough</td>
<td>42.9 per cent</td>
</tr>
<tr>
<td>Not enough</td>
<td>34.2 per cent</td>
</tr>
<tr>
<td>Not sure</td>
<td>22.9 per cent</td>
</tr>
</tbody>
</table>

although there was a lack of suggestions as to what else they should have known. Most of the items mentioned were specific jobs or job areas in which they were personally interested, but it was noted that 20 out of the 40 less-than-satisfied young workers failed to answer the question.

The Further Education students were better satisfied -

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enough</td>
<td>57.7 per cent</td>
</tr>
<tr>
<td>Not enough</td>
<td>30.8 per cent</td>
</tr>
<tr>
<td>Not sure</td>
<td>11.5 per cent</td>
</tr>
</tbody>
</table>

Their suggestions were more general than those of the
workers, but it was noticeable that little use had been made of the College Careers Advisory Service. Combined the figures showed that 46.9 per cent were satisfied, 19.8 per cent were not sure, and 33.3 per cent were not satisfied. Consequently, a third of the respondents reported that they had not had enough job information before leaving school.

Nevertheless, the rate of job satisfaction was high. Whereas Carter found very little job satisfaction in his survey and a high incidence of job change in the first year, of the 70 respondents in the present study 55 (78.6 per cent) were still in their first job, that is approximately 9 months after leaving school, and only one - a girl who had been doing temporary work prior to joining the WRAF - had had three jobs. None of the remaining 14 had been employed in more than two jobs. The proportions are directly in line with Keil's Leicestershire group. Asked specifically if they liked their jobs (Schedule 8, Question 7) the majority were apparently quite well satisfied (see Table 43, p 246).

It appears, also, that for most of them there had not been any noteworthy surprises or shocks and, in any case, some of the unexpected features were not unpleasant ones as they included such comments as 'more variety', 'more friendly' and 'enjoy dealing with clients'. One unfavourable comment was that it 'was not a permanent job', but usually the complaints concerned working conditions such as long hours, 'menial' work, 'not being treated like an adult', and being 'everybody's dogsbody'.
PUPILS' REPLIES TO 'DO YOU LIKE YOUR JOB?'
(Schedule 8, Q 7)

<table>
<thead>
<tr>
<th>Response</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>30</td>
<td>42.9</td>
</tr>
<tr>
<td>Quite good</td>
<td>22</td>
<td>31.4</td>
</tr>
<tr>
<td>All right</td>
<td>14</td>
<td>20.0</td>
</tr>
<tr>
<td>Not much</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>No reply</td>
<td>1</td>
<td>1.4</td>
</tr>
</tbody>
</table>

70 100.0
Nevertheless, one must remember that the time lapse between starting work and completion of this Schedule was short enough for the initial sense of euphoria, as mentioned by Bazalgette, still to be operating. However, the fact that 51 (72.9 per cent) claimed to have found their jobs much as they had expected would seem to go some way towards negating this argument.

On the whole, their first experiences of working life do not appear to have been too bad, replies to Questions 30 and 31 of Schedule 8 yielding 143 favourable comments compared with 56 unfavourable ones. As Keil found, the attractive features seem to have far outweighed the unattractive ones, and the job tasks themselves are obviously important to the young people, however expressed, whether in terms of enjoyment, job expertise or variety. It was also interesting to find that contact with people maintained its place, providing further evidence that relationships at work, though not given much consideration whilst in the companionship of the school community, seem to be vital to the integration of the new young worker. Good pay and working conditions were appreciated by some, but a high percentage also derived satisfaction from being given the opportunity to assume some responsibility. The 'Dislikes' were, again, very similar to Keil's, showing virtually the reverse side of the coin in that poor working conditions, particularly long hours, lack of variety and unpleasant colleagues feature most prominently - but only two respondents complained about low pay.

One must conclude, therefore, from the replies received from the workers, that, although it could be argued that the school's work in this area should be intensified, there was evidence to suggest the school was making a useful contribution in the promotion of job knowledge.
9.4 The Contribution of Careers Education in the Making of Subject Choices in the Third Year

(Does Careers Education help in the making of subject choices in the Third Year?)

It will be recalled from Chapter 4, that the pupils received guidance in their 3rd Year regarding subject qualifications and requirements for a wide variety of careers, in preparation for the courses in Years 4 and 5. Appendix 16 is a copy of the booklet issued to this group of pupils and their parents, which gives an outline of the content of the courses and the options which were available for 1976/78. The children were given further information in the form of short talks by the various Heads of Departments during school hours, and two evening sessions were also arranged for their parents (the children being able to accompany them if their parents so wished).

It will be remembered, also, (p 46), that Reid et al had concluded from their survey that whilst definite career plans had not determined subject choices, job possibilities had certainly had a bearing on the decisions taken. It was found in this study, however, that a higher proportion of the respondents had more firm ideas about intended careers (87 per cent against 60-68 per cent) than theirs - but it is possible that their recollections were biased, unintentionally, by job plans which had been formulated after their subject selections. If this is so, there would appear to be a period of great 'decision-making' activity in this period, particularly when one considers that 39 per cent retained their choices through to 16+, compared with, say, the 7 per cent of McCreath's pre-subject choice sample (quoted by Reid et al).

However, replies to Schedule 1, Questions 3 and 4, concerning favourite and least-liked subjects in Years 3 and 4, showed from a comparison of their most liked
subjects in or up to Year 3 as against Year 4 that
to be continued, the same favourite subject being
mentioned 187 times in Year 4. In all, only 21
favourite subjects were discontinued because they were
considered not to be essential. Equally, a comparison
of their least-liked subjects (Question 4), revealed
that unpopular subjects had been abandoned. If con­tinued, it was in almost every case because it was
compulsory, ie English or Maths. From these answers
it would appear that it is futile to expect children
of this age to abandon school subjects they enjoy or
to resist the opportunity to rid themselves of subjects
they do not like in the interests of a possible
advantage at some time in the future.

On the other hand, as Reid and Ryrie, the reasons given
for choice of subjects at Schedule 1, Question 15, were
quite often two-fold, in that they both wanted to do
them and thought that they were necessary for their life
after school, eg —

'Nursing needs 2 Sciences.
These are my best 2.'

The variations are shown in Table 44, (p 250).
**PUPILS' REASONS FOR CHOICE OF SUBJECTS**

**IN YEARS 4 AND 5**

(Schedule 1, Q 15)

(Total possible replies) (915)

<table>
<thead>
<tr>
<th>Reason</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoy it/interesting</td>
<td>258</td>
<td>28.2</td>
</tr>
<tr>
<td>Enjoy and necessary for job</td>
<td>35</td>
<td>3.8</td>
</tr>
<tr>
<td>Enjoy and might be necessary for job</td>
<td>23</td>
<td>2.5</td>
</tr>
<tr>
<td>Necessary or might be necessary for job</td>
<td>148</td>
<td>16.2</td>
</tr>
<tr>
<td>Important</td>
<td>12</td>
<td>1.3</td>
</tr>
<tr>
<td>Useful – an advantage</td>
<td>15</td>
<td>1.6</td>
</tr>
<tr>
<td>Enjoy and important</td>
<td>6</td>
<td>0.7</td>
</tr>
<tr>
<td>Good at it and enjoy</td>
<td>14</td>
<td>1.5</td>
</tr>
<tr>
<td>Quite good and enjoy</td>
<td>8</td>
<td>0.9</td>
</tr>
<tr>
<td>Subject appealed</td>
<td>31</td>
<td>3.4</td>
</tr>
<tr>
<td>Good/quite good at it</td>
<td>24</td>
<td>2.6</td>
</tr>
<tr>
<td>Enjoy and might be useful</td>
<td>11</td>
<td>1.2</td>
</tr>
<tr>
<td>Practical</td>
<td>9</td>
<td>1.0</td>
</tr>
<tr>
<td>Intrinsic value of subject mentioned</td>
<td>77</td>
<td>8.4</td>
</tr>
<tr>
<td>Variation/balance of subjects</td>
<td>10</td>
<td>1.1</td>
</tr>
<tr>
<td>For additional 'O' level</td>
<td>6</td>
<td>0.7</td>
</tr>
<tr>
<td>Will need it when married</td>
<td>9</td>
<td>1.0</td>
</tr>
<tr>
<td>Advised</td>
<td>10</td>
<td>1.1</td>
</tr>
<tr>
<td>Easier</td>
<td>7</td>
<td>0.8</td>
</tr>
<tr>
<td>Best available</td>
<td>62</td>
<td>6.8</td>
</tr>
<tr>
<td>Quite good at it and enjoy</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Good at it and necessary</td>
<td>3</td>
<td>0.3</td>
</tr>
<tr>
<td>Useful and interesting</td>
<td>2</td>
<td>0.2</td>
</tr>
<tr>
<td>Enjoy/an additional 'O' level</td>
<td>3</td>
<td>0.3</td>
</tr>
<tr>
<td>Don't know</td>
<td>8</td>
<td>0.9</td>
</tr>
<tr>
<td>No reason</td>
<td>2</td>
<td>0.2</td>
</tr>
</tbody>
</table>

Total responses 794 86.8
To summarise - again, very much in line with Reid and Ryrie - enjoyment or interest was mentioned most often, i.e. 360 times altogether, with the appeal of a new subject appearing 31 times. Specific job relevance was next - 206 times, and importance/usefulness/practicality was given 66 times. Particular aptitude or ability appeared only 50 times but specific features of subjects, which have been classified as 'intrinsic' qualities, were given 77 times. Options which were the 'best available', either because a chosen course was full or because of the option group arrangement numbered 62.

This means that out of the total of 183 respondents' option choices (915 in all), 6.8 per cent could be considered 'Hobson's choices', or, expressed another way, an average of almost one in three pupils had 'chosen' one subject which was not really wanted. These are markedly smaller proportions than those of Ryrie's sample.

Later, in Schedule 5, Question 2, by which time the pupils had pursued their courses for a year, they were asked if they considered that they had made a good choice of subjects for their 4th and 5th Years. Out of the total respondents (178), 119 (66.9 per cent) thought that they had made the right selection, one did not know and one did not reply. Of the remaining 57 (32 per cent) less-than-completely-satisfied customers, 53 went on to add at Question 3 the subjects they had made a mistake about. The reason given for dissatisfaction was, usually, that either they 'could not do it' or it had 'become difficult'. Only four times did the description 'boring' crop up and only once was dissatisfaction attributed to a 'clash with the teacher'.

16 pupils then reported at Question 5(a) and (b) a
total of 21 transfers between them, either of subject or level. Although five of these transfers, from their point of view, were still not satisfactory, only four thought they would have any effect on their present choice of occupation, and two thought that the change would actually improve their prospects. If no change had been made (Question 6) the most common reason given for this was that it was too late in the course.

It is unfortunate that in a 2-year examination course the inability to cope does not always make itself apparent early enough for the pupil to be able to make up the work missed in another course. There is also the problem of time-table differences because, obviously, any changes made have to be between subjects within the same option group. Then there is the question of whether there is space available in the class wanted. Once committed, therefore, it is very difficult to make a change. The reasons for the reply 'Not allowed to' are not known, but would most likely have arisen as a result of these difficulties, although pupils are counselled not to change if it is thought not in their best interests to do so.

However, by this time 26 pupils considered they had done the best thing in keeping to their original choice (Question 7); one thought it had been for the best and one did not know. This leaves nine who were not satisfied but had made no change. Thus, at this point, it can be said that 14 pupils of the total 178 are known to have been still dissatisfied with their chosen subjects, ie 8 per cent.

Asked, again, their reasons for wishing they had changed to something else (Question 8) their answers inclined rather more to a consideration of utility and relevance to work than to interest.

Up to this stage of the study, of course, these pupils
still had no great fear of not being able to get work of the type they required provided they had the necessary qualifications, subjects, personal attributes, etc. Neither was the pressure then being applied, as now, of the need to take certain subjects because these were demanded by the ever-diminishing number of jobs that would be available in the future. Given a reasonably buoyant job market, these findings lend their support to those who believe that careers guidance does help children choose their subject range more wisely and helps to sustain their level of motivation.
9.5 The Pupils' Assessments of the School's Careers Programme

(What is the value of the School's Careers Programme viewed in retrospect and in the light of practical experience?)

It does not appear from the literature reviewed in Chapter 2 that pupils have been impressed with the efforts made by the schools to help them make the transition from school to work. Carter found an attitude of "pained resignation" to the lack of assistance and Kirton's sample wanted "lots more" information. Ross had an average of 71 per cent saying that they would like more help and Keil had 62 per cent saying that the last year at school had not been a useful preparation for work. Bazalgette's respondents seemed to look back on their school as establishments concerned only with processing pupils through an examination system without giving due consideration to the social preparation for the world of work, and Willis considered that much of the careers work he had seen was irrelevant for some children, suggesting that a more personalised approach was required.

Daws' answer, in part, to such criticisms in 1977 was that Careers programmes as such had not been operating long enough to be evaluated. It was only about that time that planned Careers programmes were becoming more widespread, that the need for special training of teachers for careers work was being recognised, and that teachers were being given more opportunities to acquaint themselves with the kinds of work situations their pupils were likely to meet.

The subjects of the present study were asked for their opinions on the Littleover Programme just before leaving (Schedule 7), and then, again, in the follow-up Schedules 8 and 9.
It will be recalled from Section 9.3 that they were asked if they considered that they had had sufficient information about jobs (training also being included in Schedule 9, the Further Education Schedule). Their answers in the schedules now under review are summarised in Table 45 (p 256). Whilst a noticeably higher percentage recorded, as a result of their post-school experiences, that they had not had sufficient knowledge about jobs at the point of leaving school, these figures represent an improvement on the responses made to Kirton and Ross.
PUPILS' OPINIONS AS TO WHETHER THEY HAD HAD ENOUGH INFORMATION ABOUT JOBS/TRAINING BEFORE LEAVING SCHOOL
(Schedule 7, Q 31; Schedule 8, Q 38 (a);
Schedule 9, Q 21 (a))

<table>
<thead>
<tr>
<th></th>
<th>Sch 7, Q 31</th>
<th>Sch 8, Q 38 (a)</th>
<th>Sch 9, Q 21 (a)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>82</td>
<td>48.0</td>
<td>30</td>
<td>42.9</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>14.6</td>
<td>24</td>
<td>34.3</td>
</tr>
<tr>
<td>Not sure</td>
<td>52</td>
<td>30.4</td>
<td>16</td>
<td>22.8</td>
</tr>
<tr>
<td>No reply</td>
<td>12</td>
<td>7.0</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

171 100.0  70 100.0  26 100.0  96 100.0
When both young workers and Further Education students were asked which aspects of the Programme they had found to be most and least useful, (Schedule 8, Questions 38(e) and (f), Schedule 9, Questions 21(c) and (d)), the variety of replies was, again, very wide, with 'Visiting Speakers' and 'Visits' being easily the most appreciated, which corresponds with what Keil's young workers thought should be provided by the schools. On the other hand, the lack of choice was shown by their comments to be a problem and there was little evidence to suggest, as had been detected by Keil, that there was much interest in the world of work in a generalised sense.

The pupils were not asked which areas they had found most useful at Schedule 7 (this item being included later in the finalised version of Schedules 8 and 9, see p 114), but their answers at Schedule 7, Question 35, regarding the least useful areas showed the 'Know Yourself' questionnaires as the least acceptable element of the course, and replies indicated that this impression persisted into the early work and Further Education phases.

The question 'What else do you think you yourself might have done/asked/found out about' (Schedule 7, Question 33, Schedule 8, Question 38(g) and Schedule 9, Question 21(e)), was included for two reasons. Firstly, educational theory places a high value on the efficacy of learning by one's own efforts and activity and, secondly, Kirton's research had indicated that respondents showing the higher levels of general interest and reading of Careers Literature had appeared to have the better levels of job knowledge. However, approximately 50-60 per cent, in each case, replied 'Nothing' or 'Don't Know' or did not reply at all. Whilst no definite conclusions can be drawn – some who replied 'nothing' might have involved themselves in a great deal of personal research – these answers, or lack of them,
indicate that facilities are not necessarily used simply because they are there, even though they might be well-publicised. It will be remembered that a respondent of Green, Keil and Riddell, had wished that she had made more effort herself to sort out her own future (p 76).

On the whole, the final general opinions on the School's careers facilities - Schedule 7, Question 36, Schedule 8, Question 38(h) and Schedule 9, Question 21(f) - were favourable (Table 46, p 261). Only a very small proportion contended that they were 'unnecessary' but the proportion replying 'Not useful personally' or 'Insufficient' appears rather high. A scrutiny of the additional comments asked for at Schedules 8 and 9, however, revealed that these replies were not always as negative as they might at first appear (see Table 47, also p 261), and also provide some insight into the difficulties inherent in the guidance role. A representative range of comments is given below -

'No, there wasn't anything about hairdressing so I think it wasn't useful to me."

'No people in to talk about driving trucks and responsibilities in eg being a truck driver employed by a haulage contracting company.'

'Because I was given information about the Civil Service from my mother.'

'Only interested in the army and airborne, otherwise it would have been useful.'

'I never used the Careers Room much because most of the books and leaflets in there needed more qualifications than what I had O levels etc.'

'The reason I did not find them useful is because I did not have a true idea of what I wanted to do. However, I still think they could have been improved.'

'They were not personally that useful because you couldn't tell me where there was a vacancy for an apprentice (hairdresser) and all that was in the books about qualifications varied at
each place you went to. But it may have helped others in different fields.'

'Not useful at all you've got to learn about work on your own anyway I didn't help me but I got a job straight away when I left school.'

too many glossy, unrealistic leaflets.'

'I found that I used the Careers Room mostly during the third year and there was information about any kind of job that I ever remotely considered. It also supplied information on a person's suitability for a job.'

'The facilities where very useful for people willing to use them properly and the staff were willing to listen to problems, but I think too much time was spent on telling us how to behave at an interview.'

'I think the whole careers programme was useful as it covered a number of things to do with work and helped us to know what to expect.'

'Because you were able to go into the careers room at any time and there would always be someone there to help you and give you advice on whatever you wanted to know.

'... because I made it useful. You've got to be bothered about getting a job, it's like passing your exams. So, therefore, you do your utmost to get as much information as possible, which is available.'

'I think they were very useful because they enabled us to make my final decision on whether to go to FE or to get a job. It gave me information on what qualifications, etc were needed for different jobs that finally made me decide that I had to study further.'

'I think the lessons would be more useful if it was in a more relaxed atmosphere - so pupils could feel that they aren't just other lessons, but something that they can use to help themselves. The careers teachers ought to see each pupil individually once a month or so to talk about careers which they might be suited to or are interested in. Past pupils could be asked into school to talk to small groups of interested pupils on subjects and work which they are doing.'

In general, the pupils' replies to the general question in Schedule 8 - Question 38(c) 'Do you think you had as
much information about the world of work in general as you needed to help you make the change from school to work as smoothly as possible? - could serve as encouragement to Careers Teachers involved in programmes of this type in that their answers were much more favourable than those given by Keil's respondents, 50 out of 70 (71.4 per cent) of the young workers considering that they had been adequately prepared for their move into the working world.
### Table 46

**Pupils' Opinions Regarding Careers Facilities Available in School**
(Schedule 7, Q 36; Schedule 8, Q 38(h); Schedule 9, Q 21(f))

<table>
<thead>
<tr>
<th></th>
<th>Schedule 7</th>
<th>Schedule 8</th>
<th>Schedule 9</th>
<th>Total Schedule 8 &amp; Schedule 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Very useful</td>
<td>25</td>
<td>14.6</td>
<td>11</td>
<td>15.7</td>
</tr>
<tr>
<td>Useful</td>
<td>90</td>
<td>52.6</td>
<td>33</td>
<td>47.1</td>
</tr>
<tr>
<td>Insufficient</td>
<td>10</td>
<td>5.9</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>Not useful personally</td>
<td>24</td>
<td>14.0</td>
<td>17</td>
<td>24.3</td>
</tr>
<tr>
<td>Unnecessary</td>
<td>5</td>
<td>2.9</td>
<td>3</td>
<td>4.3</td>
</tr>
<tr>
<td>Don't Know</td>
<td>1</td>
<td>0.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None underlined</td>
<td>16</td>
<td>9.4</td>
<td>2</td>
<td>2.9</td>
</tr>
</tbody>
</table>

(out of) (171) 100.0 (70) 100.0 (26) 100.0 (96) 100.0

### Table 47

**Assessment of Pupils' Comments Made on Careers Facilities Available in School**
(Reasons for Opinions at Schedule 8, Q 38(h) and Schedule 9, Q 21(f))

<table>
<thead>
<tr>
<th></th>
<th>Schedule 8</th>
<th>Schedule 9</th>
<th>Total Schedule 8 &amp; Schedule 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>Favourable</td>
<td>28</td>
<td>40.0</td>
<td>12</td>
</tr>
<tr>
<td>Unfavourable</td>
<td>14</td>
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<td>5</td>
</tr>
<tr>
<td>Mixed</td>
<td>7</td>
<td>10.0</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>5.7</td>
<td>4</td>
</tr>
<tr>
<td>No comments</td>
<td>17</td>
<td>24.3</td>
<td>2</td>
</tr>
</tbody>
</table>

(out of) (70) 100.0 (26) 100.0 (96) 100.0

261
9.6 The Transition from School to Work
(What is the biggest problem encountered in 'settling down' and what provisions are made by employers for new entrants?)

It is clear from the foregoing that a recurring theme throughout the literature relating to the transition of young people from school to work has been the contention that schools do little to help, and they possibly even hinder, the process. Various samples of young people have said that Careers Education was insufficient and that they were not adequately prepared for entry into work. The problems experienced by young workers, too, have followed a similar pattern and they have made broadly similar suggestions as to what the school could usefully do to improve the situation. At the same time, managements have reported faults in their young workers of which the young people have been unaware, and there is evidence to suggest that early satisfaction with the job might have something to do with the initial sense of release experienced after leaving school.

As has been noted, Bazalgette suggested the provision of "industrial coaches" to act as counsellors to young workers and that teachers should be afforded opportunities to gain more knowledge of their pupils' prospective work situations. About the same time, Keil's Leicestershire study set out to identify aspects of good practice and areas of difficulty with a view to improving induction procedures for young people, but also to gather subsidiary information on what the schools' contribution should be prior to this stage.

From the replies of the young people in this enquiry who had proceeded directly into employment after leaving school it appeared that difficulties in settling down fell into three main categories - learning and getting used to the requirements of the job, the working hours
and the different social relationships - but few reported more than one area of difficulty, and most reported that they had made the necessary adjustments during the first three weeks. Generally speaking, comments on the efforts of the school to prepare them for the transition from school to work were favourable. Those that did imply criticism are quoted below:

'Useful - but 'they did not tell you about the people you would work with and the kind of work etc''

" - but 'not practical'"

" - 'though they helped me in some ways, they did not get me in the right frame of mind for work''

" - but 'it does not really help you to accept the attitude of people around you. It is completely different to school and I would not have stayed at school and now I am glad. It is really super place to work at first I was scared but now I am really happy.'

'Not useful personally' - because 'was not told enough about going out to work'"

'Not useful personally' - 'just did not no what we were facing'.

One respondent even went as far as to assert that Careers Education had seemed to tell him things that he knew 'now not to be the case'. Otherwise, the young workers were more likely to write of being 'helped to know what to expect', and of being given 'some insight into work in general'. One wrote that he found the programme useful because -

'it showed you the man's working life in general made you see how you could get on at work.'

Another, after have underscored 'very useful', added -

'It is very necessary for every person leaving school and moving into a totally different "world" at work and we would all be in a sorry state if we were moved without any guidance about what we should expect.'
Such contrasting comments indicate how widely the individual's experience can vary in this respect, but, of all the problems, of whatever type, 46 respondents mentioned one only and a further 12 only two. The remaining four young people naming three problems merit closer investigation –

1 Feeling shy: not having any friends; not being sure of what the bosses and other workers expected with regard to general behaviour.
   Time taken to overcome problem -
   'Not long as there were two trainees doing the same work so we helped each other to work anything out'
   (Last information - still in same place of employment)

2 Not having any friends: being alone at lunch-time: 'coping' with the work tasks in general.
   Time taken to overcome the problem -
   'Not too long but I still find a few things difficult'
   (Known to have been unhappy at work; considering going to full-time FE, but subsequent action not known)

3 Working hours: learning the work: 'coping' with the work tasks in general.
   Time taken to overcome the problem -
   'about a month, after I became more familiar with book-keeping, etc, things I hadn't learnt whilst at school'
   (Consistent with characteristics shown at school - capable, but needed time and encouragement to develop confidence).

4 Being in a crowd of men instead of boys: working hours: 'coping' with the work tasks in general.
   Time taken to overcome the problem - no reply.
   (Known to have been unsatisfactory from the employer's point of view, and was not in their employ some months later).

Generally speaking, as recorded in Section 9.3, the rate of job satisfaction appeared high and 72.9 per cent
maintained that the job had been as expected. As also mentioned at that point, the number of comments that the job had been found 'even better than expected' and the number of pleasantly surprising features which were mentioned were too few to indicate any significantly euphoric frame of mind.

However, as also recorded in Section 9.3, there were gaps in some aspects of knowledge concerning the job itself, such as arrangements for increases in pay, holidays and promotion prospects. Whether such omissions were the result of the failure of management to give the information, or whether they were due to the failure of the young people to absorb or retain it, is impossible to say.

Whatever the reasons, the young people's replies to Schedule 8, Question 32, showed little evidence of organised 'induction' programmes as such. All the formally-designated induction courses took place in engineering firms, four of them in the same one, two respondents being technician apprentices and two being trainee secretaries. Within this same company, however, periods ranging from three days to two weeks were mentioned, which is a little puzzling, and it is even more strange to find that a further nine young people taken on by the same company had not, apparently, been through an organised induction programme at all. One must assume that if they had, they had either forgotten it or not recognised it as such. It is, of course, possible that the question as it was worded was too general and should have included the phrase 'introductory or induction course', as some respondents might not have recognised that the purpose of such a course was to help them 'settle down'. Only consultation with management could clarify these inconsistencies. Also, the negative answers should be considered in context and due weight given to other relevant factors. For
example, two are known to have been in jobs where they had worked part-time before leaving school, and four were in very small firms where they were the only employee or one of only very few. Two were in the Forces, and one of them showed how attitude of mind can influence responses by qualifying her reply of 'None' with 'you are expected to be able to alone'. Others who replied 'None' worked at various levels in a variety of establishments with varying numbers of employees, eg automobile repairs, industrial catering, clerical, engineering, plumbing, heating and ventilating engineers, the retail trade (including department store, chain and supermarket). Again, it could be that interviews with management might present a different picture, but this, apparently, is how the young people themselves perceived the situation.

For the rest - of the 'sitting next to Nellie' type - most of the comments emphasised the help and friendliness they had received from existing staff:-

'Everybody tries to make you feel comfortable. It is very much a "family" firm.' (Clerk-Typist)

'The staff help you with the work as much as possible.' (Apprentice Hairdresser)

'Everyone is very friendly.' (Technician Apprentice)

'You are shown how to do things by well-experienced people, and the friendliness.' (Storekeeper)

'Everyone is extremely helpful.' (Receptionist)

'Co-operation and help of all members of the staff at all levels.' (Junior Clerk)

'The staff are very helpful with questions and make you feel at ease. They do not expect too much and don't mind when mistakes are made while learning.' (Bank Clerk)

'Friendliness' (Production Line, Toiletries)

'General help from everyone.' (Technician Apprentice)

No evidence has emerged here, therefore, of induction
practices being related to the skill/ability level of entrants or their potential.

On the other hand, there can be no doubt that the training provided by the employers was directly linked to the young person's present job and potential worth to the company, and that girls were particularly disadvantaged in this respect. In Section 9.3 an analysis of the answers on training arrangements showed that 40 per cent only were having College of Further Education training and only a further 23 per cent having some other organised form of training, and when these answers to Schedule 8, Question 24, were analysed again according to the job being done (see Table 48, p 268) they provide further support for the evidence that young people's tuition is strictly geared to the employer's own particular needs and possible future requirements. It will be noticed that the proportion of girls in work including off-the-job or a substantial element of formal training and, consequently, prospects for advancement is lower than that for the boys, ie 19 out of 31 boys - 61 per cent, against 19 out of 39 girls - 49 per cent. This aspect is examined further in Section 9.8.
TABLE 48

<table>
<thead>
<tr>
<th>Training Provision</th>
<th>Total</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total No</strong></td>
<td>70</td>
<td>31</td>
<td>39</td>
</tr>
<tr>
<td><strong>Total %</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Technician Apprenticeship**
- 9 Engineering, 1 Physiological Measurement Technician (girl)
- No reply: Army - 1, Pipefitter - 1, Pipe lagger - 1, Catering - 1

**Part-time Day BOC courses**
- (Computers, Accounts, Administration)

**Craft Apprenticeships**
- (Engineering, Plumbing, Heating and Ventilating, Electrical, Automobile, Butcher)
- No reply: Optician's Receptionist - Dispensing Optician Correspondence course - 1

**Hairdressing Apprenticeships**
- Office (Shorthand-typing skills - 4, Banking - 1, Civil Service - 1, Optician's Receptionist - Dispensing Optician Correspondence course - 1)

**Firm's Training School - 6 weeks**
- (Sewing Machinist)
- No reply: Engineering WEP - 1, Shop Assistants - 2, Job not known - 1

**Manufacturer's Short Course**
- (Garage - Automobile Parts)

**On-Job Training with regular training sessions (Shop Assistants)**

**On-Job Training (Office, Automobile Body Repairs, Production Line, Catering, Shop)**
- Services (WRAF)
- WEP - Engineering
- WEP - Retail
- Not much (Engineering WEP)
- Don't know (Hairdressing)
- None (Engineering Machinist - 1, Warehousemen - 1, Shop Assistants - 2, Job not known - 1)
- No reply (Army - 1, Pipefitter - 1, Pipe lagger - 1, Catering - 1)
9.7 Relationships between School Records, Types of Jobs and Attitudes to Work

(What is the relationship between -
(a) attitude to job and attitude shown to school previously?
(b) attitude to job and level of achievement at school?
(c) favourable attitude and working with some workers of own age?
(d) favourable attitude and working in the firm and/or kind of work intended?
(e) attitude to work actually done, bosses and other workers?
(f) routine, unskilled job and dissatisfaction with work?)

The comparisons in this section, as a whole, have produced material which should be of interest to teachers, employers and pupils alike.

Further to the arguments already reported, that a good many take quite well to the working world in spite of having shown dissatisfaction for school, either because work is meaningless as school had been meaningless (Carter, Willis, Roberts), or as a means of release from the "irritant" of school (Downes), the working respondents in this survey were asked the direct question 'Do you like your job?' (Schedule 8, Question 7), but as there were other questions in Schedule 8 which gave indications on their general attitudes to the jobs they were doing, these were included, in different combinations, to see if the results remained constant or whether they varied according to the selection of questions used. Their responses were judged, therefore, firstly, in relation to Question 7 only. Next, the 'opinion' questions - 13, 14, 30 and 31 - were added to Question 7, and then Question 6 and Question 9 were added successively, as these answers, although often influenced by, are not necessarily indicative of overall satisfaction or lack of it. For example, a job could be enjoyed very much but recognised as not well-paid, and expected tenure of a job could be
determined, principally, by length of apprenticeship.

To accommodate the variety of replies a system of points was devised as follows:

**Question 6** - Are you satisfied with your pay?
- Yes (+1)
- Reasonably satisfied (+1)
- No (−1)
- Not really (0)
- No reply (0)

**Question 7** - Do you like your job?
- Very much (+4)
- Quite Good (+3)
- All right (+2)
- Not much (+1)
- No reply (0)
- No (−1)

**Question 9** - How long do you expect to remain in your present job?
- 3 years or more (+4)
- 2 years (+3)
- 1 year (+2)
- Less than a year (+1)
- Don't know/No reply (0)

**Question 13** - Has the job turned out to be as you expected?
- Yes (+1)
- No (0)
- Don't know/No reply (0)

**Question 14** - If NO in what way(s) is it different from what you expected?
- Favourable reply (+1)
- Unfavourable reply (−1)

**Question 30** - Say what you like about your job?
- Each comment (+1)
- Nothing/No reply (0)

**Question 31** - Say what you do not like about your job.
- Each comment (−1)
- Nothing/No reply (0)

It was then possible to arrive at a total of points scored by each respondent in respect of each of the four sets of questions, and to show the distribution of these points.
scores in the form of a scale. The range of the scales thus produced were:

- over Question 7 only: -1 to +4
- over Questions 7, 13, 14, 30 and 31: -1 to +10
- over Questions 6, 7, 13, 14, 30 and 31: -2 to +11
- over Questions 6, 7, 9, 13, 14, 30 and 31: 0 to +14

Point (a)

With regard to the attitude shown previously towards school, reference was made to the information available regarding attendance and punctuality, and other observations recorded, particularly during the last year at school. These comments were, of course, not standardised in any way and highly individual, as well as confidential in content, so these, again, have had to be classified as accurately as is possible. After careful scrutiny, 25 were judged to be 'very good', 13 'good', 10 'mixed', 16 'negative' and six 'completely negative'. On this basis Table 49 (Question 7 only), p 272, shows that 20 (80 per cent) out of the 25 pupils who had had 'very good' comments written about them had reported that they liked their jobs 'very much' or that they were 'quite good'. For the remaining five the verdict was 'All right'. This percentage of 80 per cent, however, is not very much greater than the 10 (77 per cent) of the pupils with 'good' comments and 12 (75 per cent) of the pupils with the 'negative' comments, the 'mixed' as well as the 'completely negative' comments being the lowest.

Taking these figures as proportions of the 52 favourable verdicts on jobs held - these representing 74 per cent of the total of 70 replies - although 57 per cent of these had had 'very good' or 'good' records in school, quite a substantial proportion (23 per cent) had had 'negative' ones. Expressed as percentages of the whole group, it can be seen, further, that 30 (43 per cent) who liked their jobs had 'very good' or 'good' school records, but 22 (32 per cent) who were apparently quite well satisfied had given some cause for criticism in school.
PUPILS' ATTITUDES TO JOBS COMPARED WITH THEIR
PREVIOUS ATTITUDES TO SCHOOL —
Schedule 8, Q 7, 'Do you like your job?'

<table>
<thead>
<tr>
<th>Attitude to Job Q 7</th>
<th>School Comments on Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reply Scale</td>
<td>Very good</td>
</tr>
<tr>
<td>No - 1</td>
<td>1</td>
</tr>
<tr>
<td>No 0 reply</td>
<td>1</td>
</tr>
<tr>
<td>Not + 1 much</td>
<td>1</td>
</tr>
<tr>
<td>All right + 2</td>
<td>5</td>
</tr>
<tr>
<td>Quite good + 3</td>
<td>6*</td>
</tr>
<tr>
<td>Very much + 4</td>
<td>14*</td>
</tr>
</tbody>
</table>

*20 out of 25 = 80% *10 out of 13 = 77% *6 out of 10 = 60% *12 out of 16 = 75% *4 out of 6 = 67% *52 out of 70 = 74%

*20 out of 52 = 38% *10 out of 52 = 19% *6 out of 52 = 12% *12 out of 52 = 23% *4 out of 52 = 8%
In the remaining Tables 50, 51 and 52, (pp 274 - 276) the response scores have been divided as evenly as possible into two halves although the concentration around the average scores of +4, +5 and +6 made this impossible in Table 50 (over Questions 7, 13, 14, 30 and 31). The split has, therefore, been made between +4 and +5, the scores of +5 and above indicating a progressively increasing level of satisfaction and the scores of +4 and below a progressively decreasing level of satisfaction. There is even less conclusive evidence in this table because, whilst 23 out of the 38 good school comments fall into the higher satisfaction category, it will be observed that as many as nine of these registered only +5. A line drawn between +5 and +6 would, therefore, have produced a lower proportion of pupils with good school records in the higher job satisfaction category than in the lower.

Tables 51 and 52 are more satisfactory because the division could be made exactly in Table 51 and almost equally in Table 52. Even so, they do not appear to add anything to indicate a definite connection between a good attitude shown to school previously and favourable attitude to the present job. In fact, the group showing least congruence is the one with school comments placed in the 'good' category.

From these measures, therefore, there was no obvious relationship between attitude to school and attitude to job, except that where school attitude had been rated as 'very good' there was a somewhat greater chance that a pupil would respond well to the new work situation rather than otherwise. Attitudes towards work as compared with school could, therefore, be different - but it has to be borne in mind that only the pupils' views are recorded here and the time lapse is too short to be conclusive.
### Pupils' Attitudes to Jobs Compared with Their Previous Attitudes to School – Schedule 8, Qs 7, 13, 14, 30, 31

**Table 50**

<table>
<thead>
<tr>
<th>Attitude to Job to Job</th>
<th>School Comments on Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale (out of)</td>
<td>(25) Very good (13) Good (10) Mixed (16) Negative (6) Completely Negative (70) Total</td>
</tr>
<tr>
<td>(total of scores derived from Qs 7, 13, 14, 30, 31)</td>
<td></td>
</tr>
<tr>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>+1</td>
<td>1</td>
</tr>
<tr>
<td>+2</td>
<td>1</td>
</tr>
<tr>
<td>+3</td>
<td>3</td>
</tr>
<tr>
<td>+4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

|                        | out of 25 | out of 13 | out of 10 | out of 16 | out of 6 |
|                        | 34%       | 54%       | 50%       | 38%       | 50%      |

| +5                     | 6 | 3 | 1 | 1 | 2 | 13 |
| +6                     | 4 | 1 | 1 | 7 | 1 | 14 |
| +7                     | 2 | 1 | 2 | 1 | | 6 |
| +8                     | 2 | 1 | 1 | | | 4 |
| +9                     | 2 | | 1 | | | 3 |
| +10                    | 1 | | | | | 1 |
|                        | 17 | 6 | 5 | 10 | 3 | 41 |

|                        | out of 25 | out of 13 | out of 10 | out of 16 | out of 6 |
|                        | 66%       | 46%       | 50%       | 62%       | 50%      |

274
### Table 5.1

**Pupils' Attitudes to Jobs Compared With Their Previous Attitudes to School**

Schedule 8, Qs 6, 7, 13, 14, 30, 31

<table>
<thead>
<tr>
<th>Attitude to Job (out of 25)</th>
<th>School Comments on Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very good (25)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>out of 25</td>
</tr>
<tr>
<td></td>
<td>= 44%</td>
</tr>
<tr>
<td>+2</td>
<td>1</td>
</tr>
<tr>
<td>+1</td>
<td>0</td>
</tr>
<tr>
<td>+0</td>
<td>1</td>
</tr>
<tr>
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<td>+5</td>
<td>1</td>
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<td>+6</td>
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<td>+7</td>
<td>4</td>
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<tr>
<td>+8</td>
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<td>+9</td>
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</tr>
<tr>
<td>+11</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>14</td>
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</table>

out of 25 out of 13 out of 10 out of 16 out of 6
= 56% = 46% = 50% = 56% = 17%
<table>
<thead>
<tr>
<th>Scale (total of scores derived from Qs 6,7,9,13, 14,30,31)</th>
<th>(out of)</th>
<th>(25)</th>
<th>(13)</th>
<th>(10)</th>
<th>(16)</th>
<th>(6)</th>
<th>(70)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>+1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>+2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>+3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
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<td>+5</td>
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<td></td>
<td></td>
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<td>2</td>
<td>4</td>
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</tr>
<tr>
<td>+6</td>
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<td>+7</td>
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<td>10</td>
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<td>1</td>
<td>2</td>
<td>2</td>
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<td>4</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td></td>
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<tr>
<td>+11</td>
<td>5</td>
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<td>1</td>
<td>5</td>
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<td>12</td>
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<td>+12</td>
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<td></td>
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</tr>
<tr>
<td>+13</td>
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<td>1</td>
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<td></td>
<td></td>
<td>2</td>
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</tr>
<tr>
<td>+14</td>
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<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>+9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<td>7</td>
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<td>+10</td>
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<td>3</td>
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<tr>
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<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>+12</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>+13</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>+14</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

| Total                                                   | 14       | 6    | 5    | 8    | 3    | 36  |     |

- out of 25 = 44%  out of 13 = 62%  out of 10 = 50%  out of 16 = 44%  out of 6 = 50%
- out of 25 = 56%  out of 13 = 38%  out of 10 = 50%  out of 16 = 56%  out of 6 = 50%

276
Point (b)

A comparison of attitude to work and level of achievement at school, however, lent itself to easier interpretation. As with point (a), it was necessary to formulate a system of categorisation of examination results, and the first analysis produced the following divisions:

- 4 or more 'O' levels or CSE 1's
  (This minimum being adopted as the usual minimum required for technician-level jobs) 16
- 3 'O' levels/CSE 1's
  3
- 2 'O' levels/CSE 1's
  5
- 1 'O' level/CSE 1
  13
- CSE's only - mostly Grades 4 and above
  (Grade 4 indicating the level attained by the 'average' candidate) 17
- CSE's only - mostly below Grade 4
  10
- No exams
  6
  70

It was then comparatively easy to amalgamate these groups into four distinct and almost even divisions. Obviously, the representation of the higher-achieving pupils had been depleted by those continuing their education either at school or in full-time Further Education, so it seemed reasonable to place the small number with 3 'O' levels or equivalent with the 4+ 'O' level group. Again, 1 or 2 'O' levels are quite often stated requirements for jobs/training so these have been grouped together, whilst the CSE pupils fall into 2 groups as average/above average and below average:

- Group A 3 or more 'O' levels/CSE 1's 19
- Group B 1 or more 'O' levels/CSE 1's 18
- Group C CSE's - mostly Grades 4 and above 17
- Group D CSE's - mostly below Grade 4
- No exams

Total 70
Analysed in the same manner as for Tables 49 - 52, it was found that at no time did Groups A, B or C fall below having at least 50 per cent in the top half of the job satisfaction scales.

Thus, whilst some researchers have tended to emphasise the lack of incentive, poor conditions, drudgery and monotony of labour for the unqualified and less able, implying, if not stating, that the reverse is the case for the well-qualified and able, perhaps it is more likely that the largest proportion will lie, rather indeterminately, somewhere between the two extremes. Overall, according to the criteria used here, there did appear to be a positive link between average school achievement, at least, and satisfaction with the type of work obtained, with only the unqualified and less able (23 per cent of the respondents) being consistently low on all methods of assessment. (See Point (f) below)

Point (c)
This particular group of young people seems to have been quite fortunate in that the majority reported being in a working group that included some workers of their own age, but measurement in the same manner as Points (a) and (b) produced no conclusive evidence. However, this conclusion should perhaps be considered in conjunction with the findings at Point (e) below.

Point (d)
From the Careers Adviser's point of view the most significant finding of this section was the apparent relationship between attitude to work and whether the job or place of work was the one intended (Question 8). Over Question 7 only, of the 52 who liked their jobs
'very much' or thought they were 'quite good', 71 per cent said they were in the kind of job they had wanted, or, expressed another way, out of the 45 who said they were doing the job they had intended, 82 per cent were satisfied, against 14 (61 per cent) out of the 23 who were in different work from that intended. This, together with further analysis as formerly, appeared to argue against the contention that the type of work obtained by the young worker is immaterial to him/her.

Point (e)

An examination of the respondents' remarks about their jobs at Questions 14, 30 and 31 with reference to attitude to work done, bosses and other workers lent further weight to the foregoing conclusion. An analysis of all the comments made about contacts with people at work showed a heavy concentration of favourable comments amongst the youngsters who reported that they liked their jobs 'very much' or that they were 'quite good'.

A selection of the replies emphasises better than any arguments the importance of good relationships in the work situation -

'I am on a friendly basis with nearly everybody I work with, with it only being a fairly small company.'

'It's variety, interest, friendly office, bosses and other staff.'

'Variety, meeting people, requires concentration, working with figures, working with computers.'

'The pay, my friends and its variety.'

'Good mates, fairly interesting work, good pay.'

'Good men to work with, good wages, great selection of different tasks and jobs.'

Two replies, in particular, point up the possible contrasts in experience and response -
(Question 30)
The responsibility in serving the public, satisfactory salary, working in pleasant conditions. I enjoy the company of the people I work with in and out of the office.'

(Question 31)
'Having to do this and do that as if I am a kid who has just started school. At first the girls who I worked with were kind to me, talked to me, now they don't talk much at all and seem not to want to include me in their projects.'

Thus, whilst no conclusive evidence emerged with regard to the importance of working with others of their own age, there can be no doubt as to the importance of good relationships with co-workers, regardless of age.

Point (f)
If the contentions of researchers such as Willis and Roberts are correct then one would expect to find a correlation between a high level of job satisfaction and an interesting, demanding and progressive type of employment, with an equally striking correlation between dissatisfaction with work and a routine, unskilled job. In Table 53 (p 281) the actual job titles of the respondents have been placed against the 'attitude' scale, and it will be seen that of those who liked their jobs 'very much' only a very few (possibly the shop assistants, including the Retail WEP, and the Lagger) were in jobs which could not offer one or more of these criteria. In the 'quite good' category, there are a few more - perhaps seven out of the 23 (the sprayers, the shop assistant, the sewing machinist and the bottling line operative) - and in the 'all right' group there are probably only three out of the 14 who could be considered to be in 'progressive' jobs. The one uncomprising 'No' came from an engineering machinist.
## TABLE 53

### Relationship between Pupils' Attitudes to Jobs and Types of Jobs Obtained

Schedule 8, Q 7, 'Do you like your job?'

<table>
<thead>
<tr>
<th>Attitude to Job Q7</th>
<th>Scale</th>
<th>Jobs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>-1</td>
<td>Engineering machinist</td>
<td>1</td>
</tr>
<tr>
<td>No reply</td>
<td>0</td>
<td>Butcher</td>
<td>1</td>
</tr>
<tr>
<td>Not much</td>
<td>+1</td>
<td>Warehouse person; hairdresser</td>
<td>2</td>
</tr>
<tr>
<td>All right</td>
<td>+2</td>
<td>Engineering WEP (2); hairdresser; canteen assistant; draughtsmen; sales assistant (3); packaging; retail WEP; trainee management accountant; pipe fitter; sewing machinist; not known.</td>
<td>14</td>
</tr>
<tr>
<td>Quite good</td>
<td>+3</td>
<td>Motor vehicles - repairs; sprayer (2); sewing machinist; craft apprentice (4); clerical officer; clerk/typist; accounting technician; motor parts/spares; technician apprentice (4); production line - bottling; sales assistant; physiological measurement technician; trainee secretary; army; car mechanic; catering assistant.</td>
<td>23</td>
</tr>
<tr>
<td>Very much</td>
<td>+4</td>
<td>Technician apprentice (4); heating and ventilating apprentice (2); hairdresser (3); trainee lagger; junior clerk; office receptionist; shop assistant (3); plumber; audit clerk; sales assistant (cashier); craft apprentice; bank clerk; electrician; secretary; retail WEP; WRAF typist; trainee secretary; computer technician; wages clerk; receptionist (training as dispensing optician); clerical officer.</td>
<td>29</td>
</tr>
</tbody>
</table>

281
Further analyses told a similar story. Nevertheless, other factors do have a bearing on the question of contentment at work, notably the social aspect as reported above, and found abundantly evident in Bazalgette's Coventry study. It could be argued from the evidence here, also, that dissatisfaction with one's work need not necessarily follow as a result of a routine, unskilled job, or that satisfaction will automatically accompany a supposedly interesting, varied and progressive one. Thus, in this survey shop assistants and hairdressers appeared at various points on the scales; one Retail Work Experience respondent had a low placing and the other had a high one; and the trainee management accountant had a low score throughout. Such findings are in line with Daws' response to Roberts, ie that other aspects of the job and the worker's own response will always affect the situation.
9.8 Girls' Perceptions of the Labour Market and their Future

(Do girls' responses and job/training choices indicate an increasing acceptance of the idea of staying in a job after marriage and returning after having had children?

and

Are girls seeking a greater variety of jobs and access to traditionally male-dominated occupations, more training and better promotion prospects?)

In view of the efforts which are, apparently, being made to eliminate sex discrimination in education and to encourage girls to take a longer and wider view of their career prospects, these two points were included in this study to see if there were any signs of change in the Littleover girls' ideas about their future life patterns.

Firstly, it became obvious that as regards jobs and courses entered by the pupils there had been little or no departure from tradition.

Of the total leaving the school in 1978 - 152 - it was possible to establish with a high level of certainty (in conjunction with Careers Office records) the work or Further Education activities of all but 15 of them in April of the following year. Thus, the jobs entered by 53 girl 5th Year leavers are known, the majority becoming office workers (18), shop assistants (16), or hairdressers (7) - although there might have been the murmurings of change in that one girl did obtain an engineering technician apprenticeship. The boys' jobs, predictably in Derby, were mostly in engineering. Again, when the pupils were allocated to Zones, the female disadvantage was visible and especially so for those in Zones 1 and 2. For instance, whilst Zone 1 and 2 boys
were more likely to be found in routine engineering jobs, including WEP's and non-apprenticeship jobs in the motor and plumbing trades. 10 out of the 18 craft apprentices also came from these Zones - whereas of the 18 girls in the Clerical/Secretarial/Business Studies group Zone 1 had no representatives at all and Zone 2 only four. It appears that Zones 1 and 2 girls gravitated towards shops, hairdressing and factories - but, unlike Sharpe's findings, it was the Zones 3 and 4 girls (middle-class?) who took over the office vacancies. The girl who had broken into the boys' (mostly Zone 4) monopoly of engineering technician apprenticeships was also from Zone 4 and another Zone 4 girl was using sciences in the Health Service.

A slightly higher proportion of girls than boys (19.8 per cent against 17.3 per cent) entered 6th Form courses, both boys and girls being predominantly from Zones 3 and 4 (as will be seen from Table 54, p 286), but the Higher Education courses and jobs subsequently entered again showed a clear demarcation between the sexes in that no girl entered an engineering or physical science course. Nevertheless, half of the female 'A' level students were studying sciences and the group of 6th Form girls, as a whole, went on to take up a wide range of courses and jobs, not necessarily dependent on scientific 'A' level requirements, but illustrating the greater range of opportunities open to girls who are able to reach this level.

The Further Education figures, however, showed that a much higher proportion of girls than boys (26 against 5) started full-time College courses, the majority opting for Office Skills and Arts 'A' levels. This illustrates very forcibly the greater availability of jobs with training for boys and the traditional sex bias in the girls' choice of courses. As will be seen, also, from Table 54, the opportunities offered by College of
Further Education tended to be taken up by the girls from Zones 3 and 4 rather than by the girls from Zones 1 and 2 who, apparently, wanted immediate employment and wages.

Secondly, with regard to subjects and examinations taken at 'O'/CSE level, although a higher percentage of girls than boys took Mathematics and Chemistry, the sex differentiation was once more apparent in Physics v. Biology and Woodwork/Metalwork/Technical Drawing v Home Economics/Dress/Office Skills. There was also a generally higher representation of girls than boys in the Arts subjects.

On the question of examination performance, in order to assess the success rate of girls compared with boys the same method of division into groups was used as in Section 9.7, and, to consider further the possibility of social factors operating, both sexes were again divided according to Zone (see Table 55, p 287). It will be observed that there was little to choose between percentages of boys and girls achieving a three or more 'O' level/CSE 1 standard (32.0 and 33.3 per cent respectively) and that far fewer girls than boys finished with a below-average performance, whilst the girls clearly outshone the boys at the average levels. On this basis of assessment, however, the socio-economic background appears to have exerted a strong influence on the girls' academic performance - much more so than it did for the boys. This, coupled with the finding that, on balance, there was a somewhat higher level of achievement on the part of boys than the girls at 'A' level, would seem to support the findings of other researchers in that girls' aspirations and achievement levels tend to fall away after the 'O' level/CSE stage.
(a) Distribution by Zone of the 35 staying in School's 6th Form

<table>
<thead>
<tr>
<th>Zone</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone 1</td>
<td>3 out of 22</td>
<td>2 out of 21</td>
</tr>
<tr>
<td>Zone 2</td>
<td>1 out of 19</td>
<td>1 out of 12</td>
</tr>
<tr>
<td>Zone 3</td>
<td>5 out of 24</td>
<td>2 out of 9</td>
</tr>
<tr>
<td>Zone 4</td>
<td>13 out of 46</td>
<td>8 out of 31</td>
</tr>
<tr>
<td>Unclass</td>
<td>0 out of 0</td>
<td>0 out of 2</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>13</td>
</tr>
</tbody>
</table>

(b) Distribution by Zone of the 31 entering full-time Further Education courses

<table>
<thead>
<tr>
<th>Zone</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone 1</td>
<td>3 out of 22</td>
<td>2 out of 21</td>
</tr>
<tr>
<td>Zone 2</td>
<td>3 out of 19</td>
<td>0 out of 12</td>
</tr>
<tr>
<td>Zone 3</td>
<td>7 out of 24</td>
<td>0 out of 9</td>
</tr>
<tr>
<td>Zone 4</td>
<td>13 out of 46</td>
<td>3 out of 31</td>
</tr>
<tr>
<td>Unclass</td>
<td>0 out of 0</td>
<td>0 out of 2</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>5</td>
</tr>
</tbody>
</table>

Totals of (a) and (b) –

<table>
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<th>Zone</th>
<th>Girls</th>
<th>Boys</th>
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</thead>
<tbody>
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<td>Zone 1</td>
<td>6 out of 22</td>
<td>4 out of 21</td>
</tr>
<tr>
<td>Zone 2</td>
<td>4 out of 19</td>
<td>1 out of 12</td>
</tr>
<tr>
<td>Zone 3</td>
<td>12 out of 24</td>
<td>2 out of 9</td>
</tr>
<tr>
<td>Zone 4</td>
<td>26 out of 46</td>
<td>11 out of 31</td>
</tr>
<tr>
<td>Unclass</td>
<td>0 out of 0</td>
<td>0 out of 2</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>18</td>
</tr>
</tbody>
</table>

* One of these entered 6th Form of a school nearer to home
<table>
<thead>
<tr>
<th>Zone</th>
<th>Zone 1</th>
<th>Zone 2</th>
<th>Zone 3</th>
<th>Zone 4</th>
<th>Unclassified</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>GIRLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group A</td>
<td>4 18.2</td>
<td>5 26.3</td>
<td>6 25.0</td>
<td>22 47.8</td>
<td>0 0.0</td>
<td>37 33.3</td>
</tr>
<tr>
<td>Group B</td>
<td>3 13.6</td>
<td>1 5.3</td>
<td>11 45.8</td>
<td>10 21.7</td>
<td>0 0.0</td>
<td>25 22.5</td>
</tr>
<tr>
<td>Group C</td>
<td>6 27.3</td>
<td>8 42.1</td>
<td>5 20.8</td>
<td>11 23.9</td>
<td>0 0.0</td>
<td>30 27.0</td>
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<tr>
<td>Group D</td>
<td>9 40.9</td>
<td>5 26.3</td>
<td>2  8.3</td>
<td>3  6.5</td>
<td>0 0.0</td>
<td>19 17.1</td>
</tr>
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<td>19</td>
<td>24</td>
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<td>111</td>
</tr>
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<td>12</td>
<td>9</td>
<td>31</td>
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Group A = 3 or more 'O' levels/CSE 1's
Group B = 1 or more 'O' levels/CSE 1's
Group C = CSE's - mostly Grades 4 and above
Group D = CSE's - mostly below Grade 4
No examinations
Such findings have been connected with the almost universal acceptance by girls that the care of their children was their responsibility and first priority. Certainly, whilst 96 of the Littleover girls said that they would continue to work after marriage (Schedule 2, Question 15), with only 12 replying a definite 'No', on the question of full or part-time work, Question 16, they were about equally divided, in fact rather more - 47 as against 41 - saying that they favoured part-time rather than full-time work outside the home. Then, on the matter of the working mother, Question 17, whilst there were only 23 respondents who could be described as definitely against the principle of working if they had a family, for the rest the recurring phrase was 'Children are more important', and a further seven said they would work 'if it was necessary' and 'the money was needed'. The majority of the girls - 70 of them - seemed to look forward to a future where looking after a family would be combined with a job, but with child-care predominating. Comments on whether it would be a full-time or part-time job and when would be the appropriate time to commence their dual role pointed up very sharply the diversity of views on this topic. When this total of 70 is added to the 23 against the practice of mother working at all, it does indicate how much these girls were still orientated, consciously or otherwise, towards the notion of short-term careers and supportive, extra-money-motivated employment in the future. Thus, whilst many looked forward to having a job as well as a family, the job was expected to accommodate home commitments and not vice versa.

Thirdly, when the foregoing findings were linked with those related to the differences found between male and female long-term attitudes to employment, the 'levelling out' trend found by other researchers was again detected. Their responses, when asked to project themselves forward to the jobs they hoped or expected to be doing
in 10 years' time (Schedule 4, Question 17; Schedule 8, Question 29; Schedule 9, Question 16), are quantified in Table 56 (p 290). Wherever possible the figures are based on replies given in Schedules 8 and 9, but otherwise reference was made to Schedule 4. Sometimes, however, this reply, also, was missing because when a respondent did not have a clear idea of what job he wanted to do, he was not required to answer Question 17. Consequently, it was necessary to include an unusually large proportion in the 'No Entry' or 'No Reply' category. Nevertheless, on the Zone basis of assessment it is, again, possible to detect trends in line with the rest of the findings.

It will be recalled that Zone 3 pupils emerged as the most consistently ambitious in Chapter 8 but from this Table it would appear that the boys in Zone 3 must have been principally responsible for this finding. The boys' replies were more mixed than the girls', but the incidence of a high and similar rate of 'Don't know' replies from both Zone 1 boys and Zone 1 girls does serve to indicate a less confident approach to the future on the part of pupils from this Zone, whatever their sex, and the more static view exhibited by both sexes in Zone 2 by their expectations of having the same job in 10 years' time. On the other hand, whereas Zone 2 girls had the largest percentage expecting to be in the same job in 10 years' time the next largest percentage was in Zone 4. This, together with the high proportion of prospective full-time married ladies in Zone 3, does add weight to the view that the female state leads to an eventual levelling out of ambition, regardless of socio-economic origins. Furthermore, it will be noted that fewer girls than boys expressed the wish to have their own business, which could be construed as yet another indication of the 'unadventurous and passive' role taken by women in the labour market.
## TABLE 56

**PUPILS' EXPECTATIONS REGARDING JOBS IN 10 YEARS' TIME**  
(Based on replies to Schedule 8, Q 29; Schedule 9, Q 16;  
or Schedule 4, Q 17)

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| 21 12 | 9 31 | 2 |

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* Own business hoped for
To sum up, therefore, in spite of any efforts which might have been made in recent years to widen the opportunities for females in education and employment, although there were signs that some modifications in girls' responses might be on the way, the attitudes and experiences of the Littleover girls were not indicative of any substantial impression having been made up to that time.
SUMMARY

To bring together the main findings of this Chapter, these were -

9.1 Whilst the school-based sources of job information appeared to be of most use, on a Band basis, to pupils who had been in A Band classes rather than B Band classes in the Lower School, and on a Zone basis, to those who resided in Zones 3 and 4, the more structured aspects of the Programme seemed to have been of more help to Zones 1 and 2.

9.2 A much higher proportion of B Band pupils than A Band pupils over-estimated their expected examination performance and had job aspirations which demanded entry qualifications above their academic ability.

9.3 Responses from employees and full-time Further Education students combined showed that a third of them did not think they had had enough information about jobs before leaving school, compared with 14.6 per cent of the responses at the end of the 5th Year. There was a lack of basic knowledge concerned with, for instance, future pay and prospects on the part of working respondents, and 37 per cent were, apparently, receiving only minimal training at work.

Nevertheless, the rate of job satisfaction appeared to be high, nearly 75 per cent stating that their jobs were, at least, 'quite good', and having found their jobs much as expected.

9.4 There seemed to be satisfaction with subjects studied during Years 4 and 5, the analysis from the schedules producing a figure of only 14 pupils dissatisfied with courses by the beginning of the 5th Year. Job relevance and usefulness were important considerations in subject choice but, unless they were compulsory, the opportunity to discontinue unpopular subjects was taken at the end of the 3rd Year.
9.5 Asked to comment on the Careers Programme, Visiting Speakers and Visits were the most appreciated elements, with the self-assessment aspects being the least popular. They asked for more job information but revealed a generally passive attitude towards self-generated effort. However, 70 per cent of the pupils considered they had been adequately prepared for the working world.

9.6 Difficulties in settling down at work fell into three categories - learning and getting used to the requirements of the job, the working hours and the different social relationships - but most reported having dealt with these problems inside the first three weeks.

In spite of the, apparently, high level of job satisfaction, the pupils' replies indicated little in the way of organised preparation by employers on their behalf and any training provision was linked strictly to the young person's present job and potential worth to the company, girls being particularly disadvantaged.

9.7 There was no obvious relationship between attitude to school and attitude to job, except where both school and work attitude could be rated as 'very good.'

There did appear to be a positive link between average school achievement, at least, and expressed satisfaction with the job obtained, but the less-skilled jobs showed a lower level of satisfaction, and, whilst no link was found between a favourable attitude to work and having similar-aged workmates, there did appear to be a relationship between job satisfaction and good social relationships at work.

The most striking finding in this section was that a high degree of job satisfaction was found most consistently when the job or place of work was that which had been intended.

9.8 There were few signs of any change in traditional patterns in girls' choice of subjects, jobs and training, most becoming office workers, shop assistants and
hairdressers, but Zone 3 and 4 girls were, markedly, more likely to enter higher level jobs, 6th Form and full-time Further Education, with B Band girls who went to Further Education College living, predominantly, in these Zones.

The girls' performance at O/GCE level was much better than the boys at the average levels, but socio-economic factors appeared to be affecting the girls much more than the boys with regard to jobs entered. On the other hand, the almost universal belief on the part of the girls that home and children would take precedence over career demands probably accounted for a general 'levelling out' in job expectations in the future.

In considering these findings, as with those of Chapter 8, there are, inevitably, areas which would benefit from further investigation. For instance, at 9.1, it would, again, be useful to cross-reference Band and Zone to see if there was a noticeable difference in the Band representation in these Zones. At 9.2 it would be useful to examine these figures, too, on a Zone basis, ie did these B Band over-estimates tend to be in one Zone rather than another?

For the rest, a follow-up study would be useful, as also mentioned at Chapter 8, to find out if these respondents' views are in line or have changed from those expressed at Schedules 8 and 9. Their experiences since, their present situations and expectations could then be compared and considered in the light of occupational theories, eg developmental v opportunity-structure, and so on.

Up-to-date answers could also be compared with the recorded attitude to school to see if the present findings are replicated, how job satisfaction now relates to qualifications, how girls' career patterns have developed, what they now thought of the School's provision on Careers Education, subjects offered, etc.
Other studies could produce evidence which this one could not provide by, for instance, interviewing managements to compare their assessment of the young worker with that of school and obtaining their views on training and induction procedures provided by their firms. As with the areas explored in Chapter 8, structured interviews might reveal more detail than the method of independently-answered questionnaire used in this study.

Studies conducted now would also reveal interesting evidence as a result of the Youth Training Schemes now in operation, eg, are girls benefiting as a result? Have there been any changes in girls' attitudes since this material was collected? Another interesting finding of this study - that, apparently, provided pupils had attained an average level of achievement, they were satisfied with their jobs - is worth further investigation in view of the deterioration in the employment situation since this study was carried out. Subject choices might have been affected, too, as might the pupils' general attitude to Careers Guidance in relation to the problems they envisage, or have encountered, in obtaining work.
The School's Intervention in Pupils' Career Choice

(Does it Appear that more Considered Choices are being made as a result of the Careers Education Programme?)

It will be remembered from Chapter 7 that it was hoped to find indications that the programme was helping to broaden the horizons of the young people beyond the constraints imposed by their environment. This is not to say that 'following in father's footsteps' is necessarily wrong or a disadvantage provided it is the outcome of a free and informed choice. What is of concern to the educator is the quantity of material which has been amassed to suggest that the individual is so moulded and channelled by the influences of his home and neighbourhood that he has virtually no control over his own destiny. As was noted in Chapter 2, for example, Roberts spoke of the young person "taking what is available" and Carter emphasised the problems for the school in making any impression on pupils where the attitudes of school and home did not coincide.

Certainly, the Littleover pupils were 'traditional' and environmentally influenced in that they tended to research and enter engineering and engineering-supportive and service industries, but having had, up to that time, a wealth of such employment opportunities on their own doorstep this was inevitable, and many young people in other areas would have been delighted to be in their position. There was obviously still plenty of family influence behind their thinking and final decisions, but no great indication of following strong family traditions, and the school
facilities were given as sources of information as often as families, relatives and friends. It appeared that the Careers Room was well, if not sufficiently well, patronised and that the Careers Officers were increasing their sphere of influence. The visits, visiting speakers and link courses, too, were being found worthwhile and were clearly considered important.

Chapter 8 set out to probe further the question of school v outside school influences by attempting to assess the effect of the socio-economic backgrounds of the pupils. As mentioned, this was considered a very worthwhile exercise in view of the vast amount of research which has shown the advantages enjoyed by the higher social groups in all aspects of education. They have been found to receive more encouragement and support from their families and to have higher and more long-term aspirations. This has resulted in their achieving higher levels academically and remaining in full-time education longer. All these 'accident of birth' advantages, it has been contended, were exacerbated by the selective system of education.

Littleover, being a sufficiently well-established comprehensive school, and having a full ability range and a 6th Form was, therefore, apparently an excellent subject for examining the comprehensive principles at work. Also, it was not a 'neighbourhood' school and had the advantage of being one which drew its pupils from an area ranging from inner-city to middle-class suburb - although it was found that the socio-economic classification based on housing did, in fact, place the largest proportion of pupils in Zone 4, the suburb of Littleover itself, and that Council housing and residence in a property other than a family house was rare. Thus, any comparison with other comprehensive schools must take these factors into consideration.
Always keeping in mind, therefore, the school's background, it would appear that there was a greater identification by pupils with the school's grouping of pupils (on a Banding basis) than with their out-of-school environment. A Band children were more favourably disposed than the B Band children towards the concept of ambition and more inclined to consider that they and their friends were ambitious. It is true that children from Zone 4 were more likely to be in the A Band, but those from other Zones, having gained admission to the A Band, seemed to have ideas in line with their school group. A Band children tended to measure success in terms of promotion which they expected to achieve by means of their own hard work and effort, whereas 'money' was more often uppermost in the minds of the B Band pupils without the same association and expectation of achievement as a result of personal endeavour. However, some responses could well have reflected out-of-school influences. For instance, material possessions as evidence of success in life were mentioned least by the Zone 4 pupils who instead had the highest regard for progression in their careers, whilst Zone 3 as a group appeared to be the most ambitious and self-reliant. This appears to suggest that the greater proximity of the Zone 3 pupils to the school and its environment, and the pupils who live in it, rendered them better able to identify with the school and to see advancement as an attainable objective. Conversely the school appears to have had least impact on the Zone 1 and 2 pupils, whose answers in terms of ambition and expectations did not reflect its striving self-help doctrine.

In the analysis of educational aspirations, Zone 3 and 4, again, were most likely to want, and eventually, to stay at school, although Zone 2 fared even worse than Zone 1. When the time for leaving or staying actually arrived, in fact one in four from Zone 4 stayed at school, one in five from Zone 3, and one in 16 from Zone 2 and one in nine from Zone 1. There was little difference in the proportions
taking up full-time Further Education places - one in five from Zones 3 and 4, one in nine from Zone 1 and one in 10 from Zone 2, so it was not a case of simply not wanting to continue their education at school. In fact, Zones 1 and 2 were far ahead of Zones 3 and 4 in wanting jobs with no further study, and, although Band allocation was the over-riding determinant for entry to the 6th Form, it was the B Band children from Zones 3 and 4 who recognised the full-time vocational courses at Further Education as being more suited to their needs and likely to provide the gateway to a progressive career with less stringent academic requirements. Altogether, therefore, almost one in two out of Zone 4, one in 2.5 out of Zone 3, one in six out of Zone 2 and one in 4.5 in Zone 1 continued their full-time education beyond the compulsory years. The relationship to Band was, however, very obvious - one in two in the A Band staying in full-time education against one in five in the B Band.

The replies regarding desirable job qualities showed that 'good starting pay' was important to the young people but 'good promotion prospects' appeared most often, collectively, in the first three places. On a Band and Zone basis the findings were completely in line with the long-term, progressive attitude to work being the more apparent in the A Band than the B Band, and in Zone 4 - though less markedly - of the Zones.

When their ideas regarding future job development were analysed, however, it was found that, at the beginning of Year 5, Zone 4 was next highest to Zone 1 in its proportion expecting to be in the same jobs in three and 10 years' time, although it did have, also, the highest percentage expecting to be in supervisory posts. Once again Zone 3 showed itself to be the most ambitious of the Zones whilst the A Band pupils' responses clearly illustrated their longer-term attitudes. A similar pattern emerged amongst the leavers (Schedule 8), with Zone 4 particularly depressed and Zone 2, again, in second highest place, and,
although the Further Education analysis (Schedule 9) showed evidence of greater motivation and ambition on the part of both Zone 4 and B Band youngsters, taken together it was clearly Zone 3, followed by Zone 2 pupils who led the field, whilst A Band were again ahead of B Band.

The final conclusion, then, regarding social class influences was that they had by no means disappeared but that, on the evidence of the repeated correlation on a Band basis, they had certainly been weakened and replaced to some extent by an ability rather than a social rank order. Nevertheless, the school had had the least impact on those children most remote physically from the school's environment and, ultimately, the less academic from Zone 4 appear to have had the most home-generated impetus to pursue a future-orientated goal. The most interesting feature, however, is that on almost all bases of assessment the pupils in Zone 3 consistently showed themselves to have the most ambitious and forward-looking attitudes of all the Zones.

The evidence so far, therefore, suggests that A Band and Zone 3 pupils would have been most motivated to make use of the school's careers facilities and that it must have been these groups who were largely responsible for the school's creditable performance in Chapter 7.

If this was the case, then the subsequent assumption could be that it was the pupils in these groups only who might have made 'more considered choices as a result of the Careers Education Programme'. However, Chapter 9.1 showed that all groups appeared to have derived at least some benefit from the school's programme. For example, it was, apparently, the pupils from Zones 1 and 3 and B Band who gained most from the works visits, whilst Zone 2 and A Band pupils reacted more favourably to the visiting speakers. Individual research in the Careers Room, on the other hand,
was carried through the most consistently by Zones 3 and 4, and A Band pupils, and it was these groups who seem to have profited most from the Link Courses. However, whilst Zone 2 mentioned family and friends as sources of job information, they also referred to help from Careers and other teachers, Careers Officers and works visits, and Zone 1 pupils appear to have found visiting speakers, Link Courses and Careers Officers very useful in their 5th Year.

Nonetheless, Zone 3 pupils again showed their initiative by being notably successful in obtaining jobs and recorded most individual visits to possible places of employment.

Overall, it appears that although Zone 3 - and Zone 4 - were the more inclined to seek out information from school resources for themselves, the inclination to use school-based sources of information was more closely allied to Band membership in Years 1 to 3 than to residential area. Also, while other researchers have expressed reservations about timetabled Careers Education programmes (Willis, B M Moore), the structured aspects of the programme helped to bring experience and knowledge to the children from Zones 1 and 2 which they would not have sought voluntarily for themselves.

The evidence relating to the acquisition of self-knowledge (Chapter 9.2) was the least favourable to the aims of the Careers Education Programme in the whole of the survey, but, for the possible reasons mentioned in that Section, the relevance of this aspect of Careers Education was not always appreciated by the pupils. Accordingly, there was ample indication that they were concerned about their academic and social development but much less indication of a realistic assessment of their likely achievements in examinations or their job prospects. The B Band pupils were more often the victims
of over-optimism but, again, as mentioned in Chapter 9.2, when society decrees that paper qualifications are the criteria by which young people are judged many of them must either carry on hopefully - or give up. It might be sound on a national economic basis to pursue the 'heating up' and 'cooling down' process - what it costs at the individual level is another matter.

However, it seems that there were few problems in adjusting to the work situation when it eventually materialised, as over 70 per cent of the working respondents said they liked their jobs and had found them much as they had expected. Perhaps, therefore, the programme was more effective with regard to the promotion of job knowledge - but the evidence in Chapter 9.3 does not present a completely positive picture. For instance, knowledge of local job opportunities was poor, as was knowledge of entry qualifications - even at the beginning of the 5th Year, only weeks before it would be time to start applying for jobs.

Nevertheless, by the end of the 5th Year 48 per cent thought they had acquired enough knowledge about jobs, 30.4 per cent were still unsure and only 21.6 per cent either did not think so or did not answer the question.

Again, this response suggests a group of fairly well-satisfied, knowledgeable and discriminating customers, but the replies of the 36 respondents who had obtained jobs by that stage revealed areas of ignorance which the Careers Programme had specifically sought to help them avoid. For instance, it was found that whilst they seemed to be quite well-informed about the tasks they would be required to do and the training they would need, as many as eight of them said that they had neither been inside their prospective workplace nor met any of the people they would be working with, and 13 did not know whether they would have an introductory course of any kind. The reason for this ignorance could, of course, have been the fault of the employers, but youngsters should have been sufficiently well-prepared to have found out about pay and arrangements for increases, travel costs, holidays and promotion.
prospects. Of the remainder who had either not yet obtained jobs or did not intend starting work at that stage, the knowledge about the job and necessary training was quite good but, again, less was known about the future possibilities. Arrangements for increases in pay, holiday entitlements - particularly after the first year - and promotion prospects were still areas of doubt for some of the 70 young workers even 8-10 months after having started their jobs, and, by this time, only 42.9 per cent thought they had had enough job information before starting work and 22.9 per cent were not sure, whereas 34.2 per cent did not think they had had sufficient information. The Further Education respondents seem to have been better satisfied with 15 out of 26 (57.7 per cent) being satisfied but still eight (30.8 per cent) gave negative replies. At the same time, it was noted that little use had been made of the College of Further Education's Careers Advisory Service. Thus, overall, about a third of the 96 respondents considered that they had had insufficient job information before leaving school. This, of course, is a small proportion compared with previous research reports. It must be remembered, also, that their responses indicated a reasonable level of knowledge in a number of areas and some respondents gave very full answers. The findings in Chapters 7 and 8 also showed the value of school sources of information such as the Careers Room, Link Courses, works visits, visiting speakers and Careers Exhibition, and the suggestions made by the pupils were of such variety that one could only conclude that there should be both more depth and breadth in the programme as a whole. Unfortunately, the point must be made that there was too often a lack of inclination on the part of some of the pupils to make an effort to find out some information for themselves. The extent of the negative answers from the leavers serves to highlight this problem, and whilst the school will do what it can to help past pupils, if asked, there are other agencies, of which they were made aware, who are able and willing to give information and help - if approached.
On the question of subject choice for Years 4 and 5, there seemed to be ample evidence to suggest that the pupils had given a good deal of reasoned consideration to their selection of courses, although it became clear that the opportunity was usually taken to withdraw from non-compulsory subjects which were not enjoyed (Chapter 9.4). Equally, a favourite subject was rarely discarded on the grounds of not being essential, and a decline in favour was usually merely the result of another subject becoming more popular. All the same, their consciousness of the need to have regard for the suitability for possible careers showed itself in their reasons for choice of subjects for, whilst enjoyment and interest predominated, job relevance and importance or usefulness were also prime motives.

No option system can satisfy all of the pupils all of the time, however, and it would seem that in the 4th Year an average of almost one in three pupils was pursuing one subject which was not really wanted. By the beginning of their 5th Year, though, when they completed Schedule 5, perhaps as the result of plenty of advice and careful thought at the time of selection, together with a degree of flexibility early in the 4th Year, most had either settled down or made a change, and only 14 (8 per cent) expressed dissatisfaction with their courses.

Whether or not the pupils had, in fact, made 'more considered choices' as a result of the school facilities for Careers Guidance, a far higher percentage than Keil's respondents considered that they had been adequately prepared for work and there was no evidence of the "pained resignation" of Carter's sample. Although a variety of suggestions was made for improvements, 70 per cent of the young workers gave a positive reply to the question 'Do you think you had as much information about the world of work in general as you needed to help you make the change from school to work as smoothly as possible?' (Chapter 9.5). Many of the comments were appreciative - 'It help gave me an idea of what sort of job would suite me and it also let me know what sort of jobs were availible to me' - and showed the active,
enthusiastic approach necessary to gain the maximum benefit from any learning situation, but other responses indicated a passive, or even negative - and, therefore, unproductive - attitude. Asked what else they could have found out for themselves, well over a half of the pupils did not reply, or 'did not know', or said 'nothing'; their interest generally, was lowest when they were encouraged to make a realistic assessment of their own strengths and weaknesses and what they had to offer in the world of work; and many were reluctant to participate in any careers activity not perceived as immediately relevant to their current post-5th Form intentions. Furthermore, it must be deduced from reasons given for pronouncing the programme as 'of no personal use' that for some the principle of considered choice being possible only on a basis of an adequate fund of knowledge had held no significance for them. Yet, as already noted, in retrospect less than a half thought they had left school with sufficient job knowledge.

Again, irrespective of whether they had given sufficient consideration to their choice of work, 72.9 per cent found their jobs much as they had expected and it appears that the rate of job satisfaction was high (Chapter 9:6). Their difficulties were mainly the ones which would be encountered by any experienced adult worker starting a new job, namely, learning the new tasks and becoming proficient at the work. Becoming accustomed to the working hours and the different social environment are also adjustments which are necessary on any change of employment, and not peculiar to the young worker. Although there were few reports of any specific induction provisions, most of them claimed to have settled down in their first two-three weeks and there were many tributes to the help and friendliness of their new colleagues. There was also a wealth of comment to indicate that the school had contributed considerably to this apparently speedy settling down and, therefore, there were very few complaints that the school had not prepared them adequately for the change.

With regard to the possible future satisfaction of the young people, however, it was noted that although at school
the value of further study had been emphasised, preferably on employer-sponsored basis, only 40 per cent were attending College and only another 23 per cent were having any other kind of formal training. In line with other researchers it also appeared that any provision made by an employer was strictly geared to the requirements of his business and that the future prospects of the girls, and therefore, possibly their job satisfaction, were depressed relative to the boys, in that only 49 per cent of the girls compared with 61 per cent of the boys were involved in formal vocational training. Nevertheless, although lower proportions of working girls were involved in formal vocational education, the findings dealt with in Chapter 9.8 led to the conclusion that whilst the girls were not then 'considering their choices' as well as they might, there were signs that their prospects were beginning to widen.

However, socio-economic disadvantages were especially apparent for the girls living in Zones 1 and 2 - these went into shops, factories and hairdressing, with only four going into offices. Shop and hairdressing jobs were spread over the Zones but all the rest of the office jobs went to girls from Zones 3 and 4. Most of those going into full-time Further Education were also girls from Zones 3 and 4 who entered Office Skills courses. There were some craft apprenticeships taken up by boys from Zones 1 and 2 but there were no corresponding opportunities for their female counterparts. At 6th Form level, too, both boys and girls were predominantly from Zones 3 and 4, which again demonstrates the middle-class advantages, and, subsequently, in post-'A' level jobs or Higher Education courses the middle-class girls' enhanced opportunities of going into male-dominated professions. At the same time, though, it was noted that these tended to be in areas which did not demand Science 'A' levels and, whilst the girls were spread evenly over Science and Arts courses, all the Arts courses were taken by girls. Their results tended to cluster round the 'average' whereas some of the boys produced very good results, which is in line with previous findings concerning 'A' level grades, but, on the other hand, the boys also produced lower sets of grades than the girls.
At '0' level there was a clear differentiation between girls' subjects (Arts) and boys' subjects (Sciences), boys' science (Physics) and girls' science (Biology) and boys' and girls' crafts, but the girls produced better examination results than the boys. Of particular interest, however, in this respect, was that a Zone allocation revealed a clear-cut correlation between the girls' examination performance and their residential area, with the success rate declining progressively from Zone 4 to Zone 1. With regard to the boys, although, admittedly, Group D consisted mostly of boys from Zones 1 and 2, there was also a considerable proportion from Zone 4 in this group and Zone 1 was better represented than Zone 4 in Group B.

On an assessment of their projections ten years forward, the girls in Zones 3 and 4 were also more likely than those in Zones 1 and 2 to anticipate progress and promotion during that time - although, on the other hand, the highest percentage expecting to be full-time housewives and mothers by then was in Zone 3, and Zone 4 girls were next behind Zone 2 in expecting to be in the same job. The boys' replies were more mixed and it was found that considerably more boys than girls had ideas about owning their own business, but, collectively, it was noted that Zone 1 produced a high proportion of 'Don't knows' and 'No replies' from both sexes, as did Zone 2 in 'the same job' category. There was, thus, evidence to indicate socio-economic disadvantages for both sexes in Zones 1 and 2, but equally, some support for the contention that there is a tendency for girls' ambitions to level out to accord with societal expectations of the female role. There was certainly little indication of any desire even to question the prospect of a future devoted principally to child-rearing, with a job being undertaken only as and when it appeared to the respondent that it would not detract from her prime responsibility of caring for her children.
SUMMARY

It can be considered, therefore, that whilst the out-of-school environmental influences were, as expected, still operating, and the children's responses and actions were still largely conditioned by these, they were also reacting favourably to the school's resources and making use of them.

On the basis of a comparison of socio-economic groups related to housing areas with the Band groups in school in Year 3, there appeared to be a stronger school than outside-school influence where pupils were members of A Band classes, these children's responses displaying a more ambitious and progressive attitude in terms of lifestyle, occupation, promotion and achievement by means of effort. At the same time these characteristics were more apparent in the Zones 3 and 4 children with the figures for Zone 3 being especially striking in this respect.

This showed again in educational aspirations and the take-up of extended full-time education. Whilst A Band pupils, naturally, were the ones to stay on in what was an academic 6th Form, not only were these pupils overwhelmingly from Zones 3 and 4, but the take-up of Further Education places, which included some B Band pupils was, also, dominated by these Zones.

Equally, the inclination to seek out knowledge for themselves was most apparent in Zones 3 and 4, although it was more closely related to Band than to residential area, and a significant finding was that the timetabled elements of the Careers Education Programme were considered most helpful by Zones 1 and 2 respondents.
The necessity for self-knowledge in order to make a suitable occupational choice was not fully appreciated by some and B Band pupils were particularly likely to be over-optimistic about examination performance. Replies concerned with job knowledge also showed some alarming gaps, but from their own point of view a good percentage (48 per cent at the end of Year 5) thought their knowledge was sufficient, (although this had reduced to 42.9 per cent of the working respondents), with 70 per cent of the young workers liking their jobs, having had few surprises, and saying they had been, in a general sense, adequately prepared for the world of work.

Their reasons for subjects chosen for study during Years 4 and 5 showed evidence of considerable thought and an awareness of their possible future use in their lives after school, but, in spite of the school's efforts to encourage girls to broaden their opportunities, subject selection, on the whole, remained stubbornly traditional, and the girls exhibited little inclination to take any more radical view of their life pattern after school. In this respect, again, it was noted that girls were still less likely to receive work-related education provided by their employers and their pattern of occupations and entry to extended education was more related to socio-economic status than was the boys.

Thus, the findings appear to indicate that the school was making a useful contribution towards enabling the children to make 'considered choices'. Those on whom it was having least impression seem to have been the girls from the lower socio-economic groups.
PART IV

CONCLUSIONS
Assessment of the Research Project

The project as it was designed and implemented covered a period of eight years, the empirical work beginning in 1977 and ending in 1979. The analysis of the material was then a considerable exercise in itself and, combined with changes in the organisation and staffing of the School where the research was undertaken, the researcher was not able to begin the interpretation of the empirical material until 1981.

If the situation had not changed during this period, the delay would have been irrelevant to the analysis. However, this was not the case and the changes have important consequences for any assessment of the research. For example, there has been a change in the understanding of what is meant by Careers Education from an activity carried out by specialist teachers to an activity carried out by each member of staff.

It will be recalled from Chapter 1 that there were five broad aims which underpinned the project. Each of these will be taken in turn to comment on how far it was possible for the project to achieve them -

(a) to attempt to describe the Careers Education Programme in Littleover School and to provide an indication as to the extent to which it fulfilled its stated purpose

It was said in Chapter 4 that Littleover School was thought to be particularly suitable for the project as it did not suffer from some of the characteristics of other comprehensive schools which have tended to create problems in interpretation of data, but this in itself made it difficult to find previous research for purpose.
of comparison - other studies being related to the tripartite system of education, or sections of it, and neighbourhood or 'creamed' comprehensives. It was necessary, therefore, to select and include in the Review of the Literature (Chapter 2), a variety of works which contained different points of reference and which, it was hoped, would collectively afford a sufficiently broad range of evidence to provide an adequate yardstick for assessment of the Littleover programme. Such works did, however, have the advantage of furnishing a basis for a comparison of the comprehensive system with the selective system which it has largely replaced. In this connection, much of the research on young people's schooling and subsequent job entry has been shown to correlate with social class, home attitudes and environment - influences which it appears have been reinforced by the selective system to the disadvantage of working class children - so it followed inevitably that a substantial part of the project was devoted to the question of whether the comprehensive system - in the shape of Littleover School - showed any signs of having improved the position. A positive conclusion was essential to the refutation of the view that young people's movement into the adult working world was so dictated by environmental factors as to deprive them of any control over their own future. The same positive conclusion was also necessary to support the aims of Careers Education which had evolved in the 1960's and 70's, and which laid great emphasis on the principles of individual autonomy and choice.

Accordingly, the areas for investigation were formulated on the basis of what represented a general consensus of opinion amongst Careers Teachers of what Careers Education should try to do, namely, 'encourage and allow pupils to develop self-awareness, an appreciation of the adult world of education, work and leisure, and to prepare them for making considered choices based on
sound, factual knowledge.'

This philosophy, which owed much to developmental theories of vocational development, had led to a developmental approach to Careers Education, but research work undertaken in this field had pointed to the failure of the education system to provide careers schemes in schools which would intervene in the young people's natural development stages in such a way as to counteract the deterministic influences of social class, etc and to help them make their own 'considered choices based on sound, factual knowledge'.

Then, to add to the dilemma, the view was also expressed that environmental factors were, in fact, so powerful as to make such aims unrealistic and, moreover, that young people's statements regarding job aspirations were quite unreliable anyway and not to be taken seriously. These contentions not only further challenged the current methods of careers counselling as a whole, but also raised serious questions regarding schools' methods of allocating pupils to courses during the last two years of compulsory education. The reported research in Chapter 2 on this topic showed a wide variation in practice and an equally wide variation in the level of satisfaction.

Within the framework of the developmental approach, therefore, it seemed that it would be necessary to conduct the study over a period of time and in such a way as to provide a record of how their attitudes and job ideas developed up to and including at least six months after leaving school.

Thus, the survey was planned on the basis of a series of schedules to be answered by the first full year group to have undergone the complete (Years 3 to 5) Careers Education Programme as it was conducted in the School at that time; these schedules being designed to
monitor both the respondents' reactions to the various elements of the School's programme, their ideas and attitudes in relation to their future work and life after school, together with, where applicable, their transition into a working or college environment.

In spite of the differing points of view, the Review of the Literature, with some reservations, had pointed to the need for well-planned Careers Guidance Programmes, and it is contended that the responses of the young people in the present study confirmed this view. The demand from the children was for more in terms of variety of provision and, although home-based and out-of-school influences were important factors in pupils' career choices, it was clear that the school was playing an equal part and was obviously appreciated. Certainly, compared with the many criticisms of schools' efforts to prepare their pupils for their move from school to work, this study goes some way towards providing a more balanced view. As 70 per cent of the young people who replied to Schedules 8 and 9 thought that they had been adequately prepared for the world of work one must conclude that the Careers Education Programme had been a successful one. At the same time, the stability of their career ideas and the apparently greater job satisfaction experienced by pupils who had entered jobs/training in accordance with previous aspirations would appear to support the incorporation of developmental theories into Careers Education schemes.

Nevertheless, the incidence of unrealistic aspirations coupled with an early narrowing of job choice were not in line with the intentions of the Programme.

It must also be said that although the findings regarding the School's Programme could be seen as encouraging for those involved in Careers work, it would be fair to say that the socio-economic groups, based on a system of
housing 'zones', indicated that Zone 1 and 2 children were deriving the least benefit from what the school had to offer. Family customs and expectations were obviously combining with the physical distance from school to minimise that establishment's influence - and this was particularly marked in relation to the girls from these zones.

Again, another feature of the findings of this study which serves to counteract the reported shortcomings of schools is the absence of effort on the part of the pupils themselves. Teachers' findings are few compared with those of outside researchers and this project yields some insight into the teaching/learning situation from the inside. It illustrates the problems in providing a Careers Education Programme which will 'fulfil its stated purpose' by providing for the individual needs of every pupil; the efforts which are made on the pupils' behalf and are sometimes unappreciated, unheeded, misunderstood or rejected. In other words, it shows the range of response and helps counteract the anecdotal, selected responses which serve to illustrate specific experiences.

(b) within this framework, to provide a means of identifying areas of difficulty in order to provide a basis for discussion on future Programmes

'The areas of difficulty' revealed themselves in the process of assessing the extent to which the Programme 'fulfilled its stated purpose'. As a result, the scope for expansion of the School's influence appeared in many ways, but from the pupils' point of view, particularly in the areas of works visits and visiting speakers. From the Careers Teacher's point of view, it seemed that the levels of job knowledge and self-knowledge were not of the standard which the School's provision was designed to promote. Certainly the
evidence of unrealistic aspirations and, what appeared to be, prematurely firm decisions on job choice, demonstrated the difficulties involved in attempting to foster the openness and flexibility of mind required to maximise a child's potential without exposing him to unnecessary and demoralising disappointment.

Altogether, it is considered that the variety of suggestions for improvement from the pupils indicate that advantages could accrue from a larger element of individual guidance proceeding side by side with a structured programme, and that it is also likely that a more active, personal approach might go some way towards tackling the pupils' passivity and lack of initiative.

It is further contended that a more practical type of programme would have added benefits, particularly, for the socially and academically disadvantaged pupils, although, apparently, still within a structured framework. As well as visits and speakers, work experience in some form was undoubtedly demanding a trial. It is also suggested that such an approach might help indirectly with the development of self-knowledge, this being an aspect which did not seem particularly important to the pupils themselves. It could be that young people in this age group do not have sufficient maturity or experience for this to be a realistic expectation on the part of the adults who deal with them, and perhaps it can only be improved by more first-hand acquaintance with the working world and its varying demands.

(c) to produce a collection of material about Careers which could form the basis for discussion of the Programme with parents

When this aim was formulated it was envisaged that the results of the survey, in an abridged form, should be made available to the parents, indicating the purpose of the different facets of the Programme and the children's responses to them, together with the significant findings
related to the development of the children's ideas during the two to three years' period. For instance, the survey shows clearly the importance of the family's influence on the young person, the extent to which the school's facilities were being utilised and the scope which existed for making more use of the Careers advisory services.

Of particular encouragement to parents as well as pupils and teachers, it is thought, should be the discovery that greater job satisfaction appeared to be experienced by pupils who had managed to perform at an average academic level at school and were content with their social relationships at work. It was not necessary, apparently, to be in the most 'high-powered' type of job for the work to be enjoyed, but the jobs requiring the least skill were liked the least. This evidence should go some way towards alleviating the stress experienced by some pupils in striving for academic levels which are beyond them and, on the other hand, counteracting the discouragement experienced by other average and below-average pupils which, too often, seems to result in a tendency to 'give up'. Such pupils might, thus, be presented with more realistic, attainable goals, which would give them the incentive to achieve as high an examination standard as individual ability will allow and to develop the social skills necessary for 'getting on' with working colleagues.

The socio-economic findings would of necessity have to be handled carefully, but if these were interpreted in the sense that the project had appeared to show that pupils living the greatest physical distance from the school were deriving the least benefit from the school's services, then this could prepare the way for positive steps to be taken to improve the situation. It has to be acknowledged, however, that the problem of communication is at its most intractable with those parents whom the teachers most want to meet. At parents'
evenings it is very often the children for whom the
teachers have most concern whose parents rarely, if ever,
respond to the invitation to come to school to discuss
their child's progress and welfare.

Certain steps have been taken during the last few years
to try to improve the home/school relationship, one
particularly significant innovation which has distinct
implications for Careers Guidance work being the appoint-
ment in 1983/84 of six School Home Community Tutors to
serve the six schools in the south of the City, which
take the majority of the City's ethnic minority children,
one of them, of course, being Littleover. Their job
description requires them -

"... to develop and enhance links between school,
home and community with particular reference to
ethnic minority pupils, parents and communities"

and in the detailed list that follows they are called upon

"to assist and advise the school in the develop-
ment of systems of contact with particular
reference to those pupils whose parents seem to
show little interest in school or for whom the
standard systems of contact seem inappropriate."

(Derby School Home Community Tutors
(booklet) October 1984) (35)

Home visits and group community meetings were ways in
which it was envisaged the School Home Community Tutors
would make this contact, and Littleover's Tutor established regular meetings with some groups at local
centres. It will be recalled that most of the West
Indian and Asian pupils' homes are in the Zones 1 and 2
areas of this study where the school's influence appeared
to be least evident. Only time will tell whether this
attempt at 'positive discrimination' will help to redress
the balance and it would be naive to expect dramatic
results. Home visits, for instance, have to be approached
with tact and discretion and, altogether, one must accept
that such a scheme requires patience and perseverance.
The Tutors themselves are conscious of the need for

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evaluation and have submitted reports on their work but, as has been stressed throughout this study, a period of time must elapse before any reliable assessment can be made.

Another noteworthy development in the last two years has been the introduction of an additional meeting into the 3rd Year Options Programme, which has been held at one of the 'feeder' primary schools in this neighbourhood for the benefit of parents who might be more tempted to attend there than to make the journey to Littleover. This has been a success in that, whilst ethnic-minority and English parents have attended in about equal numbers, there has been no corresponding decrease in numbers attending the meeting at Littleover.

Yet a further project designed to make the school more meaningful to its pupils, their parents and the community generally has been the production of a tape/slide programme. The Home Community Tutor, referred to above, and a teacher well-skilled in photography have compiled a programme depicting a typical day in the life of the school which is now available for use on any occasion and with any group for the promotion of school/home/community liaison. Many hours of dedicated 'spare-time' work have already been spent on this visual-aid, but the photographer's enthusiasm in anticipating an on-going process of up-dating and addition seems in no way diminished.

(d) having been undertaken by a practising Careers Teacher, to be a means of promoting greater understanding and, therefore, possibly a higher level of collaboration amongst teaching colleagues

In 1977 it was considered that a survey detailing the work involved in Careers Education and its results would help to show its importance in the curriculum. In the smaller, closer-knit community of the primary school where the teachers tend to be more in the nature of 'general
practitioners' rather than 'specialists' there is a
greater knowledge and understanding of the work of
colleagues. In contrast, from the secondary stage
upwards, where the various aspects of the curriculum
are taught by subject specialists in large establish-
ments, there is not much opportunity to learn about the
work of other departments. Thus, it was reasoned that
other teachers, by reading the account of the survey,
could very quickly gain an overview of the background
to Careers Education (from the Review of the Literature)
and a good grasp of the Careers Education Programme
operating in their school. At the same time, they would
probably be led to appreciate more fully the extent of
their own influence in the career choice process. The
latter has been amply demonstrated in that the pupils'
responses have revealed their teachers' importance as
sources of job information, and the part they must
inevitably play, directly or otherwise, in the question
of subject choices. Of particular interest to them,
it is thought, will be the high level of job satis-
faction apparently experienced by pupils achieving
average examination results. They will note, also, the
relationship of performance and responses to school with
Zone and Band, the girls' largely traditional attitudes,
and the need for improvement in the pupils' job knowl-
edge. In this respect, it is perhaps not too much to
expect teachers to have a fair knowledge of careers and
courses associated with their own specialisms, but it
is not reasonable to expect any other but the teachers
directly involved with Careers Guidance to have the
necessary breadth of information and supportive
literature to enable pupils to make really well-informed
decisions. Then, ultimately, it is important that there
should be on-going consultations with the Careers
Officers as the acknowledged experts in up-to-date job/
training knowledge and current or projected job
opportunities.
Over the years much has been achieved by a system of collaboration and liaison between Year Tutors, Form Teachers and Careers staff. The counselling of their pupils by 3rd Year Form Teachers and Subject Teachers, for instance, is especially crucial to the wise selection of subjects by pupils for their studies in Years 4 and 5, and, again, the advice of 5th Year Form and Subject Teachers is a necessary supplement to that of 5th and 6th Year Tutors and Careers staff when pupils are making their decisions regarding courses, jobs and schemes, and whether to stay at school or go to College. However, the pressure on teachers has increased to raise standards of academic achievement — which is still seen largely in terms of traditional disciplines and is demanded most vociferously from the higher socio-economic groups. They are also being called upon to evaluate and revise, as necessary, their specialist subject teaching and prepare for a new examining system. Yet, at the same time, it is further demanded that the curriculum be made more relevant to pupils' later needs, with the areas in which they should be prepared for their future lives being defined in an increasingly insistent manner. Careers Education now seems to be merging more and more into the sphere of the curriculum now referred to as 'Personal and Social Education'. A document entitled "A Derbyshire Approach to Personal and Social Education in the Secondary School", produced by the County Advisory Committee for the Curriculum and approved by the Derbyshire Education Committee in April, 1983 included in its pages Political Education, Pastoral Care and Guidance, and Careers Education. In its lists of objectives of personal and social education are to be found those of helping young people to

"be aware of their own strengths, weaknesses and aptitudes;
acquire decision-making skills;
adapt to change in themselves and their environment;
acquire the skills to relate effectively to others, and to be effective members of the groups in which they live and work."

("A Derbyshire Approach to Personal and Social Education in the Secondary School" County Advisory Committee for the Curriculum, 1983) (36)

These objectives sound remarkably like the aims of Careers Education in the 70's. The section on Pastoral Care and Guidance then goes on to say that "a counselling service should be run which -

"... enables pupils with their parents to make sensible and informed choices about courses, careers or lifestyle."

The involvement of all teachers - "skilled or unskilled in this" - is emphasised, and although it is acknowledged that "most schools have developed two hierarchies of staff: one for academic development and one for pastoral care and guidance" the comment is then made that "increasingly the value of close links between the pastoral and academic systems within a school is being appreciated ..."

Finally, the last section on Careers Education itself contains the statement that

"Careers Education is concerned not only with the provision of job information but with experience which will enable the pupil to know himself, to develop his capacity to make decisions and to develop those personal qualities which will enable him to live a satisfying life in a changing society of which work is part. When it is conceived as broadly as this, it follows that careers education and personal education cannot be dissociated; careers education is a distinct yet closely linked aspect of personal growth and development."

The member of staff with responsibility for the development of Personal and Social Education at Littleover School has recently produced a report on the efforts that have been made up to 1984 to fulfil the Local Authority's requirements, and he mentions particularly the demands made on the Heads of Year and Form Teachers.
Teachers are being asked to implement or prepare themselves to implement, major new initiatives in several different spheres of their activities against a background of uncertainty, pessimism and parsimony. Increased efficiency is sought; diminished resources are promised.

"In carrying out form-time PSD (Personal and Social Development) form teachers have an extra work-load. It cannot be denied that however efficiently and conscientiously they formerly carried out their form tutor duties, they are now being asked to deal with unfamiliar content and in some cases, to present it using methods and styles with which they are unfamiliar in circumstances that no head of an academic department would consider satisfactory."

(B W E Claxton - Report, January 1985)

The report on Personal and Social Development at Littleover School, too, speaks of the problem of evaluation, the lack of time available to do this, and the difficulty of finding ways to assess children's responses, but equally, the need for this to be done "in order to help us to assess our success or failure".

It has to be said that when the promotion of 'a higher level of collaboration amongst teaching colleagues' was included as an objective of the project, it was not intended to seek to promote an involvement on the scale which now, apparently, is thought to be desirable.

(e) lastly, to produce findings which would be of interest to other Careers Teachers

As far as Careers Teachers are concerned, the findings speak for themselves. They will be in a position to compare the characteristics of the School and its Careers Programme as it was operated at that time with their own and assess the study's relevance to their particular circumstances. In any event, they will be able to read an account of one school's programme and an evaluation, according to certain criteria, of its
operation. More particularly, if they are contemplating undertaking their own surveys, they will be especially interested in the practicalities. They will, for instance, readily understand how heavily the success of such a project depended upon the co-operation of the subjects. Therefore, they will be interested to know that, throughout this survey, the attitude of the pupils was very supportive. They were patient, good-humoured, and, in many cases, very keen to give as much information as possible. Those asked to attend interviews to clarify and expand their written replies required few reminders and very little persuasion to take part in the brief discussions required for this. At the final stage, when it was vital that the response should be sufficient to yield a usable quantity of information, and yet it was the stage which depended most upon the goodwill of the respondents, the number of replies to the 'follow up' Schedules 8 and 9 was especially pleasing.

The problems of retaining the respondents' co-operation, therefore, were overcome in this particular longitudinal study, but the other main problem inherent in a longitudinal project - that of likely delay in producing the results - proved to be more intractable. It was undoubtedly fortunate that the unemployment situation had not fully caught up with Derby at the point when the material for the final stage was collected, but by the time the analysis was finished and interpretation was under way, the opportunities for 5th Year leavers to go straight into permanent employment were much reduced. Therefore, some doubts were experienced regarding the relevance of the study in the mid-80's. It seemed that just at the point when theories of vocational development and schemes based on them had become sufficiently established to be evaluated and adapted to cater more adequately for all pupils, the situation for which they had come into being was disintegrating.
Nevertheless, it is believed that other Careers Teachers will not find the results of this project irrelevant to the school/employment scene of the 1980's. There are still jobs to be done, children still need to be educated for adult life, including work, and should be given every opportunity to arrive at their decisions at each stage on the basis of 'sound, factual knowledge'.

However, the extent to which Careers Teachers can now usefully undertake assessment of their programmes and keep abreast of rapidly changing circumstances, is difficult to say. In the case of this project the length of time - although comparatively short for a longitudinal study - for the collection of the data, followed by the analysis and interpretation of the series of schedules produced, meant a delay of several years before the findings were compiled. For a working teacher who is interested in evaluating his/her own teaching scheme, a study such as this would probably be too protracted, unless some allowance of time was available or it was shared by two or more teachers. After all, neither the teacher's training nor commitment to the job provide the expertise or time for full-scale research projects. Therefore, longitudinal studies would appear to be best left in the hands of professional researchers who have the personnel and the resources to produce their findings in a reasonably short space of time and on a scale sufficiently large to enable generalisation. However, now that Careers Education is well-established, it is quite feasible that evaluation studies could be conducted using the 'cross-sectional' method referred to on p 100. This would produce useful material quickly and on a yearly basis if required. The form of the enquiry could be adapted to include new material introduced into the programme and changes made as a result of children's responses, so that 'feed-back' would be immediate and capable of speedy incorporation into the teaching scheme. Eventually, of course, a
longitudinal study is required to give a more reliable picture of individual progression, but a research programme started in this way could grow into a longitudinal study if it is conducted over a period of years, but without the disadvantage of a delay in the production of findings.

On the other hand, tracing pupils as the years go by, unfortunately, becomes increasingly difficult, and, again, the outside agency is better placed to cope with this problem. The subjects of this project, for instance, are now 23 years old, and whilst the progress and up-to-date position of some of them is known, there has been no news of others since they completed Schedules 8 or 9, or when they left school. Consequently, if the decision was taken to pursue this study further, it would have to be accepted that it would be a time-consuming task and the resulting response rate might be disappointing.

Lastly, it should be mentioned, also, that the outside researcher has the advantage, once more, in checking pupils' responses in relation to socio-economic factors. However, it might be that divisions in this respect would not be so relevant in some schools or that teachers in two or more dissimilar schools could follow an agreed evaluation programme and compare their data to assess the influence of these factors. Such findings, then, might be of a scale to justify generalisation.

In view of the changes that have already taken place and are likely to continue to take place, perhaps what is needed is a set of procedures for monitoring/evaluating any scheme rather than an account of a particular scheme. Even so, if suitable provisions were made within the organisation of the Education system in this country, it is suggested that the Education service could be improved as a result of more
programmes of research being undertaken by practising teachers in addition to, and in collaboration with, professional researchers. Teachers might be encouraged, thereby, to be more questioning and broader in outlook with regard to what they teach and why, as well as how; professional researchers, for their part, would have greater insight into the practicalities of the teaching/learning situations in schools. A case could be made that the subjects of these activities - the children - could benefit from a greater understanding and co-operation between these two groups of workers.
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APPENDICES
APPENDIX 1

COUNTY BOROUGH OF DERBY
EDUCATION COMMITTEE

C. MIDDLETON, M.A.
Director of Education
Telephone No. 31111

Dear Parent or Guardian,

Reorganisation of Secondary Schools

The Council has already announced its proposals to reorganise the secondary schools in the Osmaston, Allenton, Alvaston, Chellaston area from September 1972. At its meeting on the 3rd November, the Council approved, on the recommendation of the Education Committee, a scheme to reorganise the secondary schools in that part of the Borough known as Sector C, that is the area between the Burton Road and the railway line through Pear Tree station, as comprehensive schools. The secondary schools affected will, therefore, in future admit children of all abilities and aptitudes. Public Notices giving details of the Authority's proposals have now been published, but approval of the scheme is in the hands of the Secretary of State for Education and Science. The Education Committee believes that the facilities and opportunities available in the new, larger comprehensive schools will be of benefit to all children especially as the school leaving age is to be raised from 15 to 16 in 1972/73. Additional resources will be allocated to these schools to assist with their development along comprehensive lines.

The proposals are as follows:

1. The Schools
The area will be served by three all-through (11-18) mixed comprehensive schools on Village Street, Moorway Lane and Pastures Hill. The names of the schools will shortly be decided.

a. Village Street
The existing Homelands and Normanton Schools will be amalgamated. Boys and girls already at these schools will attend the new mixed comprehensive school.

b. Moorway Lane
The new school nearing completion on the same site will be amalgamated with the present Derby School to form a mixed comprehensive school. The boys at present attending Derby School will be the nucleus of the new mixed comprehensive school and the boys and girls now attending Dale and Hardwick Secondary Schools and who will continue their secondary education will transfer to this new school. Dale and Hardwick Schools will cease to be used as secondary schools.

c. Pastures Hill
Littleover School will develop as an all-through mixed comprehensive school. This school will have extensions complete for September 1972 providing new laboratories, additional teaching accommodation and a sports hall and a request has already been made to the Department of Education and Science for further extensions to this school to enable it to develop fully as a comprehensive school.

d. Sinfin
For the immediate future, children living in Sinfin will transfer to the Village Street school but the first phase of a new comprehensive school to serve this area is planned to start in 1973/74 and should be ready for occupation not later than September 1975.

2. Catchment Areas
In deciding upon the catchment areas for the three schools, which have been endorsed by the Teachers' Advisory Committee, the Education Committee has endeavoured to ensure that each of the schools in this sector will have a good cross section of children of all abilities and aptitudes and from differing backgrounds. A map detailing these areas is shown overleaf.

Boys attending Hardwick Junior Boys' School, who in the past have had the option of transferring to Rykneld School will be allowed to opt either for Rykneld School or for the appropriate comprehensive school and the Education Committee would hope that the first preference of all parents can be met, though this will depend on the accommodation available at the schools.

Children living north of the Burton Road in Littleover attending Wren Park or St. Peter's School not offered places in selective schools will normally attend Littleover School.

Children living in the town centre between the Osmaston Road and Siddals Road, a small and diminishing number due to house demolition, will be given the option of the following schools:—Derwent, Allenton, the schools in Sector C, Rykneld, Sturgess or Markeaton.

3. Roman Catholic Provision
It is the hope of the Education Committee and the Governors of the school that St. Thomas More School may also be reorganised with effect from September 1973 and extended in due course to cater for Roman Catholic children of secondary school age living in the southern half of the Borough, in the same way that St. Ralph Sherwin provides a comprehensive Roman Catholic School for children of secondary school age living in the north of the area.

Parents of children due to transfer to a secondary school next September will be invited to visit the school to meet the Head and staff later in the year and it is intended to hold public meetings to which parents will be invited to hear further details of these proposals. However, if you have any specific queries about these proposals, please make an appointment to see your child's Headteacher or a member of my staff at this office.

Yours faithfully,

C. Middleton
CATCHMENT BOUNDARIES for SECONDARY SCHOOLS
in SECTOR 'C'

APPENDIX 2

- - - - Borough Boundary
- - - - Sector Boundary
- - - - Catchment Boundary

BOUNDARIES

LITTLEOVER
NORMANTON
Hillcross
Sunny Hill
ST SAVIOURS SCHOOL
ST WENCESLAUS SCHOOL

PEARTREE
ROSE HILL

SECONDARY SCHOOLS
Fig. 79 The growth of Derby and its suburbs
Surname  
(Block Letters)  
First Name(s)  
Present Form  
3rd Year Form  
Date of Birth  
Age now  
(Years and months)

1. How many years have you lived in this country?  
("Always" or number of years)

2. Complete the following -  
I have ... older brothers and ... older sisters.  
I have ... younger brothers and ... younger sisters.

3. (a) Which 2 subjects do you like best?  
(b) " " " did " " " in your Third Year?

4. (a) Which 2 subjects do you like least?  
(b) " " " did " " " in your Third Year?

5. Have you any ideas about what you want to do when you leave school?  
Underline YRS/NO

6. If you have underlined "YRS" in No. 5, say what they are.  
(Please number then if more than one).

7. Have you any physical or health difficulty which might restrict your choice of job? (e.g. asthma, allergies, eyesight, travel sickness, height, weight, etc.)

8. Have you had information about any jobs from any of the following - (Underline).  
Any other source of information not mentioned:

..........................................................
4th Year - Questionnaire No. 1

9. What kind of work would your parents like you to do?

10. Have you used the Careers Room to find out about jobs?

Underline - NO OCCASIONALLY QUITE OFTEN

11. If you have used the Careers Room write down the jobs you have read/asked about.

12. If you could have any job you wanted, and did not have to bother about money, qualifications, or anything else, what would you choose?

(a) What would you especially like about that job?

(b) Is there any way in which you think you might be able to do something like your 'ideal' job?

13. How do you spend your spare time at present?

14. What do you usually do at weekends?

15. List the subjects you are taking during this year and next, together with levels - G.C.E., C.S.E., or N.E., and GIVE THE REASON YOU HAD FOR TAKING EACH CHOICE.
16. Do you know of any way(s) in which you could use your favourite subject(s) for your job?

YES/NO

If so, how?

17. Do you know of any way(s) in which you could use your interests/hobbies for your job?

YES/NO

If so, how?

18. Who or what gave you the ideas for jobs you have written down in No. 6? Use same numbers as in 6. if necessary.

19. Is anyone in your family in the same, or related, job to any you have mentioned in 6? YES/NO

If YES, who is it?

20. (a) What qualifications do you require from school for your most preferred choice in No. 6?

(b) What education/training will follow?
21. If you have no idea at all about a job yet, what attracts you most at the moment? PLEASE TICK WHICH APPLIES

(a) Getting a job as soon as possible which requires no additional study/training out of normal working hours.

(b) Getting a job and going to a College of Further Education for part-time education.

(c) Going to a College of Further Education for more full-time education.

(d) Staying at school into a Sixth Form.

(e) Going to University/Polytechnic/or other College.

22. Are there any jobs which you thought of doing in your Third Year which you have now given up the idea of?

YES/NO

23. If you answered YES to No. 22, say what they were and why you have changed your mind.
**APPENDIX 5(1)**

4th YEAR - Questionnaire No. 2 (SCHEDULE 2)

<table>
<thead>
<tr>
<th>Surname</th>
<th>First name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Block letters)</td>
<td>Present Form</td>
</tr>
</tbody>
</table>

1. Here is a list of industries and services. Underline those which offer a reasonable number of job opportunities in this area -

<table>
<thead>
<tr>
<th>Industry</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitals</td>
<td>Garages</td>
</tr>
<tr>
<td>Fire Service</td>
<td>Shipbuilding</td>
</tr>
<tr>
<td>Engineering</td>
<td>Fishing</td>
</tr>
<tr>
<td>Printing</td>
<td>Farming</td>
</tr>
<tr>
<td>Public Transport</td>
<td>Textiles</td>
</tr>
<tr>
<td>Catering</td>
<td>Metal Production</td>
</tr>
<tr>
<td>Food</td>
<td>Furniture</td>
</tr>
<tr>
<td>Banks</td>
<td>Solicitors</td>
</tr>
<tr>
<td>Schools</td>
<td>Colleges</td>
</tr>
<tr>
<td>Power</td>
<td>Gas</td>
</tr>
<tr>
<td>Glass</td>
<td>China</td>
</tr>
<tr>
<td>Market</td>
<td>Gardening</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industry</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Footwear</td>
<td>Paper</td>
</tr>
<tr>
<td>Forestry</td>
<td>Building</td>
</tr>
<tr>
<td>Clothing</td>
<td>Shipping</td>
</tr>
<tr>
<td>Shipping</td>
<td>Hairdressing</td>
</tr>
<tr>
<td>Mining</td>
<td>Brewing</td>
</tr>
<tr>
<td>Local Government</td>
<td>Civil Service</td>
</tr>
<tr>
<td>Accountants</td>
<td>Insurance</td>
</tr>
<tr>
<td>Quarrying</td>
<td>Rubber</td>
</tr>
<tr>
<td>Oil, Pottery</td>
<td>Glass</td>
</tr>
<tr>
<td>China Clay, Fruit Growing</td>
<td></td>
</tr>
</tbody>
</table>

2. Are you prepared to leave home to obtain the job/training you want?

At 16?  At 18?  

3. If your work is of the kind where you would be in charge of people, would you want to be in charge of:

A small group  A large group  Nobody
(up to, say, 10)

4. Will you prefer to work in

A small town  A large town  the country

5. Will you prefer to live in

A small town  A large town  the country
6. Write a little about the kind of house you hope to live in, and where you would like this to be; whether you wish to own it one day.

7. What kind of holidays do you hope to have when you are working?

8. How do you hope to spend your leisure time when you are working?

9. Have you found out anything about yourself during the last year that you can do, or can improve, which will help you get and keep a job? (Underline - learn something new; improve performance in a subject; improve manners; improve appearance; concentrate harder; listen more carefully; spend more time on homework; try to finish jobs; try to be more helpful; try to be more friendly; try to remember better. Any others not mentioned -

10. Is there anything you particularly want to own? YES/NO
    If so, what?

11. Is there anything you especially want to have when you have been working for about a year? YES/NO
    If so, what?
12. And after about 10 years?  YES/NO
   If so, what?

13. Some people think it is not very nice to be ambitious. Others think it is a good thing. On the whole do you think that to be ambitious is - (TICK)
   Good  Bad  Don't Know  Not Sure

14. Would you say you are more or less ambitious than most of your friends?  (TICK)
   Yes  No  About the same  Don't know

GIRLS ONLY

15. If you marry, do you think you will continue to work?  (TICK)
    YES  NO

16. If YES, will you want a Full-time Job or a Part-time Job?

17. If you marry and have children do you think you will continue to work?  Your comments on this topic please.
Below are listed 50 different conditions you might find about a job. On the right-hand side are three columns headed "Not Important", "Important" and "Very Important". **IGNORE THE THIRD COLUMN - "Very Important" - FOR THE TIME BEING.** Go through the list and place a tick in the first or second column only, according to whether the particular quality is important or not so very important to you personally. Do not miss any out.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Not Important</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good starting pay</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Safe work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging job</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity to gain qualification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasant surroundings</td>
<td></td>
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<td></td>
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<tr>
<td>Helping people</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Firm has sports/social club</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Near home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A job in which one can wear smart clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chance to make friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being one's own boss</td>
<td></td>
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<tr>
<td>A job carrying responsibility</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>A job in which one works alone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring for animals</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>An opportunity to become famous</td>
<td></td>
<td></td>
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</tbody>
</table>
### 4th Year - Questionnaire No. 3

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good financial prospects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A job satisfying an absorbing interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A job approved by the family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working for an organisation of national repute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service to the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steady routine job</td>
<td></td>
<td></td>
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<tr>
<td>A job demanding patience and care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status in the outside world</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A job where one is seen by the public</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A job claiming respect of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long holidays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chance to meet all kinds of people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A job where it is noticed when I do good work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity to travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At the end of a day's work I should be able to forget all about the job till tomorrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always plenty to do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A job which makes one feel really useful</td>
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<td>----------------------------------------</td>
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<tr>
<td>A job in which I can keep clean and tidy</td>
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<tr>
<td>I should be able to finish one job before I have to think about the next</td>
<td></td>
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<tr>
<td>A job where I am always learning something new</td>
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<tr>
<td>Indoor work</td>
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<tr>
<td>A job where I can use my strength</td>
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<tr>
<td>A job which gives me the chance of being in charge of other workers</td>
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<td>A job which gives me the opportunity to instruct others</td>
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<td>A quiet workplace</td>
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<tr>
<td>A job needing special skill and training</td>
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<tr>
<td>A job enabling me to use my own special talents</td>
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<tr>
<td>Work which will give me the chance to get right to the top of my job</td>
<td></td>
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</table>
### 4th Year - Questionnaire No. 3

<table>
<thead>
<tr>
<th>Opportunities for creating things and using my own ideas</th>
<th>Not Important</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good promotion prospects</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Long-term security</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Scope to plan one's own work</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Now go through your "Important" ticks again; and where any of these are of GREAT importance to you, place a tick in the "Very Important" column.

Finally, go through the ticks you have placed in the "Very Important" column, and place a second tick at the side of the THREE which are MOST important to you. Now write these below IN ORDER OF IMPORTANCE -

1. 
2. 
3. 
APPENDIX 7(1)
BEGINNING OF 5TH YEAR QUESTIONNAIRE (SCHEDULE 4)

PART A.

Surname
First Name
Form 4th Form


2. Have you a good idea of what you would like to do when you leave school? Underline YES/DON'T KNOW YET If YES, answer Question No. 4 onwards. If DON'T KNOW YET, answer Question No. 3.

3. If you answered "DON'T KNOW YET" to No. 2, what jobs have you considered?

Now answer Question No. 16 onwards.

4. If you answered "YES" to No. 2, what do you think/hope will be your first full-time job?

5. What gave you the idea of going in for that job?

6. Who gave you the idea of going in for it?

7. What do you think you will like about it?

8. What do you think you might dislike about it?

9. What sort of training will you need?

10. How will you dress for this kind of work?
APPENDIX 7(2)
PART A.(2)

11. About this job, underline the answer you believe to be correct -

(a) Opportunities locally: exceptional; considerable; fair; poor; none.

(b) Degree of security: exceptional; considerable; fair; poor; none.

(c) Working conditions: exceptionally pleasant; very good; reasonable; poor; very poor.

(d) Hours of work: very short; short; average; long; very long; "unsocial"; shifts; variable.

(e) Is work - entirely with people; mainly with people; partly with people and partly with things; mainly things; entirely things.

(f) Is the work a service to the community: definitely; partly; no.

(g) How is this occupation recognised in the community: highly respected; respected; average; looked down upon.

(h) How good is the pay during training: very good; good; reasonable; low.

(i) What standard of education is necessary for entry:
Degree: diploma: "A" level; "O" level; C.S.E.: a good general education but no formal examination requirements.

12. Is anyone in your family in the same job as the one you have decided on?
YES/NO

If YES, who is it?

13. Have you visited a factory, office, or other work place, to see and talk to people working in the job you have decided upon?
YES/NO

If YES, where was the visit?

Who organised it?
14. Have you had any work experience which is related to your intended job, for example, a holiday job or a weekend job? (An appropriate 4th Year Link Course can be included)

YES/NO

If YES, write what it is/was.

15. If your first choice "lets you down" for any reason (e.g. qualifications not good enough; no jobs available) what other possibility/ies have you considered?

16. What do you expect will be your job after 2 or 3 years at work?

17. What do you expect your job will be in about 9 or 10 years?

18. After your Fifth Year, what is the next step which attracts you most at the moment? Please tick which applies.

(a) Getting a job as soon as possible which requires no additional study/training out of normal working hours.

(b) Getting a job and going to a College of Further Education for part-time education.

(c) Going to a College of Further Education for more full-time education.

(d) Staying into a Sixth Form.

(e) Going to another kind of College (please say what kind).

19. Have you had any useful information about jobs from any of the following? (Please underline)


Any other source not mentioned ......................
APPENDIX 7(4)

PART A. (4)

20. Have you used the Careers Room since you answered the questionnaires in the Fourth Year?

NO          OCCASIONALLY          QUITE OFTEN

21. If you have used the Careers Room write down the jobs you have read/asked about.

22. Do you feel you know as much as you need to know about the range of possible jobs open to you?

YES          NO          NOT SURE

23. If you have answered NO or NOT SURE, what sort of things would you like to know?
APPENDIX 8(1)

BEGINNING OF 5th YEAR QUESTIONNAIRE (SCHEDULE 5)

PART B.

Surname

First Name

1. List the subjects you are taking and, if you hope to take examinations, write -
   (a) the level and grade you hope to obtain.
   (b) " " " " expect to obtain.

Be realistic but very fair to yourself.

Hope Expect

2. Do you think you made the right choice of subjects for your 4th and 5th years?

Underline YES/NO

3. If NO, which subject(s) do you think you made a mistake about?

Why?

4. Have you made any change(s)? YES/NO

5. If YES,
   (a) What did you drop?
   (b) What did you transfer to?
   (c) Are you glad you changed?
   (d) Has the change made any difference to any job ideas you had?

6. If your answer to Nos. 2 and 4 was NO, why did you make no change?
7. Do you think, after all, that you have done the best thing in keeping to your original choice? YES/NO

8. If NO, what would you like to have changed to?

   Why?

9. Do you expect to be staying on at school into a Sixth Year? YES/NO

10. Do you hope to take any subject(s) at 'A' level? YES/NO

11. If YES, which G.C.E. 'A' level(s) do you hope to take?

12. Write here any other subjects you would like to pursue further, if you could.

   If none, write NONE.

14. Did your Group Visit happen to include any particular interests of yours before you went? YES/NO

   If YES, what were these?

15. Did the visit confirm or increase your interest? YES/NO

   If YES, why? If NO, what put you off?

16. Did you become interested in a particular occupation, training, or place of work as a result of your visit? YES/NO

   If YES, why?

   If NO, why not?

17. From your point of view, was the visit interesting, entertaining, informative, dull, of no interest to you, of no help to you.

   Underline as applicable and give reason(s) briefly below -
APPENDIX 8(3)

PART B.

18. Did any visiting speaker(s) happen to represent any particular interests of yours before you had the talk?
   YES/NO If so, which?

19. If YES, did any talk confirm or even increase your interest?
   YES/NO
   If YES, which and why? If NO, what put you off?

20. Did you become interested in any particular occupation, training, or place of work as a result of a talk?
   YES/NO
   If YES, which and why? If NO, why not?

21. From your point of view, which talks were interesting, entertaining, informative, dull, of no interest to you, of no help to you. Please give reason(s) briefly.

22. What do you hope to own after you have been working for a year?

23. And after you have been working for about 9 or 10 years?

24. Have you made up your mind about anything you especially want to do?
   To have?

25. On the whole, do you find that when you want something very much you usually get it?
26. What usually makes this come off?

27. What is usually the reason if it doesn't come off?

28. Is there anybody that you actually know who has done well in his job?

29. What makes you say that he has done well?

30. Are any of your friends very ambitious?  YES/NO

31. Do you think you are ambitious compared with your friends?
   YES  NO  ABOUT THE SAME

32. Do you have any plans as to how you would like to spend your leisure time when you are working?

33. How do you spend your leisure time now? For instance, do you have a regular evening for something particular?

34. What do you usually do at weekends?
Please do not write in this margin.

APPENDIX 9(1)  
End of 5th Year Questionnaire  Part A  
(SCHEDULE 6)  
Form

Name
Home Address  
Tel. No.

1. What jobs have you applied for?

2. Where have you had interviews?

3. What job(s) have you been offered?

4. If you have refused any job(s) please give reasons.

5. Have you obtained a job?  YES/NO
   If YES answer questions 6 - 29
   If NO miss out questions 6 - 29 and answer questions 30 onwards.

6. (a) Where is your job?
   (b) What is it?
   (c) How did you obtain it? e.g. answering advertisement, writing to see if there were any vacancies, through Careers Office, etc.

7. Is this the job you wanted to do at the beginning of your 5th year?  YES/NO

8. If NO -
   (a) Why has that idea "fallen through" or been abandoned?
   (b) Is the job you have obtained one which you had in mind as a second choice?
APPENDIX 9(2)

(c) If not, where did you get the idea for this job?

9. With regard to the job you have obtained, underline the answers you believe to be correct -
   (a) Degree of security: exceptional; considerable; fair; poor: none.
   (b) Working conditions: exceptionally pleasant; very good; reasonable; poor: very poor.
   (c) Hours of work: very short; short; average; long; very long: "unsocial", shifts; variable. State the hours of work if known -
   (d) Is work entirely with people; mainly with people; partly with people and partly with things; mainly things; entirely things.
   (e) Is the work a service to the community: definitely: partly: no.
   (f) How is this occupation recognised in the community:
       highly respected; respected; average; looked down upon.

10. Have you been inside the factory, office or other workplace where you are going to work? YES/NO

11. Have you met any of the people you will be working with?

12. Have any special arrangements been made for you to help you "settle down" and not feel too strange? (e.g. A coffee morning for new employees, an "induction" (i.e. an "introductory") programme when you start.)

   YES
   NO
   DON'T KNOW

If YES, what is arranged?

13. What is the distance between where you live and where you are going to work? (approximately)

14. How will you get there and back?

15. How much will your travel cost?

16. Approximately how long will it take (each journey)?

17. What will be your starting pay?
APPENDIX 9(3)

Part A. (3)

18. What holiday will you be entitled to?
   (a) In your first year?
   (b) Later years?

19. What are the arrangements for increases in pay?

20. What training will you have?

21. What are the possibilities for promotion?

22. Describe briefly, but as well as you can, what your duties will be.

23. Will you be working - Underline
     Mainly on your own; with a few other people; with
     a good many other people.

24. Will these people be - Underline
     (a) Mostly male; mostly female; about equally mixed.
     (b) Mostly young; mostly middle-aged; about equally
         mixed as regards age.

25. Is anyone in your family in a similar job to the one
     you are going to? YES/NO
     If YES, who is it?

26. If NO, is anyone else you know (e.g. friends,
     relatives of friends, etc.) doing this kind of work?

27. What do you think you will like about this job?

28. What do you think you might dislike about it?

29. Have you had any work experience related to this job,
    such as a holiday/weekend job? (An appropriate Link
    Course also counts). YES/NO
    If YES, write what it is/was.
30. If you answered NO to question 5, what job are you hoping to do?

31. Is this the job you wanted to do at the beginning of your 5th year? YES/NO

32. If NO -
   (a) Why has that idea "fallen through" or been abandoned?
   (b) Did you have this job in mind as a second choice? YES/NO

33. With regard to the job you have in mind, underline the answers you believe to be correct -
   (a) Degree of security: exceptional; considerable, fair, poor: none.
   (d) Is work entirely with people: mainly with people: partly with people and partly with things: mainly things: entirely things.
   (e) Is the work a service to the community: definitely: partly: no.
   (f) How is this occupation recognised in the community: highly respected: respected: average: looked down upon.

34. Is anyone in your family in a similar job to the one you hope to do? YES/NO
   If YES, who is it?
   If NO, is anyone else you know (e.g. friends, relatives of friends, etc.) doing this kind of work?

35. What do you think you will like about this job?

36. What do you think you might dislike about it?

37. Have you had any work experience related to this job, such as a holiday/weekend job? (An appropriate Link Course also counts) YES/NO
   If YES, write what it is/was.
39. What training will you have?

40. What are the possibilities for promotion?

41. Describe briefly, but as well as you can, what you think your duties will be.
APPENDIX 10(1)

End of 5th Year Questionnaire

(SCHEDULE 7)

Part B.

Form

Name

1. (a) Have you attended a Link Course? YES/NO
   (b) If YES please state subject.
      If NO, go to No. 2.
   (c) Why did you choose this one?
   (d) Did you find it useful for any of the following reasons.
       Underline
       You found the course interesting.
       You found you learned something which might be useful.
       You were able to meet some new people.
       You were given an idea of what it might be like to work in a particular type of work.
       You were able to experience what it might be like to attend a College of Further Education when you have finished at school.

2. (a) What visits have you been on during your 5th Year?
   (b) Did any include particular interests of yours before you went? YES/NO
   (c) If YES, did the visit confirm or increase your interest? YES/NO
   (d) If YES, why?
      If NO, what put you off?
   (e) Did you become interested in a particular job or place of work as a result of a visit? YES/NO
   (f) If YES, which and why?
      If NO, why not?

3. Which talk by a visiting speaker did you find most informative?
APPENDIX 10(2)

Part B. (2)

4. Did any visiting speakers represent any particular interest(s) of yours before you had the talk? YES/NO

5. If YES
   (a) Which ones?
   (b) Did the talk(s) confirm or even increase your interest? YES/NO

6. (a) If YES, why?
   (b) If NO, what put you off?

7. Did you become interested in a particular job, training or place of work as a result of a talk? YES/NO

8. (a) If YES, which and why?
   (b) If NO, why not?

9. Are you interested in staying on at school into a 6th Form? YES/NO
   If NO proceed to No. 18

10. If YES, which of the following reasons are yours? Underline
    (a) I shall be with students and staff I know, and who know me.
    (b) I shall get individual attention and help.
    (c) I do not know what job I want to do yet and I can put off a decision for a while longer.
    (d) The subjects I want to do will be offered at 'A' level.
    (e) I think there will be more opportunities offered for guidance at school.
    Any other reasons not mentioned above ..............

11. Do you hope to take any subject(s) at 'A' level? YES/NO
APPENDIX 10(3)

Part B. (3)

12. If YES, which G.C.E. 'A' level(s) do you hope to take?

13. Write here any other subjects you would like to pursue further, if you could. If none, write NONE.

14. Do you have a career in mind? YES/NO

15. If YES, what career is it?

16. Is your intended 6th Form study related to your intended career?

17. Which, if any, of your interests/hobbies are related to your intended career?

18. Are you expecting to go somewhere else, e.g. Derby College of Further Education, Derby Agricultural College, etc. for more full-time education? YES/NO

If NO go to Question No. 27.

19. If YES, say where you are going.

20. What course/subjects will you be doing?

21. Length of course .......... 

22. Which of the following reasons for this decision are yours? Underline 

(a) I shall feel more adult at college.
(b) The facilities are better for the subjects I wish to do.
(c) The social facilities are good.
(d) I feel I need a change from the school environment.
(e) I shall be completely responsible for my own studies.

Any other reasons not mentioned above ............

..........................................................
APPENDIX 10(4)

Part B. (4)

23. Do you have a career in mind? YES/NO

24. If YES, what career is it?

25. Is your intended course related to your career?

26. Which, if any, of your interests/hobbies are related to your intended career?

27. Have you had any useful information about jobs from any of the following during the last year? Underline -


Any other source of information not mentioned -

28. Have you visited the Careers Room and/or consulted Careers staff about jobs/training during this year? YES/NO

29. If YES, do you think you have had any useful help/advice/information as a result?

30. Have you had any help from the Careers Officer/Careers Office during this year? YES/NO

If YES please give details.

31. Do you feel that you have obtained as much information as you have needed about the range of jobs open to you?

YES NO NOT SURE

32. If you have answered NO or NOT SURE, what else do you think the school might have included?
APPENDIX 10(5)

Part B. (5)

33. What else do you think you yourself might have done/asked/found out about?

34. Looking back over the three years, what would you have liked to have been included that wasn't?

35. What part/item/aspect did you find was least useful?

36. From your point of view, have the Careers facilities made available to you in school been - Underline

unnecessary: insufficient: not useful to you personally: useful: very useful.
APPENDIX 11(1)

"AT WORK" QUESTIONNAIRE (SCHEDULE 8)

Name
5th Form at School

Address

Tel. No.

Work Place

Job

1. How did you get the job you have now? Underline -
   (a) By writing to ask if there were, or would be, any vacancies.
   (b) By finding out about it from family, friends, school, Careers Officer, visiting speaker to school, works visit. (Underline)
   (c) By answering an advertisement.
   (d) Through the Careers Office.
   (e) Through the Job Centre.
   (f) Through a private employment agency.
   (g) Any other means not mentioned ...........................................................

2. Are you still in your first job? YES/NO

3. If your answer is NO, give details of your job(s) before this one -

   Work place

   Dates

   From

   To

4. How did you get your first job (if different from the one you have now)?

5. What aspect of work was your main source of difficulty in your first few weeks at work? Underline -

   Feeling shy; not having any friends; being alone at lunchtime; being with a crowd of men instead of boys at school; not being sure of what the bosses and other workers expected with regard to general behaviour; working hours; learning the work; "coping" with the work tasks in general.

Any others not mentioned ...........................................................

Now long did it take you to overcome the problem?
6. Are you satisfied with your pay?

7. Do you like your job? Underline -
   Very much  quite  Good  All Right  Not Much  No

8. Are you doing the kind of job you intended doing just before leaving school?

9. How long do you expect to remain in your present job?
   Less than a year  1 year  2 years  3 years or more

10. What would be the strongest factor in making you look for a different job? Underline (no more than 2). -
   Better training opportunities
   Better prospects of promotion
   Use of qualifications
   More money
   More opportunity to make friends.

11. How many people are there in your working group or section?

12. Are the people you work with -
   Mostly young  Mostly middle-aged  About equally mixed

13. Has the job turned out to be as you expected?  YES/NO

14. If NO in what way(s) is it different from what you expected?

15. Give a brief description of a typical day's work -

16. Do any of your family work at the same place?  YES/NO
   If YES, who is it?

17. Does any member of your family do the same kind of job as you? (Not necessarily at the same place)  YES/NO
   If YES, who is it?
18. Have you had any work experience related to this job? (Holiday or weekend jobs and LinkCourse count)
   Yes/No
   If YES, what was this?
19. What is the distance between where you live and where you work (approximately)?
20. How do you get there and back?
21. How much does your travelling cost?
22. How much time do you spend in travelling (each journey)?
23. What holiday are you entitled to -
   (a) in your first year?
   (b) Later years?
24. What training have you had/are you having?
25. What are your prospects for promotion?
26. What are your prospects for promotion if you leave your present place of employment?
27. What are the arrangements for increases in pay?
28. What kind of job do you hope to have in about 3 years' time?
29. What kind of job do you hope to have in about 10 years' time?
30. Say what you like about your job.
31. Say what you do not like about your job.
32. What special arrangements are made to help new employees "settle down"?

33. With regard to the job you are at present doing, please underline the answers which, in your opinion, are correct -

(b) Working conditions: exceptionally pleasant: very good: reasonable: poor: very poor:
(c) Hours of work: very short: short: average: long: very long: "unsocial": shifts: variable. State your hours of work -
(d) Is work entirely with people: mainly with people: partly with people and partly with things: mainly things: entirely things.
(e) Is the work a service to the community: definitely: partly: no.
(f) How is this occupation recognised in the community: highly respected: respected: average: looked down upon.

34. How do you spend your spare time?

35. What do you do at the weekends?

36. Are you "saving up" for anything special? YES/NO

If YES, what?

37. Which, if any, of your interests/hobbies are related to your job?

38. Now that you have been working for a short time, and have had some experience of work, please answer the following questions -

(a) Before starting work, do you think you had as much information as you needed about the kinds of jobs available to enable you to make the most suitable choice?

YES NO NOT SURE
(b) If NO, what other jobs would you have liked to have known about?

(c) Do you think you had as much information about the world of work in general as you needed to help you make the change from school to work as smoothly as possible?

YES/NO

(d) If NO, what would you have found useful to know?

(e) What part/item/aspect of the Careers programme at school did you find was most useful?

(f) What part/item/aspect of the Careers programme did you find was least useful?

(g) What else do you think you yourself might have done/asked/found out about?

(h) From your point of view were the Careers facilities which were made available to you in school -

Underline -
unnecessary; insufficient; not useful to you personally; useful; very useful.

Please give reason(s) for your opinion -
"FULL-TIME FURTHER EDUCATION" QUESTIONNAIRE

Name

Address

Tel. No.

1. Name and address of the College you are attending -

..........................................................................................................

..........................................................................................................

2. Please state -

   (a) The course you are doing ..................................................

..........................................................................................................

   (b) Length of the course .........................................................

..........................................................................................................

   (c) Subjects being studied - ....................................................

..........................................................................................................

..........................................................................................................

..........................................................................................................

..........................................................................................................

..........................................................................................................

   (d) Examinations to be taken ....................................................

..........................................................................................................

..........................................................................................................

..........................................................................................................

..........................................................................................................

..........................................................................................................

3. Why did you decide to start this course? Please tick as many reasons as you feel apply to you -

   (a) I thought I would feel more adult at College.

   (b) I thought the facilities were better for the subjects I wanted to do.

   (c) I thought the social facilities would be better.

   (d) I felt I needed a change from the school environment.

   (e) I wanted to be completely responsible for my own studies.

   (f) I had not been able to get a job.

   (g) I thought I would have a better chance of getting a job if I improved my qualifications.

   *(my other reason(s) not mentioned) ........................................

..........................................................................................................

..........................................................................................................
4. Do you think you made the right choice in leaving school and undertaking a full-time course at College?  
   YES/NO
   If NO, why not?
5. Do you think you made the right choice of course?  
   YES/NO
   If NO, why not?
6. Do you intend to get a job when you have completed this course?  
   YES/NO
7. If you answered YES to No. 6, what kind of job will you be looking for?
8. If you have answered NO to No. 6
   (a) What do you intend to do when you have completed this course?
   (b) What kind of work do you intend to go into eventually?
9. Is any member of your family in the kind of work you intend to do?  
   YES/NO
   If YES, who is it?
10. Have you had any work experience related to the kind of work you intend to do? (Holiday or weekend jobs and Link Course count)  
    YES/NO
    If YES, what was this?
11. Is the kind of work you now hope to do the same as that which you intended to do at the end of your 5th Year?  
    YES/NO
12. Have you had any contact yet with the Careers Adviser at your College?  
    YES/NO
13. If you have answered YES to No. 12, has this contact -  
    (a) Changed your mind about the job you intend to do?  
    YES/NO
    If YES, please give further details -
13. (cont'd.)
(b) Given you some new ideas for jobs? YES/NO
If YES, please give further details -

14. With regard to the career you have in mind, please underline the answers you believe to be correct -
(a) **Degree of security**: exceptional: considerable: fair: poor: none.
(b) **Working conditions**: exceptionally pleasant: very good: reasonable: poor: very poor.
(c) **Hours of work**: very short: short: average: long: very long: "unsocial": shifts: variable.
(d) Is work entirely with people: mainly with people: partly with people and partly with things: mainly things: entirely things.
(e) Is the work a service to the community: definitely: partly: no.
(f) How is this occupation recognised in the community: highly respected: respected: average: looked down upon.

15. What kind of job do you hope to have in about three years' time?

16. What kind of job do you hope to have in about ten years' time?

17. How do you spend your spare time?

18. What do you do at weekends?

19. Are you "saving up" for anything special? YES/NO
If YES, what?

20. Which, if any, of your interests/hobbies are related to your intended career?
21. Now that it is more than six months since you left school and you have had new experiences and can now begin to "look back" on your school days, please answer the following questions -

(a) Before leaving school, do you think you had as much information as you needed about the kinds of jobs and training available to enable you to make the most suitable choice?

YES  NO  NOT SURE

(b) If NO or NOT SURE what information would you like to have had?

(c) What part/item/aspect of the Careers programme did you find was most useful?

(d) What part/item/aspect of the Careers programme did you find was least useful?

(e) What else do you think you yourself might have done/asked/found out about?

(f) From your point of view were the Careers facilities which were made available to you in school -

Underline -

unnecessary: insufficient: not useful to you personally: useful: very useful.

Please give reason(s) for your opinion -
Dear Parent,

Careers Education in School

I am writing to ask for your co-operation with regard to an enquiry into Careers Education which will commence shortly in this School.

The school curriculum as a whole is, of course, a matter for endless discussion, but there has been overwhelming criticism nationally of the lack, or inadequacy, of Careers Education by employers and pupils alike. So much so that, in 1975, the Derbyshire Education Committee "charged Governing Bodies, in consultation with the staff of schools, to review the arrangements for Careers Education within their schools and to report back as soon as they are able to do so."

Our provision for Careers Education is considered by the Local Authority to be very satisfactory and we are, in fact, one of the few schools to provide a Careers programme in the Third Year. However, the intention is to go a step further than this, and to make a critical examination of our own programme in the belief that a new subject in the curriculum should be evaluated in an appropriate way. It is, also, I think you will agree, particularly opportune at a time when education is the subject of such great concern.

A member of this School's Careers Department staff is, therefore, conducting an enquiry under the guidance of Loughborough University of Technology, and, during this half-term, as the first phase, all Fourth Year pupils will be asked to complete three questionnaires. Further questionnaires will follow at the commencement and at the end of their Fifth Year, and about six months after leaving - or in the Sixth Year if they stay at school. Additionally, some pupils will be asked to take part in small group discussions. I must emphasise that at no time will the identity of any pupil be disclosed.

Your son's/daughter's year has been selected because these pupils are the first to have received the full
programme starting in the Third Year.

The purpose of the project is to attempt to assess the extent to which we are achieving our general objective of helping children to prepare for their life after school and, as a result of the survey, perhaps identify ways in which the service we provide might be improved.

I hope that you will support this project and will have no objection to your son/daughter taking part in an enquiry which is meant to be a positive contribution towards the development of a truly worthwhile and relevant Careers Education programme in school.

Yours sincerely,

[Signature]

[Name]

Headmaster.
APPENDIX 14

1. How long have you been out of work?

2. Have you ever worked since leaving school? YES/NO
   If so, what were you doing?

3. What job are you looking for?

4. Why do you think you cannot get a job? (Tick the following reasons as necessary)
   (a) Lack of suitable vacancies.
   (b) Not enough help from the Careers Office.
   (c) Not enough help at school.
   (d) Lack of qualifications.
At the end of this your third year in school you will complete the first part of your secondary school course in which you have studied a wide range of subjects. Next year you will begin a special course of study in fewer subjects and you will have to make a choice before long between different groups of subjects. It is not an easy decision because not only will it determine the work you do in school for the next two years but also possibly which career you will follow.

You must discuss your choice with your parents and they will help you make your final decision. Both you and your parents will have the opportunity to seek the advice of your teachers who know you and how capable you are of reaching the level required for particular examinations. You will also be able to talk to careers guidance officers and to the school's careers teachers about job prospects and qualifications for particular careers.

I hope that both you and your parents attended the Annual Careers Exhibition which was held in September last year and that you will attend the two meetings arranged for this term on the following dates:

Tuesday, 3rd February 7.30 p.m. Talk by Careers Guidance Staff

Thursday, 12th February 6.00 - 9.00 p.m. Discussion with Subject Form Teachers by appointment.
Making Your Choice

Most of the courses are planned to lead to an external examination at C.S.E. or G.C.E. 'O' level at the end of your fifth year. The qualifications gained can be of great value in your future career so the right choice is important. It is possible that your ideas on which career to follow may not be clear at the moment. Moreover you could change your mind over the next two years. For this reason it is important to choose as wide a range of subjects as possible so that you will have a balanced course. Since ENGLISH and MATHEMATICS are especially important they are compulsory. Physical Education, R.E. and further Careers education will also be compulsory.

Try to make your choice for the right reasons. Do not choose a subject just because your friend has made that choice or because you like a particular teacher - you could have a different teacher next year. Your friendships could change too.

You could choose a subject because you enjoy it, because you are good at it or because you will need it in your career. It is likely that some subjects will not fulfil all three conditions and you will have to compromise. This is where your teachers can help but it is hoped that this booklet will answer some queries for you.

What the Courses Offer

**ENGLISH**

Similar skills in English Language are required by the 'O' level G.C.E. and that part of the C.S.E. course that deals with language. It is therefore unnecessary for pupils to make their final choice between the two exams at the beginning of the fourth year. Experience has shown that pupils whom we expect to obtain C.S.E. Grade 1 have performed well in 'O' level Language with little extra preparation.

G.C.E. 'O' level English Literature is a separate and extra subject which involves detailed study in depth of a small number of books, together with training in the appreciation of literature generally. Pupils who wish to follow a course in 'A' level English in the Sixth Form are advised to attempt 'O' level English Literature. Pupils who are selected and agree to take 'O' level Literature will prepare for the examination during the time ordinarily allowed for English.

The C.S.E. course includes some study of literature and all Fourth Year pupils will embark on this course whether or not they eventually convert to the G.C.E. course.

**MATHEMATICS**

Pupils will follow one of the following four courses depending on their ability:-

a) G.C.E. 'O' level (A.E.B. General Syllabus)
b) C.S.E. Mode I (Options A and B)
c) C.S.E. Mode III (involves topic work)
d) Non-examination course.
MODERN LANGUAGES

Both French and German courses are a continuation of courses followed in years 1 - 3. They will lead to G.C.E. 'O' level or C.S.E. at the end of Year 5. The importance of languages in the future with our closer association with Europe will be obvious to many of you and study of these subjects could bring both career and leisure benefits.

HISTORY

G.C.E. 'O' level and C.S.E. courses are available. The topics studied will be Britain and World Affairs in the twentieth century. Some C.S.E. candidates will also be able to study some nineteenth century history. The C.S.E. examination includes a history project or topic which can be on almost any historical subject which a pupil finds interesting.

GEOGRAPHY

Again both 'O' level and C.S.E. courses are available. The 'O' level syllabus at the moment consists of study and preparation for two examination papers covering the following topics: a) Ordnance Survey maps, b) British Isles, c) eight countries of the world plus topics on a world basis, d) population, e) settlement, f) agriculture, g) industry and h) trade.

One quarter of the C.S.E. course consists of practical work and preparation of a project file. This is a topic chosen by the candidate e.g. a factory or village which is studied. The remainder of the course consists of study of the following topics: a) Ordnance Survey maps, b) East Midlands, c) five selected regions of the British Isles, d) Weather, e) Landforms, f) three countries of Europe.

HUMANITIES

This course takes up to two fifths of the time-table of pupils who choose it. They are prepared for C.S.E. examinations in Social Studies and Mass Media and English. G.C.E. 'O' level English is also possible for suitable students.

Social Studies covers some of the ground that might otherwise be covered in History, Geography and R.E. but as in all aspects of the course the emphasis is on the relevance to modern living and things of obvious interest to the pupils. Like Mass Media which involves the study of mass communications, Films, T.V., Newspapers and Advertising, Social Studies is 'new' to the students which adds incentive to those who may be basically 'non-academic' or 'bored' by the conventional curriculum. The more able student will also find the course challenging and absorbing. It proceeds on the assumption that students will take all three examinations. Experience has shown that only a small percentage do not.

MUSIC

This is a new option this year. Students will prepare for the C.S.E. examination which consists of aural tests, questions on set works and the background of the music itself and assessment of a topic presented by the candidate. Credit is given for personal performance on a musical instrument or indeed for singing.

R.E.

This is the second year that this subject has been offered. Students can prepare either for 'O' level or C.S.E. examinations. The aim of the course is to study in some depth the religious and moral problems important in modern society. A variety of view points will be investigated, as well as that of Christianity. C.S.E. candidates are required to produce a project on a subject of their own choice. 'O' level candidates spend more time studying the Life and Teaching of Christ.
ART, CRAFT AND DESIGN This examination is designed to develop and extend the students' creative ability. The course is entirely practical. Work is undertaken in graphics - drawing, painting, poster and design work and in craft - mainly pottery.

Individual work in all media is encouraged and pupils are also expected to produce work of their own choice executed in out of school hours. The final examination takes the form of a test piece and an exhibition of work done during the course.

METALWORK Three possible courses are available to the student.
a) Non examination Course. For those pupils who wish to study metalwork purely for enjoyment. A flexible course - it allows pupils to develop their skills either by working as individuals or as a group project.
b) Pupils who have shown sufficient aptitude in the lower school can taken an examination course leading either to C.S.E. or G.C.E. 'O' level. Students opting for an examination course should also take Technical Drawing since draughtsmanship forms an important part of the examination.

WOODWORK This is the third year that pupils have been allowed to opt for this subject at examination level. Practical work done during the course forms an integral part of the final assessment. The ability to design simple articles is also tested.

WOODWORK AND HOME MAINTENANCE This is a new course designed for pupils who do not wish to take a woodwork examination. In addition to tuition in the basic wood crafts, students will have practice in electrics, plumbing, glazing and decorating.

TECHNICAL DRAWING Two courses are available. G.C.E. Geometrical Drawing (Engineering) is mainly for the more academically inclined student who hopes to study the subject further in a Mechanical or Electrical Engineering vocation.

C.S.E. Technical Drawing is a broadly based course; it provides a course of study for pupils of average ability and aims to develop a basic knowledge and understanding of the conventions used in working drawings. It also incorporates a wide range of practical geometry.

PHYSICS Courses lead to both G.C.E. and C.S.E. The 'O' level course is detailed and mathematical whereas the C.S.E. course has more emphasis on practical and descriptive work. Pupils wishing to study Physics to 'A' level should opt for the G.C.E. 'O' level course.

BIOLOGY Separate courses will be provided for G.C.E. 'O' level and for C.S.E. The 'O' level course demands the learning of more facts and good problem solving ability is demanded. The C.S.E. course contains several optional choices. Although it is not essential to take either Physics or Chemistry a good understanding of either of these subjects is helpful when studying Biology and if Biology is to be attempted at 'A' level then 'O' level passes in these subjects are highly desirable. If a career involving Biology is contemplated then passes in Physics or Chemistry are essential.
HUMAN BIOLOGY This is a new course taken to a C.S.E. level only. It will not be possible to take both Human Biology and Biology. Pupils interested in a career involving Human Biology are advised to take Physics or Chemistry to examination level.

GENERAL SCIENCE From next September General Science will be offered as an examination subject to C.S.E. level. The course is designed for those pupils who do not wish to study a single science subject in detail but are interested in learning more about basic Physics, Chemistry and Biology.

The course will consist of the usual theory and practical work associated with Science and in addition there will be some project work on special topics.

It is hoped that all who opt for this course will be able to take the C.S.E. examination but a final decision can be delayed until the 5th Year.

NON-EXAMINATION SCIENCE This course is designed for students who do not feel able to attempt external examinations in a science subject. It must be emphasised that the tradition of hard work that has developed with this course will continue. During the 4th Year a formal science course is followed based on practical work linked with a minimum of theory. The basis of the 5th Year course is of each person carrying out his or her own projects under the guidance of the teacher.

It is expected that most pupils taking this course will not be studying another science subject, but those taking C.S.E. Biology can also be considered.

TYPEWRITING The aim is to produce proficient touch typists and to improve English at the same time. A good standard of English is essential and entry to the course is dependent on the results of an English test. Pupils are prepared for C.S.E. and R.S.A. examinations.

SHORTHAND This is a two year course devoted to the learning of Pitman's shorthand. Again a good standard of English is essential. Only the really determined should attempt this course.

HOME ECONOMICS Courses leading to 'O' level and C.S.E. are available as well as non-examination courses. Topics for study include care of the home and family, shopping, budgeting, family health, nutritional needs and equipping the home. Students must be prepared to do practical cookery regularly.

NEEDLEWORK Both examination and non-examination courses are available. Garment making is required for examination courses - non-examination work includes embroidery, soft toy making etc.
APPENDIX 16(6)

OPTION GROUPS

You have already read of those subjects which are compulsory. The optional subjects are arranged in five groups. You must choose one subject from each group.

Note: O = G.C.E. 'O' level course
C = C.S.E. course
NE = Non-examination course

Social Studies must be chosen in both groups; all others in one group only.

<table>
<thead>
<tr>
<th>GROUP 1</th>
<th>GROUP 2</th>
<th>GROUP 3</th>
<th>GROUP 4</th>
<th>GROUP 5</th>
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<tbody>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>History O/C</td>
<td>History C/O</td>
<td>Geography O/C</td>
</tr>
<tr>
<td>Woodwork O/C</td>
<td>Physics O/C</td>
<td>French O/C</td>
<td>Geography C</td>
<td>French C</td>
</tr>
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<td>Chemistry O</td>
<td>Biology O/C</td>
<td>German O/C</td>
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<tr>
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<td>Biology O/C</td>
<td>Human O/C</td>
<td>Physics O/C</td>
<td>T/Drawing O/C</td>
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<tr>
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<td>Shorthand C</td>
<td>T/Drawing O/C</td>
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<td>R.E. O/C</td>
<td>Metalwork O/C</td>
<td>Typing C</td>
<td>Art C/NE</td>
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<td>Art C/NE</td>
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When you have finally decided ask your parent to complete the attached form and return it to your form teacher. All must be returned not later than Friday, 5th March, 1976.

Remember it could be necessary because of staff shortage or lack of numbers choosing a subject to change those subjects you have been offered. Every effort will be made to ensure that your last two years at school are both profitable and enjoyable.
FOURTH AND FIFTH YEAR COURSES 1976 - 78

I wish my son/daughter ........................................ of Form ......

to take the following subjects during his/her Fourth/Fifth Year.

GROUP 1  GROUP 2  GROUP 3  GROUP 4  GROUP 5

.................................................................

Date ........................................ Signed ..........................

Parent/Guardian

Please return to your child's Form Teacher before Friday, 5th March 1976