

Title Building the culture of education for 5 to 8 year olds in the UK: A comparison of policy and attitudes in England and Scotland

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Building the Culture of Education for 5 to 8 year olds in the UK: A comparison of policy and attitudes in England and Scotland

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May 2006

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A thesis submitted to the Faculty of Business Studies, University of Bedfordshire, in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

AUTHOR'S DECLARATION

I declare that this dissertation was carried out in accordance with the Regulations of the University of Luton.* The work is original except where indicated by special reference in the text and no part of the dissertation has been submitted for any other degree.

Any views expressed in the dissertation are those of the author and in no way represent those of the University of Luton.

The dissertation has not been presented to any other University for examination either in the United Kingdom or overseas.

Signed: S. Sargent

Date: 16th May 2006

* On the 1st August 2006 the Privy Council agreed the change of name from the University of Luton to the University of Bedfordshire.

ABSTRACT

Although England and Scotland are two of the countries composing the UK, there are differences and similarities between the structures of education in each country. Teachers often struggle to explain the multi-faceted nature of their work and the general public rarely understands the complexities that educational professionals have to deal with on a day-to-day basis. Teachers of 5 to 8 year olds in England and Scotland are expected to fulfil diverse and complex roles. Since devolution, changes have been implemented in Scotland affecting teachers' workload. Changes in the culture of education in both countries have affected the professional and personal lives of teachers. A larger dehumanisation of education in the name of efficiency and cost effectiveness is affecting the morale of teachers and many are leaving the profession.

Historical method and a questionnaire are the main methods used to investigate the extent to which teachers of 5 to 8 year olds in England and Scotland have been affected by government legislation of the 1980s up to the present. The research also seeks to discover what changes teachers have made in order to work within the educational climate that resulted from that legislation. The questionnaire includes demographic data, scales for teachers to rate their ideal vs. actual teaching situations, emotive statements taken from a national survey for Likert scale response in terms of agreement or disagreement, and space for open-ended comments. The data were subjected to statistical analysis using SPSS. Two-way ANOVAs with repeated measures and one way ANOVAs were used in the analysis of the questionnaires, in addition to factor analysis. In the discussion of the findings, the historical accounts of the development of education in England and Scotland affecting the teachers of 5 to 8 year olds was used, along with respondents' open-ended comments, to inform the results of the statistical analysis of the questionnaire.

The findings show a perceived gap between respondents' ideal and actual teaching situations in both countries, and a somewhat negative trend in the overall response to both types of scaled items, with only a few group differences. The pattern of response is interpreted as showing dissatisfaction with managerialism in UK education, and it is argued that this emphasis is affecting the dynamics and cohesiveness of schools. The resulting, increasingly performative culture is perceived to be degrading the quality of early years' education by a process of de-personalisation and restricted implementation of professional expertise.

DEDICATION AND ACKNOWLEDGEMENT

This dissertation is dedicated to Elizabeth Jane Hodgson (1973-2006) my beloved, emotionally adopted 'daughter', Lizzie. As Tom wrote of you:

Rest weary traveller, lay your head,
For all is done; and all is said,
You're safe now, your journey ends.
You've travelled far, with many friends.
Your path was cruel and unforgiving,
If only life were simply for living.
Those you've touched along the way;
"A kind-hearted character" they would say.
"Empathy and compassion were virtues she held."
A selfless gesture you offered the world.
You left us all with a lasting impression,
Humbled none by your life's regression.
As you strode through life with joy and passion,
Your path diminished in untimely fashion.
So rest now, for we must apart,
Holding you always close to our heart.
Your spirit lives on; you're free from the pain,
You leave us hoping to meet once again.

As for this thesis -

Without the teachers who shared their thoughts, feelings, stresses and joys about teaching there would have been nothing for me to write. Without the help of my friends, especially Dr. Marilyn Tew, I would never have reached the end of this task. Without Dr. Lawrence Lau and his continual support, friendship and patience in helping me with statistics I might have given up! Without the technical advice and support from Sarah Hawkins things would have taken me much longer to complete. Last, but not least, without my supervisor Professor Martha C. Pennington and her unshakeable encouragement and friendship I would have never overcome the struggles I have had to write this thesis, nor learned as much as I have about the process of academic writing.

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Abbreviations

COPE	National Committee on Primary Education
DfEE	Department for Education and Employment (1995)
DfES	Department Education and Science (1964)
DfES	Department for Education and Skills (2001)
DOE	Department of Education (1992)
OME	Office of Manpower Economics
NLS	National Literacy Strategy
NNS	National Numeracy Strategy
QAA	Quality Assurance agency
QCA	Qualifications Curriculum Authority
SED	Scottish Education Department
SEED	Scottish Executive Education Department
SOED	Scottish Office Education Department
SOEID	Scottish Office Education Industry Department
TTA	Teacher Training Agency
TLS	Teaching and Learning Scotland

Chapter 1

Introduction

The history of education is often dismissed as irrelevant, not only by the public at large, but even by professional teachers, educational administrators and teacher trainers.

> Far from being irrelevant, the history of education is a radical study. The professional ignores it at his peril, the amateur to his disadvantage. For it teaches that things have not always been as they are now and can therefore be changed. The history of education also teaches that the 'new' is as often as not the 'old' in new clothing, that the issues in education are mostly enduring and that the solutions proposed have generally been tried before in some form or other.
>
> (Batho, 1989, p. vii)

This chapter gives a brief introduction to the events which are important for an understanding of the significant historical facts which underpin the thesis. These events are then discussed in greater detail in Chapter 2.

Background

In terms of the social history of the United Kingdom, education has been the prerogative of progressive social reformers, with politicians generally regarding it as a fallow political field. Nevertheless throughout the 19th and 20th centuries numerous Acts, Bills and Reports relating to education were written and / or placed on the statute books. However, it was not until approximately midway through the 20th century that education increasingly featured in academic papers and eventually in the manifestos of the major political parties as one of the central themes. One of the most important Education Acts of the 20th century reached the statute books in 1944, as R.A. Butler, the Education minister, was using an education act primarily to stimulate social change by altering the concept of education in Britain—but only for the working classes. Free secondary education became a right in law, but the system of education in British society for the middle and upper classes remained unchanged, i.e. the public school system with private schools like Eton and Harrow. In 1976, the Labour Party Prime Minister, James Callaghan, began to reposition education in terms of its importance by relocating it from the edge to the centre of

political debate when he made his now famous speech at Ruskin College, in which he cited the poor or bad teaching for the working class, by progressive teachers, as the root of Britain's increasing economic and industrial problems.

Although it was the Labour Party that began this relocation of education to centre stage, it was the Conservative Party, under Margaret Thatcher, that realised its political power. By 1988 Thatcher's Party had begun to implement a political strategy which saw teachers in England and Wales as the subject of a barrage of continuous attacks. These have been documented and aptly summed up in the phrase, a 'discourse of derision' (Ball, 1991). Politicians and the media have perpetuated this discourse of derision for going on two decades. Successive governments have imposed almost continuous educational change, and teachers have left the profession in increasing numbers. The teaching unions commissioned studies to investigate the reasons for and the outcome of this increase, the loss to the country of professional teaching expertise and the failure of successive governments to stem the rising tide.

Imposed change

Successive governments have imposed change and still do so without seeming to consider the individuals who have to implement those changes. They seem to have been largely ignorant, and when not ignorant, to have deliberately regarded the views or professional abilities and feelings of teachers as immaterial to the supposed need for and direction of change. Teachers were already aggrieved in the 1980s and had carried out a series of long strikes against new policies and proposed changes; yet the Conservative government neglected sincere consultation, most especially with those in education but also in reality with anyone. Fullan (1991) considers the issues of change with regard to education rather than imposed change noting:

> ... the current tendency for many teachers to reject all external changes (particularly if they come from certain sources, such as governments). Rejecting all proposed changes out of hand may be just as regressive as accepting them all.
>
> (Fullan, 1991, p. 137)

Fullan implies an attitude amongst teachers of rejecting change for change's sake. Other scholars of education (Broadfoot et al, 1994; Campbell, 1993; Campbell and Neill, 1990, 1992; Campbell, Neill *et al,* 1991, 1994; Evans *et al*, 1994) have expressed contrary views suggesting that teachers are willing to implement changes. Lomax and Jones (1993) note that teachers may be favourable to new

initiatives at the outset but may later become resistant once they realise the changes in their practice which those initiatives require. In the specific case of England and Wales, Lomax and Jones (1993) observe that:

> ...few teachers who welcomed the notion of a National Curriculum could have foreseen its implications in terms of national assessment and testing (p. 19)

Their view is that teachers generally were in favour of the notion of a National Curriculum and were not opposed in principle to anything that governments proposed as curriculum change but were nonetheless concerned about the potential for immensely increased workload and stress attendant on implementing the new Curriculum Orders. Coopers and Lybrand Deloitte's (1991) analysis of the costs involved in implementing the National Curriculum identified the substantial burden it placed on teachers.

Much of the research to which Fullan refers can be used to support the idea of the teachers being resistant to change. At the same time, it can be noted that research which ignores the historical and political context and simply looks at the personal responses of teachers to curriculum change does not present a complete picture. Such decontextualised research on teachers' response to change is misleading, as it tends to add to the idea perpetuated by governments that teachers are just stubborn resisters to change.

Beliefs and values in common?

The continuous stream of new initiatives has weighed particularly upon teachers in the Primary sector because the model of education imposed upon them was entirely new at that level although it was already existent in the secondary sector. The Foundation Stage guidelines for the early years in England was introduced in 1999 but it was added by amendment to the Education Act 2002 and became part of the National Curriculum. The changes to the ethos of the teachers of 5 to 8 year olds since the introduction of all the educational reforms of the 1980s and 1990s has had very little separate press or research trained on this specific group. The bulk of the coverage has been superficial, amounting to little more than Government "hype" about the value of initiatives without taking account of the underlying pedagogy (Alexander 2004) and the development of early years' education, and without properly evaluating and incorporating educational research about learning in the early years. Although the current promotion of the Foundation Curriculum for the early years is of learning through play, the same top-down didactic model as

implemented at secondary level is implied by the content of assessments and required reports—in general, what are expected as end results for government statistics.

The present research was stimulated by a desire to investigate the response by teachers of young children to curriculum change in the U. K., especially since the introduction of The Education Reform Act of 1988 and the introduction of the National Curriculum and the SATs for Key Stage 1. When New Labour won the general election of 1997 there was hope for change, but the National Literacy and Numeracy strategies in England and Wales imposed an ever more restricted curriculum for the teachers of 5 to 8 year olds. Hope began to turn to despair, and discussions with colleagues teaching in England and Wales in the Infant sector, i.e. pupils aged from 4/5 to 7/8 years of age, suggested that teachers are as demoralised as they were in 1994 (Sargent, 1994, p. 24). It was not known, however, whether this demoralisation was widespread or whether it would also be the case in other parts of the United Kingdom, particularly Scotland, whose reputation for child-centred learning could be seen as the antithesis of the conservative curriculum model and initiatives being implemented in England and Wales. The pupil age range between 5 and 8 years of age (the Infant sector) is recognised in Scotland as a distinct educational grouping, but it was unclear whether teachers in England would have the same sense of this as a cohesive age group apart from the larger Primary sector. The question thus arose as to whether there was an identity and a commonality of views and understanding that could be identified among teachers of 5 to 8 year olds across these nations in their responses to government policies and initiatives. These were the underlying questions that motivated this PhD research.

Balance

Since the base of UK education has, until quite recently, emanated from London, the starting point of the research is within the English system. Given its foundation in the legislation from London, Scottish education has developed under this influence, though also in reaction to it, by the responses that Scotland has made to English demands or suggestions. Every effort has been made to trace the historical origins of current educational practice that affect teachers in England and in Scotland—and for the latter, their educational responses which are in concert with the English system as well as in reaction to it and independent of it. This historical research forms the framework within which a survey of early years' teachers in England and

Scotland has been carried out to assess their responses to the government-mandated changes. Teachers in Northern Ireland and Wales declined the invitation to participate in this study (with one exception of a Welsh teacher grouped with respondents from England) and so are not discussed except for those instances in which the policies affect the whole of the United Kingdom.

Research intention

Significant changes have been made to education since 1988 that have affected the lives of all teachers. This research seeks to investigate what the consequences of those changes have been to:

- the professional lives of a sample of teachers and those in the management of education in the Infant Sector from the UK;
- teachers' beliefs and views about education; and
- teachers' morale and job satisfaction.

The intention is to identify the historical events that occurred in the United Kingdom as a result of government directives regarding education in London and then to look at the ways in which the Scottish education system responded in comparison to the English system. The Scottish cultural heritage in relationship to the English has a direct bearing upon some issues of education and the situation in which teachers of 5 to 8 year olds find themselves. It sought to identify features that would contribute not only to the discourse *on* teachers and current issues of their disaffection, but to the discourse *of* teachers.

There are three areas to this research which are intertwined: (i) an historical contrast between the experiences and views of teachers of 5 to 8 year olds in Scotland and England, (ii) a comparison of practice amongst them and (iii) of some of the personal issues affecting those who teach 5 to 8 years olds as identified by a sample of teachers who work in those countries.

Structure of the thesis

The thesis is intended to present an unfolding story, creating in the mind of the reader an understanding of the educational environment of those who currently teach the youngest school age pupils in England and Scotland. The literature is referred to throughout the thesis, so that the discussion throughout can be simultaneously connected with the historical context.

Chapter 1 is intended to give an overview of the context and intentions of the study. Chapter 2 details some of the nationally historical events that have impacted upon the lives of those who teach 5 to 8 year olds in the United Kingdom (UK). Not all of those events will have impacted directly upon the lives of all the teachers in the study; however, those events will have had an indirect effect upon all of them, because they are events which have directed the development of education towards its current state of affairs in the UK in the 21st century. Chapter 2 also provides something of the slightly broader historical context of events that have affected the UK beyond that of education in order to put the educational aspects into a wider context. The discussion in Chapter 2 has a restricted historical focus regarding the history of British education. It is not intended to be a comprehensive historical account, nor could it be in one short thesis. Selections from the vast amount of historical literature provide a setting for the focus of the research, i.e. the way in which certain political and historical events have impacted upon the lives of teachers of 5 to 8 year olds in England and Scotland so that the results of the research can be situated in context.

The significance of particular historical events is also explained at various places throughout the thesis:

- in Chapter 4, where the historical background has influenced the research design;
- in Chapter 5, where it is discussed as part of, and directly related to, the design of the methods used in the study, i.e. literature review, historical and questionnaire;
- in the analysis of the results in Chapters 6, 7 and 8; and
- in the final chapter of the thesis, in the discussion of the associations between the results, conclusions and recommendations.

The questionnaire used in surveying the target groups in this research has three different types of items grouped as: Items 1 to 4, Item 5, and Items 6 to 12. Chapter 6 describes the participant characteristics and reports the findings for Items 1 to 4, which are essentially demographic. Chapter 7 reports the findings for Item 5, which consists of multiple scales asking for participant views on teaching situations in an actual and ideal world. Chapter 8 details participant responses to quotations from published studies of teachers which make up Items 6-12. Each of these chapters contains an explanation of statistical analysis of the qualitative data from the

questionnaire and the discussion of the results in combination with the qualitative data leading to conclusions at the end of each chapter and a final overall concluding Chapter 9.

In Chapter 3 the philosophical and methodological issues that have been grappled with, leading to my personal orientation and development of the outlook of the thesis, and to the formulation of the research design and its implementation are discussed. The links between the theoretical perspective, the literature, and the methodology and methods used in this research are considered in Chapters 3, 4 and 5. The final chapter offers a synthesis of findings and a drawing together of the entire study. There, the implications of what has been identified through this research about teachers' perceptions and tensions of working within the current education systems of England and Scotland are discussed. These are considered in relation to other research findings about teachers' professional concerns with the current state of affairs, and further areas for research are suggested. The story in the thesis can be seen to move from the historical, through the philosophical, to the methodological and then to the practical.

Chapter 2

Education in England and Scotland

This chapter reviews the key events and structure of education in the 20th and early 21st centuries, first focused on England and the United Kingdom as a whole and then on Scotland, and provides a critical analysis with particular reference to (i) the Primary sector and the concerns of teachers of 5 to 8 year olds, and (ii) the similarities and differences in the current education system and climate in England and Scotland.

Building a Conservative Education System

Early Historical Background

Of the significant Acts of Parliament in the twentieth century, the Education Act 1902 was the first comprehensive education Bill to reach the Statute Book (McClure, 1973). Commenting on the 1902 Act, Batho (1989) states:

> By 1900, after half a century of promoting and of provision by central government and initiatives taken by local agencies, whether charities or publicly constituted bodies, England did not have a real system for universal education but did have a structured which mirrored the perceived needs of various classes. There were elementary schools for the lower working classes, higher grade and technical schools for the more ambitious, endowed grammar and public schools for the middle and upper classes. And there were distinctions made between the provision for the different strata of the middle classes. (p. 11)

This picture of British society neatly stratified by the class into which a person was born was part of the Conservative mind set when R. A. Butler was made President of the Board of Education by Prime Minister Winston Churchill in 1941.[i] After Butler was 'promoted' to the ministerial backwater of the Board of Education, he was responsible for getting the next Education Act that was to have a significant impact upon British society onto the statute books.

The Education Act of 1944

Batho (1989) considered Butler to have negotiated his way brilliantly through a political and social minefield because had consulted widely and genuinely, with sensitive reactions to all of the interested parties. Of Butler he writes:

> It was to be Butler's greatest achievement to reconcile the conflicting forces in English society in the 1940s and to produce a legislative measure in the Education Act of 1944 which was agreed in Parliament and commanded virtually universal support among parents, teachers, bureaucrats and politicians. (Batho, 1989, p. 20)

By his personal effort, R.A. ('Rab') Butler overcame all objections to educational reform being a legislative priority during the privations of the Second World War. When the Education Act of 1944 came into force, it changed the concept of education for the working classes in Britain. In a society where only twenty per cent of working class children attended school after the age of 14 the school leaving age was raised to 15 (effective from 1947), and free tripartite secondary education became a right for all children. It was a landmark piece of social and educational legislation, and it was part of the Conservative post-war plan for Britain.

However, because those in the Government used a private system of education for their own children, this legislation deliberately did not impinge upon the private sector at all. Significantly, the attitude of the Tory party was to see teachers in the state system as the link between the ruling class, i.e. themselves, and the classes below them. As observed by Simon in relation to prominent Tories of the time:

> Robert Lowe, Kay-Shuttleworth and the class for which they spoke might continue with endeavours to use elementary education as a means to stabilise class society; though from the moment that the working class as a whole had access to literacy such educational aims were no longer openly proclaimed – instead, class policies were to be disguised by educational phraseology. (Simon, 1974, p. 365)

The Plowden and Gittins Reports of 1967

By 1947 the perception of school as a meagre literacy factory had begun to shift, and in 1963 Lady Plowden was asked to chair a committee whose remit was to review and report upon all aspects of primary education. A parallel Council for Wales sat under the Chairmanship of Professor C. E Gittins. In 1967 the report of the Central Advisory Council for Education (England), entitled 'Children and their Primary Schools', otherwise known as the Plowden Report (1967), was published. The Gittins and Plowden Reports drew similar conclusions as to the best ways of achieving a good primary school, although the Gittins Report (1967) included additional discussions about the problems of small rural communities and bilingualism.

Plowden and progressive practice in schools in the 1960s and 1970s

The recurring themes of the Plowden Report were:

- Centrality of the child to the education process;
- Control of the curriculum by teachers, not politicians;
- Debate about re thinking the school year and the school day;
- Making a bridge between constituencies so that the understanding of education is one that is supportive of teachers, with parents and the general public having a better understanding about the complex role of teaching.

The Plowden Committee commended the curriculum freedom that teachers had had in increasing measure since the ending of the Payment by Results system in 1898 and the Elementary Code in 1926. However, they were somewhat critical of the general conservatism within the teaching profession although noted the ways in which infant schools had taken the opportunities to use the freedom:[ii]

> A minority of teachers, particularly in the infant schools, responded eagerly to freedom. The infant schools themselves were influenced by ideas on nursery education partly because training for nursery work was often given in colleges which specialised in infant education. (Plowden Report, Chapter 16; paragraph 509)

The Plowden Report emphasised the importance of understanding children as individuals and treating them as at the heart of the educational process. That may have been a factor in the infant teachers being those who had taken the opportunity to develop new ways to teaching and new classroom arrangements, because younger children naturally want teacherd adult attention focussed upon them. The kinds of practice endorsed in the Plowden Report were only partially implemented, and a rigorous underpinning pedagogy was not described (Galton, 1987; Kelly, 1999).

Implementing the Plowden recommendations would have involved Wilson's Labour government (1964-1970) in substantial financial investment. The expense would have worked again such implementation, as Batho (1989) observes:

> The history of education also teaches that economic expediency has frequently been as powerful a consideration in educational reform as any educational philosophy. (p. viii)

The Tory mind is closer to the ideal of spending money to provide quality for the minority rather than on improving schooling for all (Knight, 1990) – a mind set that Butler encountered in Winston Churchill in 1944. Butler is likely have held similar views though less strongly, hence his care in safeguarding the position of Public

Schools whilst drafting legislation to change the position of state schools and re-assuring the Treasury that the reforms would not cost too much (Batho, 1989; Lawton, 1994).

Although commissioned by the Conservatives in 1963, the ideals and practices reported by the Plowden Committee would not be in line with the Tory mind on education (Lawton, 1994). The Committee's view of a teaching profession where the forces of tradition and inherent conservatism had made for a slow rate of change, seem to contradict the assessment of the writers of the Black Papers, a series of papers written by Conservatives and academics critical of the school system exemplified by Plowden, with their descriptions of unbridled progressive teachers poorly educating pupils in the schools of England (Cox and Boyson, 1969-1977). Thus began the 'discourse of derision' (Ball, 1992) of teachers that continues today.

The Great Debate of 1976

The Labour Party Prime Minister Callaghan's speech at Ruskin College, Oxford, in 1976 (Callaghan, 1976), blamed poor teaching for the national economic and industrial problems. Chitty (2002) considers that Callaghan's speech moved the educational discourse from partnership to accountability and so 'provided ammunition for those on the Right, who argued that "partnership" and "co-operation" had become "bywords" for corruption and abuse under successive weak governments' (p. 266). Knight (1990) considers that there was no agreed Conservative Party policy on education at this time. Others suggest that the speech was part of a series of events that helped to formulate a Conservative policy that would effectively change education in England and Wales (Lawrence, 1992; Lawton, 1994; McCulloch *et al* (2000). Batteson (1997) considers that Callaghan lost an opportunity to develop a coherent Labour Party policy on education. Godwin (2002) notes that Callaghan intended to put 'accountability' on the political map – something Prime Minister Thatcher took hold of with alacrity. Although Callaghan's speech was termed the 'great debate', there was in reality no debate. Rather, the Ruskin speech heralded the dawn of active government intervention in education (Lawrence 1992; McCulloch *et al*, 2002).

Background to the Education Reform Act

Historically it was the accusation of progressive teachers ruining the education of children that the Conservatives used in part as justification for the Education Reform Act 1988 (Lawton, 1994, pp. 35-37). Another component in the Conservative party's 'rationale' for the introduction of the ERA was the much publicised allegation of

falling standards in education as a result of progressive teachers. As Wright (1977) has argued, the writers of the Black Papers based much of their arguments upon lies, and if not lies, then half-truths, and even contradicted each other. Simon (1989) also repudiated the argument of falling standards and compared the period of 1970–71 with that of 1984–85 in terms of examination grades, questioning the falling standards 'evidence'.

The continuing rise of standards that Simon reported has to be set in the social context of education at the time. During the period he reviewed, there was little investment in schools, teachers' salaries and conditions of service worsened, and strikes and social unrest were prevalent in the United Kingdom. Lawton (1994) observes:

> By 1979, many Conservatives had gained the impression that schools were chaotic and teachers were lax, or — worse still — militant egalitarians who used the classroom for subversive political activities. The right wing feared that schooling had ceased to be a means of promoting order and obedience, and had taken on the role of encouraging the young to be critical of authority and disrespectful. And pupils could not spell. (p. 47)

Poor social and economic standards were prevalent in the 1970s, and concerns were starting to be voiced. However, the focus became centred upon standards in education and not upon standards as a whole in British society. Batho (1989) considers that since education is a social pursuit, it will be a reflector of the social relationships in a society; Menter *et al* (2004) agree. If this evaluation is correct, how should the introduction of the 1988 Education Reform Act (ERA) be viewed in the light of its impact upon teachers? Lawton (1994) says:

> The Tory Mind seems to regard teachers as semi-skilled workers who need to be told exactly what to do and supervised to ensure that they carry out instructions. (p. 120)

Such a view of teachers harmonises with a management model of schools run with business-like efficiency producing a highly competent workforce.

Education Reform Act of 1988

Three weeks after the third consecutive Conservative General Election victory under the leadership of Margaret Thatcher, the announcement of the proposed Education Reform Bill was made in the Queen's speech at the opening of Parliament. The Bill having only been announced officially at the end of June 1987 was published on 20th November 1987 and passed through all of the parliamentary stages during the

spring and summer of 1988. Consultation papers were issued only at the end of July 1987, and responses had to be returned by the end of September 1987. Protests from organisations representing parents, the churches, local authorities, teachers' unions and the Trades Union Congress were to no avail. Over 16,500 critical consultation papers were returned; and yet the Bill, hardly changed from its original form, received the Royal Assent on 29th July 1988, becoming the Education Reform Act 1988 (HMSO, 1988) with what can be considered indecent haste (Bash and Coulby, 1989; Simon, 1989).

The ERA was the most far reaching piece of educational legislation since the Second World War in the view of Chitty (2002), and it 'fundamentally and probably irreversibly transformed the nature of state education' (Bash and Coulby, 1989, p. 1) by:

- the introduction of a national curriculum for pupils aged 5 to 16 in maintained schools;
- nationally prescribed tests for pupils aged 7, 11,14 and 16;
- the introduction of local management of schools (LMS);
- open enrolment to schools;
- providing the option for schools to leave local authority control and to attain the status of grant-maintained schools (GMS);
- changing and increasing the funding arrangements for those schools that choose to opt out of Local Education Authority (LEA) control;
- giving parents the power to influence the school's governing body with respect to staying within or opting out of LEA control;
- providing the option for the introduction of other types of schools, e.g. city technical colleges.

Education legislation used covertly for political gains

The ERA was the first piece of legislation to be used by a political party not for its ostensive educational objectives but to achieve a political coup. As Simon wrote regarding the implications and effect of the ERA:

> Its aim is to achieve a decisive political advantage over other parties. This is not to say that, in the world of education, there are not important issues which need action – and quickly.... It is only to say that the solution of these educational problems is not the primary aim of this legislation. The primary aim is political. (Simon, 1989, p. 13)

In practice its political consequence was effectively a dismantling of the 1944 Education Act (and its connection with the welfare state), replacing it by the erection of an educational edifice comprising a market economy, with a decidedly limited conservative meaning of 'education' as its basis. Further, it was designed to destroy either the ability of any opponents to resist its construction, or the opponents themselves. The real objective of this legislation was to give political advantage to the Conservative Party over the other political parties in the United Kingdom by changing the foundations not just of education, but of Britain, into the political ideology of the Conservatives. The ideas set out in the White Papers, a series of government papers (1978 -1983) on the development of education policy following the ERA — seemed to affirm teacher control over the curriculum; but there was a subtle change to 'influence over' the curriculum, i.e. it gave the appearance of the previous situation where teachers determined the curriculum in primary schools but in fact they would only be able to adapt the content at the point of delivery. The scope was in the *delivery* not the curriculum *content* (Acker, 1990b; McCullough *et al*, 2000).

Political gains; educational losses

One result of the ERA was an undermining of the positional power of headteachers. In taking full financial responsibility for their schools, they needed training in managing and marketing their schools and a knowledge of the market economy – i.e., they needed to adopt the Conservative mind set. In the climate of low teacher trust, headteachers would be made to look incompetent if they complained.

The power of the LEAs was undermined by open enrolment. They no longer controlled the allocation of pupils to schools. Headteachers marketed schools attracting more pupils and more per-capita income, limited only by the capacity of school buildings. Underachieving schools would lose pupils to the better schools and would have to close. In their closure, the hands of the Secretary of State for Education, Kenneth Baker, would be active but invisible. The House of Lords effectively foiled Baker's plans for schools to swiftly become Grant Maintained by requiring that the majority of all the school's parents rather than the majority of all parents voting, by secret ballot, should agree to the change of status.

The funding of Grant Maintained Schools (GMS) was directly linked to the Department of Education (DES), including 100% capital grants. Reduced power

would see LEAs being the funding intermediary between schools and central government. Presented as an opportunity for parents to take back control of their children's education and to use the strength of parents on school governing bodies, the opportunity for schools to acquire GMS status was in reality a Conservative take-over bid. In actuality, by using parents, central government acquired a way of simultaneously reducing the power of LEAs, headteachers and teachers in the management of schools. The idea was a Conservative parody of parental choice and power: parents vote, and central government gets the power. In a piece in *The Times*, January 14th 1988, Baker was reported to believe that the introduction of the national tests would be a means of making sure that teachers "would never again be able to fob off parents who want to know how their children are doing with a jumble of jargon and anodyne assurances" (Batho, 1989, p. 92).

Introduction of the National Curriculum in 1989

Margaret Thatcher 'distrusted child-centred teaching techniques and thought that teachers were less competent and more ideological than their predecessors' (Thatcher, 1993, p. 590). She held a popular view that most teachers had weak qualifications, with only a small number of élite teachers being graduates, and that only the academically second-rate went into teacher training. This notion has continued to affect the status of primary school teachers, in particular, in England and Wales.

In principle, a national curriculum was generally accepted by teachers. Yet its over-prescriptive nature and the weight of the content for the primary sector caused dismay. Baker wanted complexity; Thatcher wanted a basic syllabus and simple accompanying tests for English, Maths and Science. Thatcher's (1993) own report is:

> I had no wish to put good teachers in a straight-jacket. As for testing, I always recognised that no snapshot of a child's class or school's performance on a particular day was going to tell the whole truth (p. 593)

In general, Baker got what he wanted: a full prescribed, content-loaded curriculum with a series of accompanying tests aiming at a high standard (DfES1989). From 1989 National Curriculum documents poured into schools, including a Primary curriculum which, in Batho's (1989) view, bore ' a marked (perhaps alarming?) resemblance to the Board of Education Regulations of 1904, written by Robert Morant' (p. ix). One might well ask, as Batho and other educational commentators have, was this progress?

Review of the National Curriculum in 1993

In 1993 the government commissioned Sir Ron Dearing to review and slim down the National Curriculum as a result of union pressure. The result was the Education Act 1993 (DfE, 1993) and a new curriculum published in 1999. The outcomes were a reduced content and attainment targets, less prescription as regards teaching approach and 20% of time made available for non-National Curriculum content.

Introduction of the National testing

Formally introduced in 1989 and used in 1990, the Standard Assessment Tests (SATs) were carried out in England and Wales, though now only in England, at ages 7, 11 and 14. The SATs (QCA,1990) are the standard measure of a school's education provision and are used for monitoring pupil progress and school achievement, for informing parents of children's progress at the end of Years 2, 6 and 9, i.e. ages 7, 11 and 14. Originally intended to ensure that teachers followed the National Curriculum, once implemented the SATs had been transformed into' facts' indicating the success of educational policy in England; yet the tests were based upon no credible reliable statistic and did not have technical fidelity (Alexander, 2004). The use of unreliable SAT data in published league tables purporting reliability has upset teachers while also providing fuel for the discourse of derision noted by Ball (1992) that was aimed at teachers.

Having introduced the national curriculum and its accompanying tests, the Conservative government set its target on making schools legally bound to ensure children with special educational needs in mainstream schools were given full access to that curriculum. It would also give the parents of those children more involvement in the schools' provision.

Code of Practice on Special Educational Needs

From September 1994 The Code of Practice on Special Educational Needs (SEN) was implemented in all schools. The Education Act 1993 Part III (HMSO, 1993) required schools to designate a Special Educational Needs co-ordinator (SENCO), publish their SEN policy and designate an SEN governor. The content of the SEN policy was statutory. Complex systems were set in place at national and LEA levels. Governing bodies officially implemented the requirements, which were organised and managed in the schools by the SENCO. The government role specifications for the SENCO warranted a full-time job, yet it was done by a class teacher or the headteacher. In addition to the pressure placed upon schools by this legislation,

SEN was added to the official Office for Standards in Education (OFSTED) inspection remit.

Inspection of the education service: OFSTED

Her Majesty's Inspectorate was admired until in 1988 the inspection service became a monitoring service to check that the National Curriculum and the Standard Assessment Tasks and tests were being implemented. The Conservative government's Education (Schools) Act 1992 removed substantial funding for LEA inspection and advisory services and took away their power to inspect schools via teams of well respected local advisory inspectors. The number of Her Majesty's Inspectors (HMI) was reduced from 560 to 180 and their role changed to a supervisory one. The Office for Standards in Education (OFSTED) was created as a non-ministerial government office under the leadership of Her Majesty's Chief Inspector of Schools primarily to monitor and maintain standards in schools. Her Majesty's Inspectorate (HMI) had been independent of the government and were not regarded by teachers as intimidating outsiders in the way that OFSTED inspectors often are.

The first OFSTED handbook for the Inspection of Schools was published in 1993 (OFSTED, 1993). All schools in England and Wales were to be inspected every four years with the initial emphasis of inspections upon pupils' learning and achievement. The 1997/98 revision of the handbook included a seven-point scale for assessing teacher performance. The emphasis had moved to scrutinising teachers (Case *et al*, 2000). In this connection, Case *et al* (2000) make the following observation:

> Our conclusion is that, just as teachers 'stage manage' a performance for the visiting inspectorate, the whole Ofsted apparatus itself is little more than a grand political cipher created and maintained to satisfy the imagined scrutinising gaze of a wider public. In short, Ofsted is stage-managed public 'accountability'. (p. 605)

The way OFSTED approaches inspection is questioned by teachers and, according to Jeffrey and Woods (1996), is undermining their commitment to teaching work.

Introduction of Teacher Training Agency in 1994

September 1994 saw the launch of the Teacher Training Agency (TTA) as means of implementing the plans of the Conservative Party to modernize teaching. It produced a new framework of national standards for newly qualified teachers, Advanced Skills Teachers (AST), Special Needs Coordinators (SENCO), Headteachers and curriculum subject coordinators in England and Wales. Its new

National Professional Qualification for Headship (NPQH) redefined the headteacher role along managerialist lines (Gunther, 2001a; 2001b).

Teacher Training up to 1997

By implementing the post-war Emergency Training Scheme for teacher training, 35,000 teachers with one year of training were in the schools of England and Wales by 1952. The Treasury released funding from 1955 for the building of new schools and colleges in England and Wales, and similar building expansion was happening in Scotland. The University education departments established Institutes of Education and the Colleges of Education enjoyed new links with the universities (Richardson, 2002). From 1960 teacher training was a three-year Certificate of Education course. A Bachelor of Education degree was introduced in 1965 and courses ran concurrently with the Certificate of Education .Certificate of Education teachers, who achieved Distinctions or Credits in their final examinations, could transfer to the degree course. During the period of Plowden's review, controversy ensued over the training of teachers – which institutions would be responsible for the design, control of courses and qualifications (Godwin, 2002; Richardson, 2002).

In an effort to placate primary school headteachers, who felt that the training of new teachers was academic and not practical, the DES needed to by-pass the academic hold of the universities on the content of the B Ed degree. For a while there seemed the possibility of colleges awarding degrees that would be validated by the Council for National Academic Awards (CNAA) but this accelerated the universities into validating the B Ed degree. In 1965 the DES had secretly encouraged the Polytechnic colleges to open departments of education, and to award degrees based more on the training needs of teachers than on their academic development. When this eventually took place, the universities lost their monopoly of conferring B Ed degrees. However, even in Scotland the universities (other than St Andrews) had accepted the principle of validating the college-based B Ed degree, providing that the entrance requirements were met and future teachers would not be educated on the university campuses but at colleges. The new universities of Dundee and Stirling developed concurrent teaching and academic degrees, lowering entrance qualifications to the courses where appropriate (Richardson, 2002).

> From the university perspective the problem appeared to lie in the lack of a binding theory or epistemology for education around which teaching and examination could be structured; from the college perspective – in Scotland especially – it resided also in a desire to deepen and dignify the professional aspects of study. Inevitably, perhaps, university priorities prevailed. The price

> that three of the four Scottish colleges offering the B Ed had to pay for being given an undergraduate stream of students was a course modelled on the ancient university archetype of the Ordinary Degree in Arts.... Only at Dundee was innovation possible. (Richardson, 2002, p. 16)

The content of the new education degrees caused controversy. They followed four subjects— philosophy, sociology, psychology and the history of education—but, as many have since noted, pedagogy was a missing element in the course structure (Alexander, 2004; Richardson, 2002; Simon, 1981). The arguments surrounding the B Ed course structure are not relevant to this discussion except to note the sense with which the B Ed degree was seen by the universities from the outset as a degree with little theory on its main subject of education, and therefore as a 'second class' degree.

An all-trained and graduate profession necessitated the change from optional to compulsory Post Graduate Certificate of Education (PGCE) training for graduate teachers. Regulations were imposed in 1969, effective for newly trained primary and special education teachers by 1970 and for secondary teachers by 1974. The final Certificate of Education awards was made in 1979/80 achieving an all-graduate profession. In the 1980s and 1990s, the direction of school-based learning began to be added to the degree structure for teacher training.

Control over the universities

Sections 131 and 134 of the ERA brought the demise of the University Grants Committee. Change to the University Funding Council altered the name and the committee's membership composition. Professors on the committee were replaced by Vice-Chancellors and others selected by, and accountable to, the Secretary of State. The universities, which were now under the influence—if not in fact the control—of the government, would look with favour upon new government teacher education curricula.

Politically unprecedented power

The ERA gave the Secretary of State for Education unprecedented control over every element of education in England and Wales. Writing in the latter part of the 1980s, Simon (1987) noted in government actions:

> ...a clear determination to drive through full centralised control of almost every aspect of educational activity, at all levels throughout the country. And once these powers have been allotted, through legislation, to the Secretary of State, what hope is there that a future holder of the office will deliberately divest himself or herself of such powers and generously hand them back? (p. 149)

The impact of the ERA was not exclusively upon education but had ramifications throughout British society. It ushered in an era which saw the rise of the overt use by the government of bogus facts being paraded as credible evidence to dominate any critical voice (Davies, 2000).

New Labour in power 1997

Through the Education Reform Act, the Conservative Party set in motion profound changes in society—changes that New Labour would later assimilate into its own policies. When New Labour achieved power in 1997, their manifesto contained 21 education goals effectively continuing Conservative education policies. Smithers' (2001) analysis of the impact of the Blair Government in terms of its education policy states:

> What is remarkable about all the apparent change is how little it differed at root from the policies of the previous Conservative administrations. Many of the education reforms which the Conservatives had introduced from 1988 onwards, and which were bitterly attacked by the Labour opposition of the time, now became the backbone of the Blairite programme. The National Curriculum, tests and league tables, financial delegation to schools, and a beefed-up inspection service were all enthusiastically embraced by New Labour. Indeed Tony Blair pledged before the election to keep Chris Woodhead, the Chief Inspector of Schools, in office, disappointing the fervent hopes of many of Labour's traditional supporters. The sense of change, but no change, was heightened by the pre-election promise to adhere to Conservative spending plans for the first two years.
>
> (Smithers, 2001i. p. 406)

Recent Initiatives in Primary Education

The proliferation of New Labour initiatives—accompanied by vast numbers of documents, White papers (statements of government policy preceding legislation), Green papers (government proposals at a formative stage), booklets, advice, press notices, letters and legislation—has been overwhelming for English primary education. Successive Secretaries of State for Education used the powers provided by the ERA to effect more constraining radical changes in education. The Green Paper, *Teachers: meeting the challenge of change* (DfESii, 1998a), sets out the strategy for improving standards by modernising the teaching profession and proposes a 'much closer link between pay and appraisal' (Para. 75, p. 34). The Hay McBer management consultants were commissioned to develop a model framework of teacher effectiveness applicable to different stages of teacher development. It was this framework that formed the basis for the standards of the effective teacher used in the performance management model intended to modernise the teaching

profession (DfES, 2000) taking forward the proposals set out in *Teachers: meeting the challenge of change* (DfEE, 1998).

Performance management

The performance management model (DfES, 2000) would statutorily establish a new career structure for teachers, rewarding high performance with financial incentives. The School Teachers Pay and Conditions Act 1991, section 2(1) (DfES, 1991i) was used by the Secretary of State for Education to authorise an amendment to the School Teachers Pay and Conditions Document 2000 for the Threshold Grant to introduce the Upper Pay Scale (UPS) for class teachers. New performance arrangements would be put in place, and an annual appraisal would be used to influence pay and teacher professional development. Newly Qualified teachers would have an induction period with the support of a school-based tutor.

The agenda for modernising the teaching profession was based on the premise that rewarding teachers financially, based upon the measurement of their performance, will motivate them to perform better. While ostensibly setting up a system for rewarding teachers for 'good' performance, according to a 'Threshold Assessment' (see below), this system effectively degrades the status of teachers through an excessive focus on assessment. Moreover, within the discourse of performance management, teachers are in essence viewed as:

> …units of labour to be distributed and managed. The characteristics of these labour units are deemed largely irrelevant providing that they comply with certain specifications and meet particular working criteria.
>
> (Hextall and Mahony, 1999, p. 5)

Performance Threshold

Fear of falling standards in education is not a new or modern phenomenon. It was the same fear that gave rise to the ubiquitous system of Payments by Results that was imposed upon teachers in the latter part of the nineteenth century. Ostensibly this system was introduced as a means of raising standards, but it can also be viewed as a means of putting teachers in their place. Payments by Results was a system whereby children were tested by school inspectors, and if sufficient numbers of the pupils did not achieve the required levels in Reading, Writing and Arithmetic, the school lost funding and teachers' salaries were reduced or they lost their jobs. It was eventually seen as having a detrimental effect upon children and also noted that standards were not particularly rising. The Payments by Results system was

stopped in 1898, making way for 'great advances in public education' (Wright, 1977).

The Payment by Results system has a possible parallel in the Threshold Payments system introduced in England in 2000 (DfES, 2000c). The teacher's contribution to improved pupil attainment is one of the standards that teachers had to achieve in order to go through the threshold to the Upper Pay Spine (UPS). Failure in raising or contributing to improved attainment of pupils would not cause a teacher to lose their job, but the increased salary payment could be refused by the headteacher. Passing the threshold would result in an initial pay increase of £2000; a second step on the threshold would come into effect two years after the initial payment, and then three steps of £1000 would be applied to the teacher's salary base. Although the initial pay increases were welcomed by those who received them, the subsequent steps each required a new application and those eligible for the third step experienced problems. There was confusion about when the application could be made; LEAs and schools did not know when, how or whether to advise teachers about submitting their applications. There was a problem with the availability of funds to support the initiative. This was resolved but did cause some teachers to miss the deadline for the submission. Currently teachers remain on the scale achieved for two years before they can make an application to proceed to the next level of the Upper Pay Spine (UPS).

Teacher appraisal

The formal appraisal of teachers can be traced back to 1983 when control and dismissal of underperformers were the government's objectives, and the suggestion of a link to pay was muted (Weiner *et al*, 1994). In 2000 (DfEE, 2000) new appraisal regulations came into force to underpin performance management for mainstream teachers, and in 2001 these were extended to include nursery and supply staff. The stated intention was to raise standards, to set a framework for teachers and their team leaders to agree to, and to review priorities and objectives within the framework of the school's overall development plans. All teachers in England and Wales would have to agree performance targets with their line managers. The line manager in the Primary sector would usually be the headteacher or the deputy head. Three to seven targets (one compulsory on pupil progress) would be agreed. Class teachers at the top of their pay scale could apply for 'Threshold' assessment and extra pay. A School performance award scheme was put in place which rewarded improved school performance and was distributed to staff as a bonus.

Establishment of General Teaching Council

The possibility of a General Teaching Council for England and Wales was discussed in a Green Paper in 1970 but shelved. This council was later established, in 1999, shortly before the devolution of Wales, as a provision of the 1998 Teaching and Higher Education Act.

Arrangements for assessing headteachers and teachers

It is a statutory requirement that the governing body of each school appraise the performance of their headteacher on an annual basis and ensure that objectives have been agreed or set for the headteacher on or before 31 December of each year. The regulations preclude any governor employed by the school from involvement with the headteacher's appraisal. The demands of being a school governor means that few are willing to take on the task; in some schools, parents working in the school often become one of the parent governors. This can lead to a situation where only two or three governors are eligible to be on the headteacher appraisal group and if one has issues with the headteacher, the appraisal situation can become a difficult and unfair to the headteacher. In addition to the governor-appraisers, the governing body must employ an external adviser for the headteacher's appraisal. The government appointed Cambridge Education Brokers to fulfil this requirement until September 2005, when School Improvement Partners will be appointed to schools.

Induction arrangements for National Quality Standards

Circular 4/98 (DfES, 1998) sets out the Qualifying Teacher Standards (QTS) (DfES/TTA, 2002b). Only those who have completed a course of Initial Teacher Training and met all the standards set out by Teacher Training Agency for QTS can teach in the UK. Newly qualified teachers are assessed according to a Career Entry and Development Profile from Initial Teacher Training which carries through to the Induction Year in a school. A tutor, who is an appropriately experienced member of staff at the school where the new teacher is employed, is appointed to oversee a Newly Qualified Teacher [NQT], who has to complete additional standards set out in the government document, *Qualifying to Teach: professional standards for qualified teacher status and requirements for initial teacher training* (DfES/TTA, 2002a), through their induction year. The role is demanding and somewhat bureaucratic, requiring a detailed form to be completed each term by the tutee, the tutor and the headteacher. Although there is the potential for an NQT not to meet the additional QTS standards, support is the essence of the government's scheme for mentoring

new teachers through the induction year and so has received had a warm reception from teachers.

National strategies

A National Literacy Strategy (NLS) and a National Numeracy Strategy (NNS) were put in place in 1998 (NLS) and 1999.(NNS). These were introduced as 'strategies' accompanied by guidance with an 'optional use' directive, meaning that they were voluntary. There was however a sense of Hobson's choice about the implementation of these strategies that was confirmed when the NLS and NNS were included in OFSTED's remit. National targets for literacy and numeracy achievement of 11 year olds were set, and the government's Literacy and Numeracy Strategies were designed to lead pupils to reach those levels by age 11. Alexander (2004) argues with the government's evaluation of the impact of these national strategies, maintaining that their claim of great success in improving literacy and numeracy levels of children is not supported by the evidence, for example:

> About all but the narrowest range of evidence concerning the impact of recent policies on primary education the Primary Strategy displays amiable ignorance, and such evidence as it does cite—for example that relating to the impact of the National Literacy and Numeracy Strategies—it is not above bending to suit its larger political purposes. As for the wider evidence and debate about children, learning, teaching, curriculum and culture—in which, I have suggested, even a minimal pedagogy should be grounded—a few insouciant platitudes masquerading as 'principles' are as close as we get.
>
> (Alexander (2004, p. 28)

> Margaret Brown's most recent analysis of the evidential basis of the national numeracy strategy casts further doubt on the sustainability of such claims (Brown et al., 2003b).
>
> (Alexander (2004, p. 29)

Early years provision in the Education Act of 2002

The New Labour government placed a major focus on resources for early years' provision in its first three years in office. Not all of the areas of provision or initiatives that were introduced apply to the age group taught by the teachers in this study, and those will not be discussed here. Amongst the relevant initiatives are the Foundation Stage curriculum and the Assessment profile, and the provision for children with SEN (applicable to all age groups), all of which were changed by the Education Act 2002.

Special Educational Needs and Disability Act 2001

New Labour revised the 1994 Code of Practice on SEN and linked it to their new Disability Act (SENDA). Laws on SEN and disability were put together in a new

framework for inclusion and a revised system for recognising the needs of pupils. The previous five stages approach was replaced by a three stage one. In schools in England the identification of a pupil's special educational need is the responsibility of the teacher working together with the SENCO. A plan of help is devised, involving the pupil's parents and is called 'School Action'. The next level is known as 'School Action Plus' and appropriate outside agencies become involved. Finally the school and/or parents request the LEA to conduct a statutory assessment of need. The LEA may accede to this request or not, but even if an assessment is conducted there is no guarantee that a statement of SEN would be issued. A statement of SEN usually carries extra funding on a graduated scale according to pre-determined levels of need to enable the school to carry out the recommendations of the statement.

Education Act 2002

The Education Act 2002 implements the White paper, *Schools Achieving Success* (DfES, 2001) the objective being to raise standards, promote innovation in schools and reform educational law. Included is the repeal of 'baseline assessment' which legally had to be carried out on children in the first six weeks after they reached five years of age. Two amendments to the Education Act 2002 included the Early Years into the National Curriculum and effectively and legislatively created an additional curriculum for 3-5 year olds and an addition to the national assessment system in the form of the Foundation Stage Profile (FSP). Rather than a test like the SATs, the FSP is a continuous form of assessment which is designed as a formative document for practitioners to use to identify progressive learning needs. In practice it is being used by some LEAs now as a means of predicting later achievement at Key stage 1.

Teachers in all phases were required to undertake national training in Information Communication Technology funded by a New Opportunities Fund (NOF). The scheme did not work well, in part because it was internet based rather than face to face and because most of the work had to be carried out by teachers on their own time. Although the initial scheme did not work well in terms of its training goals, it provided additional funding to schools for IT hardware and software, and the laptops for the teachers' scheme provided their personal access to computers and facilitated the acquisition of ICT skills.

Raising standards and tackling workload: a national agreement

In May 2002, the School Teachers' Review Body published its report, *Special Review of Approaches to Reducing Teacher Workload*, (OME, 2002) which

unusually received a joint response from the teaching organisations, Association of Teachers and Lecturers (ATL),National Association of Schoolmasters Women Teachers (NASUWT), National Union of Teachers,(NUT), Professional Association of Teachers (PAT) and Undeb Athrawon Cenedlaethol Cymru (UCAC). The workload agreement reached in 2003 was designed to deal with the problem of teacher work overload. The first product of the agreement was a list of 24 tasks carried out by teachers that could be done by classroom assistants or adults other than the teacher. That list was sent to schools for discussion and immediate implementation. The agreement also gave teachers the right to specified non-headteacher directed, non-class contact time with students each week. Although generally well-received, the agreed tasks which teachers could be relieved of included items like completing wall displays which for many primary teachers was a time of enjoyment and often of collaboration with other staff. Thus the improvements in workload and conditions of service were bought at some cost to teaching work.

Primary National Strategy of 2003

In May 2003 the government introduced the Primary National Strategy in *Excellence and Enjoyment: a Strategy for Primary Schools* (DfES, 2003a). The content appears to empower primary schools to take control of their curriculum and teachers taking more control of Key Stage 1 (age 5 -7) SATs. However, in Alexander's (2004) view:

> The Primary Strategy is badly written, poorly argued and deeply patronising...; and in the cumulative body of scholarship and evidence about children, learning, teaching and culture which the Primary Strategy has chosen to ignore, not to mention the collective experience of the teachers...we have had for some time both an ample basis for a coherent and principled pedagogy and a viable alternative to the pseudo-pedagogy of the Primary Strategy. (p. 38)

The situation of government control over what happens in schools, via the threat of OFSTED, limits the use of the supposed freedom available as indicated by the Primary Strategy. Teachers in KS1 can now decide when to give children the SATs, but there is still a limited time frame possible for this.

The outcomes

In England the constant barrage of reforms concealed the crisis of teacher stress and a growing exodus from the profession. The teaching unions were all too aware of the issues of stress, distress, workload and low morale. They insisted that retaining teachers in the profession was a serious issue in need of attention. The government would not acknowledge that a problem existed, maintaining its rhetoric

that more teachers than ever were being recruited to replace natural wastage. The DfEE and the School Teachers Review Board (STRB) statistics confirmed the government's position. However, these hid another truth; headteachers were filling the full-time vacancies with short-term contracts, so that when the data was collected the true extent of the problem was hidden (Smithers and Robinson, 2001).

Increased workload

Increased workload was identified from 1991 as a concern for teachers as the SATs were being implemented and following the introduction of the National Curriculum (Campbell and Evans *et al*, 1991; Campbell and Neill, 1994; Evans *et al,* 1994, Varlaam *et al*, 1992). The teaching organisations (unions) commissioned specific studies about teachers leaving the profession. Of particular significance to this research were the reports of Smithers and Robinson, *Coping with Teacher Shortages* (2000) and *Teachers Leaving* (2001), and by Galton and MacBeath (2002), *A Life in Teaching? The impact of change on teachers' working lives*— all commissioned by the National Union of Teachers. Other research involving teachers of the 5 to 8 age group carried out prior to the research of this thesis has investigated the effects of:

- Reform of the curriculum or changes in the educational environment (e.g. Broadfoot *et al*, 1994; Campbell, 1993; Campbell and Neill, 1994; Coopers and Lybrand Deloitte, 1991);
- Curriculum management, in terms of time (e.g. Campbell, 1994; Campbell and Neill, 1990, 1992); and
- Teacher stress (e.g. Campbell *et al*, 1991).

The General Teaching Council conducted a MORI poll surveying the views of 70,000 plus teachers about their working conditions and attitudes to those conditions.

Narrowing of the concept of education

The greater part of the ERA affected England and Wales but Scotland was able to resist the Conservative government to a large extent and only the clauses that referred to universities significantly affected education in Scotland. 'Education' with a narrow, traditional meaning has become the norm in England and Wales, which have experienced explicit and direct government intervention more than is the case in Scotland.

Education in Scotland

Early Historical Background

In 1707 the parliament of Scotland merged with that of England, one hundred years after James VI of Scotland also became James I of England. Scotland has never separated from the rest of the United Kingdom but since the Scotland Act 1998 it acquired 'devolved' powers in 1999. The powers that are devolved to the Scottish Parliament include education, and as in pre-devolution times, the position of the Secretary of State for Education remains, as does his/her inclusion in the British Cabinet (Johnson and MacKenzie, 2003). Nevertheless, since Scotland is one of the nations composing the United Kingdom, sovereignty is with the UK Parliament. MacKenzie (1i999) argues that the Scottish 'nationhood lies in consciousness more than in laws and economics' (p. 91), that 'the future will be determined by what consciousness prevails' (ibidem), and that it is education that forms national consciousness. He considers the identity of a nation to be framed by its education system.

During the period of three consecutive Conservative terms of office in Whitehall, the Labour Party had more seats in Scotland than the Conservative Party. The number of Labour seats progressively increased until in the 1997 election there were no Conservative seats in Scotland, and in the 2001 election there was one Conservative gain. Conservative views were seen by many Scots as a minority view imposed upon a majority. Yet in the Scottish Office, Michael Forsyth was the Secretary of State for Scotland and a major proponent of Thatcherite views. He attempted to impose the changes being made in England and Wales upon Scotland with varying degrees of success in terms of change but was generally not successful in the attempt to replicate the English system in Scotland. As a consequence, the structure of the curriculum, early years' education, teacher education, payments, career development, role of headteachers and teacher appraisal are different from those functions in England.

The General Teaching Council Scotland (GTCS)

The early 1960s was a time of teacher unrest and shortages across the UK, and the government's solution was to allow new and unqualified people to be employed as teachers in schools in England and Scotland. This increased the unrest amongst qualified teachers in relation to their lack of involvement in decisions about their

profession. Teachers in Glasgow going on strike about inadequate pay and status was shocking to the Scottish public. The response to teacher unrest in Scotland was to set up a Committee of Enquiry, under Lord Wheatley, and then to follow its recommendations by legislating for a General Teaching Council for Scotland Act in 1965 (SED,1965b) and establishing the Council in 1966. This Council was similar in power and function to those in other professions. The Council endorsed the need for maintaining high educational standards within the teaching profession, and the 'un-certificated teachers' were removed from Scottish schools in a very short time.

The Council has forty-nine members; thirty of those are registered teachers elected by their peers on at a national level every four years, one of whom by tradition is the Committee's Convener. Of the remaining fifteen members, four are reserved by the Secretary of State and the others come from bodies like the Association of Directors of Education in Scotland, the Scottish universities, the Convention of Scottish Local Authorities, the Church of Scotland and the Roman Catholic Church. The full Council only meets four times each year so its work in done in Committees, three of which are statutory (Sutherland, 1999).

All of those who want to teach in Scotland must be registered with the GTCS and there is a statutory Committee of the Council which considers exceptional admissions to the register. As Sutherland (1999) observes, this Council takes seriously its function of assuring professional quality of teaching in Scotland:

> The Council is not a lapdog and it is certainly more than a watchdog. Watchdogs are kept to protect and defend; they are not expected to do more. The Council clearly protects and defends professional standards, but its interest extends beyond a mere policing function; it actively seeks to enhance professional quality. It does not simply react to external influences and pressures, but also acts as a positive force in the field of professional quality assurance. (p. 992)

One of the primary roles of the Council is to prevent any dilution of professional standards or status. It does not recognise the introduction in England of the alternative and non-standard routes into teaching as suitable for Scotland. In 2005 two teachers qualified in England were refused registration for teaching in Scotland because the training received did not meet the requirements of Scottish teacher education and was seen as a dilution of standards.

Scottish teachers have significantly increased their influence since the 1960s and through the General Teaching Council and Unions they are 'properly consulted on

every important national educational development' (Gatherer, 1999)—a very different state of affairs from that in England. The Council works *with* the Scottish Executive Education Department and is the Secretary of State's principle adviser on Initial Teacher Education (Sutherland, 1999).

The Curriculum in Scotland

The Memorandum of 1965

The Scottish Education Department (SED) issued in 1965 *The Primary School in Scotland,* known as 'The Memorandum' (SED, 1965) delineating the basis of the curriculum to be used in schools with pupils aged between 5 and 12 years of age. This document was published two years before the Plowden Report and incorporated a similar philosophy of education.

Responsiveness to the aptitude, ability and age-appropriate interests of the child was the underpinning educational philosophy of the Memorandum. The headteacher and the teachers determined the curriculum content and teaching approaches as appropriate to each school (Adams, 1999; Hughes and Klienberg, 1999; SED, 1965). It was a new way of thinking at the time and meant that headteachers and teachers needed to re-think primary education.

A progress report, *Primary Education: Organisation and Development* (SED, 1971), about the implementation of the Memorandum concluded that the Memorandum had not been embedded into primary schools. Headteachers had not developed curricular policies or clear strategies for implementation, and teachers were not experienced in the ways of teaching an open-ended curriculum. It did note that the Memorandum had not given advice that could be applied to the range of school circumstances (Adams, 1999). The next significant document was *Primary Education in Scotland: Mathematics* (SED, 1973), known as Curriculum Paper 13. It is perhaps to be regarded as the first national curriculum subject guideline, offering advice to teachers in Primary (P)1-3, P3-5 and P5-7, including suggested levels of pupil attainment.

Curriculum and Assessment in Scotland: A Policy for the 90s (SED, 1984) introduced the idea of a '5-14 Development Programme' with three intended aims:

- provide clear guidance about the Primary curriculum;
- improve assessment; and

- improve information for parents about their children's progress in school.

Working parties were set up to take the idea forward and in 1993 the final guidelines were published (Adams, 1999; Pickard, 2003). A survey by HMIE of 152 primary schools on primary education in P4-P7 combined with a survey by Scottish Council for Research in Education (SCRE) on national standards in reading and mathematics. Its findings were reported in *Learning and Teaching in P4 and P7* (SED, 1980). The curriculum for P4 to P7 was not broad nor active but narrow, with teachers focussing upon comprehension, language exercises, spoken English, formal maths and art. This added to the growing conclusion that a new curriculum was needed.

The 5-14 Development Programme of 1994

Draft guidelines were produced for five areas of the curriculum, personal and social development, reporting, assessment and testing between 1989 and 1993 for consultation. After responding to feedback they were issued as national guidelines. This was the basis of the major reform for the education of pupils from 5-14 in Scotland, combining the curriculum, assessment, national testing and reporting. No central guidance was initially available to schools about implementing the first guidelines they had been sent on English language, mathematics and assessment until 1994. The document issued by HMIE (SOED, 1994) included a suggested implementation schedule of five years with all of the reforms in place by 1999 (SOEID, 1995).

Scottish Council for Research in Education (SCRE) was commissioned by the SOEID to carry out an evaluation of the implementation of the 5-14 Programme (Harlen, 1996). The study reported only the initial implementation period and reports headteachers and teachers as 'expressing no strong views either of resistance to or liking for the guidelines' (ibidem, p. 18), because they seemed to feel they were already doing what was in the first guidelines to be implemented (English and mathematics curriculum and assessment), but it notes that their views altered as the extent of the changes became more apparent (pp. 18-19). Primary school teachers considered that there was an increased workload, prescribed detail and unnecessary 'jargon'. For Primary and the first two year groups in the Secondary school, a structure for curriculum, targets and levels was being put into place. After

initial difficulties in applying the programme, 'reactions to 5-14 became noticeably more positive...as the process proceeded (ibidem, p. 19).

The Economic and Social Research Council (ESRC) funded research by Swann and Brown (1997) focused upon how the concepts of '5-14' were being adopted into teachers' thinking and practice. The researchers found that teachers had not adopted the guidelines in practice although they could engage in the discourse of those guidelines.

National testing

All pupils aged between 5 to 14 years of age are tested in reading, writing and mathematics at the point when, in their teacher's judgement, they are able to succeed at a particular level. This new testing regime was implemented in 1993 in primary schools and 1994 in secondary schools. When these arrangements were introduced according to SOEID (1995), headteachers supported teachers having flexibility and choices about the timing of tests. As Harlen (1996) noted, 'They [headteachers] expected this to enable teachers to integrate the tests into classroom work and so reduce anxiety in the pupils (p. 28)o Harlen's research team found the headteachers views supported their findings of teachers positively implementing the assessment guidelines, though, because of the slow pace of implementation there was a small evidence base:

> What evidence there was indicated that class teachers took on the majority of work of choosing, administering, and marking tests and recording the results. Tests were kept 'low key' and given in the normal classroom conditions. Schools informed parents in a variety of ways about their children's results but there was little incidence of parents being consulted prior to testing. (p. 28)

There were headteachers who were not convinced of the value of tests since they appeared to add nothing to the information already available and they had no 'diagnostic value' (ibidem, p. 28), In addition:

> Only a minority of headteachers seemed to have recognised that a major role of tests in the new arrangements was indeed to confirm teachers' judgements. (ibidem, p. 28)

The more formative role that National Testing took in Scotland was largely due to the articulate combined resistance, by both teachers and the national parents' organisations, to the Conservative plans proposed by Michael Forsyth. The amount of democratic participation in shaping education policy in Scotland stands in sharp

contrast to that in England during the same period.

Reporting

Another feature of the 5-14 reforms was more detailed reporting to parents. Teachers considered that the extra work involved might affect the quality and time for teaching. Some parents agreed with that view, but the majority liked the new model. It appears that the reforms in 5-14 education were not introduced without extensive opportunity for all to participate in the consultation process. This participation had an influence on the implementation of the guidelines. As Harlen (1996) comments:

> In all cases 5–14 was the catalyst for change, either on the initiative of the headteacher or required by the local authority, but in general the form the change took was a compromise between current practice and that recommended in the guidelines. (p. 30)

Breadth and balance of the curriculum

Adams (1999) writes that in 1983 the question of balance in the curriculum was an issue that the National Committee on Primary Education (COPE) considered. They rejected the simplistic view of balance being based on time allocation for each subject area arguing for a broader concept:

> The idea of balance of modes or curricular experiences, but balance of skills, activities, social experiences...balance of teaching approaches of different types (COPE, 1983, pp.18-19).

However, the complexity favoured by COPE for defining a 'balanced curriculum' was rejected, and the simplistic time allocation of curriculum balance was instead used in the *Structure and Balance of the Curriculum* (SOED, 1993b). As Adams (2003) notes, the teaching profession still has problems with curriculum balance being based upon the same allocation of time being applied for each subject across the primary age group, irrespective of the age group. As the emphasis is more upon literacy in P1 to P3, some regional education authorities, e.g. North Lanarkshire, have issued their own guidance shifting the balance of time towards literacy.

Continuation of assessment to include the early years

The expansion of pre-school education and the introduction of early intervention programmes was in place by 1997, and details about extending assessment into the early years were published. In 1998 Helen Liddell, the Minister for Education, asked the Scottish inspectorate to carry out a review of assessment arrangements and the report, *A review of Assessment in Pre-School and 5-14* was published in 1999 as a

consultation document (SOED, 1999), resulting in *Improving Assessment in Scotland in 2000* (SOED, 1999) The latter document was positive but at the same time commented on the amount of time needed for the changes to be implemented, noting:

> During the initial implementation of 5-14 it was suggested in jest that 5-14 represented the number of years it would take to embed the ideas across Scottish Education. Perhaps this is closer to the reality of the time required for real educational change to occur than was initially anticipated. Assessment 5-14 has been influential in contributing to fundamental changes in assessment thinking in Scotland. (section 3.4)

Teacher education

Some of the institutions responsible for the education of teachers have their roots in the 19th century. One such feature of Scotland's educational tradition has been the provision of specialist centres specifically for that purpose that are not controlled by the universities. Many of these teacher education centres have progressively merged, until in the 1990s there were six teacher education institutions, one of which became the national Catholic college. In England around the same time specialist colleges were combined, creating polytechnics.

In England and Wales the use of legislation and government bodies such as the Teacher Training Agency to both define and control the training of teachers has no equivalent in Scotland. The General Teaching Council for Scotland, with a membership which includes a high proportion of teachers in comparison with the very much smaller proportion of ministerial and University personnel, is central to the accreditation of Initial Teacher Education courses, together with Her Majesty's Inspectors of Schools Scotland (HMIE). The fact that HMIE have chosen not to follow a narrow inspectoral OFSTED model means they are valued as advisors and evaluators of changes in every aspect of Scottish education. Consequently, their influence is professional rather than political. Also the LEAs in Scotland work with Teacher Education Institutions, and it is planned that they will help in the student placements.

In Scotland the very label used, Initial Teacher Education instead of Initial Teacher Training, reflects the attitude towards the development of teachers. This attitude is also reflected in the Chartered Teacher scheme, where the incentive is professional development first. However, the trend of the competency framework of England has found its way into the education of Scottish teachers, although with some definite

differences. In 2000 the competences were changed when the GTCS worked with the Quality Assurance Agency (QAA) and produced the Benchmark Standards for Initial Teacher Education. However, as Adams (1996) observes, the Scottish system of teacher education still retains a distinctiveness and positive features in comparison to the English one:

> Whatever the academic reaction to the competences, it is widely accepted that the Scottish Guidelines adopt a relatively more balanced approach to the nature of a teacher education course than has been the case in our geographical neighbours without the 'discourse of derision' directed at theory in the English teacher education context. (p.7)

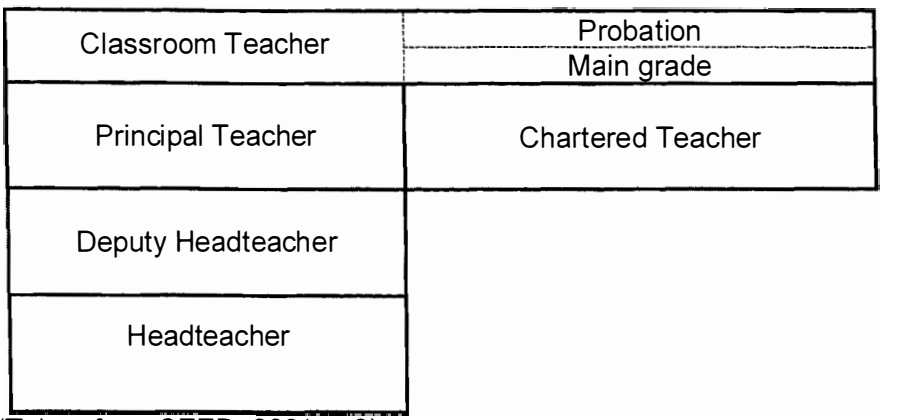
McCrone Enquiry of 2000

After the publication of the McCrone Report in May 2000 (HMSO, 2000) Menter *et al* (2004) found there were various perspectives as to why the enquiry, conducted by Professor Gavin McCrone into professional conditions of service for teachers, had been set up.

From the official viewpoint it was a response to a breakdown in the pay negotiations of 1999. An Inspector's view was that the issue was the arrival of the normal ten year cycle of pay negotiations at the same time as Ministers wanted to modernize the profession via a strict pay deal; a representative of the GTCS thought the issue was the need for increased pay in order to suggest a higher status for teachers in society (Menter *et al*, 2004). That representative is reported by Menter *et al* as identifying with the traumatic experiences of the 1980s, when many in the current workforce had been looked down upon as young teachers and had seen people with far fewer qualifications earning a great deal more than teachers did. The unions saw protection from overbearing demands upon time as well as pay being the issue for teachers (ibidem).

Following the publication of the McCrone Committee report (HMSO, 2000) an agreement (SEED, 2001) was reached with Scottish teachers on salary and working conditions in 2001. It provided a career structure based on increased salary and the opportunity for increased professional development but it is, according to Forrester (2003), controversial and 'has not yet been subjected to any serious political test in regard to controversial educational policies' (p.1014), e.g. procedures for alleged incompetence.

Figure 2.1: The career structure for all Scottish teachers after the McCrone agreement starting 1st April 2001



(Taken from SEED, 2001a, p.3)

The agreement set out criteria for teachers in service to be placed at the appropriate point of the structure, the introduction of a 35 hour working week, phased reduction of maximum class-contact time, and the possibility for teachers to work off school premises if there is no need for them to be in school after notifying the line manager (SEED, 2001). These provisions would start to be implemented from 1 August 2001 and would have to be in place by 2006. The new Chartered teacher position would be achieved through qualifications and new pay levels within the overall structure.

Universities in Scotland

Universities in Scotland have been run like those in the rest of the UK because they were and are funded by Universities Funding Council (originally the Universities Grants Committee) and are thus accountable to the DfES in London. However, in 1992, The Scottish Higher Education Funding Council became responsible for funding in Scotland, though the quality assurance is a UK-wide matter of the QAA. As a consequence of Conservative policies begun by the introduction of the ERA, by 1992 the Scottish Education Department was in control of the colleges and universities and allowed mergers between them. This changed the trend of separate control and autonomy of the teacher education colleges in Scotland, and there is consequently now 'a more heterogeneous culture of educational studies within higher education in the UK' (Richardson, 2002, p. 37). The abolition of university fees, which had been introduced throughout the UK in the late 1990s under much protest from the public, was one area of divergence from England post-devolution and the establishment of the Scottish Parliament in 1999.

The Distinctiveness of Scottish Education

Bryce and Humes (2003) note the distinctiveness of the Scottish education system and its pride of place within the national identity:

> Education has traditionally been identified as one of the three institutions which mark the social and cultural life of Scotland as distinctive, especially when compared to England. (p. 108)
>
> And although the pride which Scottish people traditionally have had in the quality of their educational system is now held less confidently, belief in the importance of education, its value for both the individual and society as a whole, remains unshaken. (p. 109)
>
> Moreover, belief in the worth and purpose of education is linked to the national sense of identity which is regularly invoked to draw attention to the differences between Scottish and English Society. (p. 109)

McCrone (1999) however suggests that although Scottish education has long been different from that in England, 'if anything Scottish and English educational policy and practice have been converging for about a century' (p. 248). Moreover, McCrone (1999) does not see 'identity' as a variable that shifts with movements in policy change, writing:

> Scotland's institutional autonomy acts as a cultural prism through which matters of policy and issues of identity are refracted. Thus, a shared commitment to common schooling is itself generated by institutional difference, and in turn reinforces a set of social and political values which are interpreted as the 'Scottish way'. What the Scottish parliament has done is to give political voice to these values, and to translate them into institutional practice, which is more politically accountable in the light of perceived electoral pressure.
>
> (p. 248)

Johnston and MacKenzie (2003) are of the opinion that the distinctiveness of Scottish education is being increasingly influenced by global politics. Bryce and Humes (1999; 2003) still consider that the breadth of the curriculum available to pupils is distinctive to Scotland. There are also those who consider that curricular breadth and philosophical enquiry have been weakened gradually by a narrow English empiricism (Bryce and Humes, 2003). Many Scots resist the idea of contamination from England and want to be seen both as Scots and British in a global economy (Bryce and Humes, ibidem). One distinctive feature of the Scottish system is the value placed upon education and the pride in it by the Scottish people, but in the view of Bryce and Humes (2003), the outcomes in terms of quality 'may have led to an unjustifiable degree of complacency' (p.118).

How are the differences between Scottish and English education reflected in the experiences of teachers and pupils?

As Bryce and Humes (2003) comment:

> Perhaps the most potent expression of the distinctiveness of Scottish education is the separate legislative framework which sets out the nature of the provision and the agencies responsible for its delivery.
>
> (p. 109)

Prior to devolution, most legislation in Scotland post-dated and paralleled English legislation but was not implemented in the same way. The Scottish education system has several basic differences from the English education system, in a number of areas:

Administration and policy

- Learning and Teaching Scotland (LTS)
    - Advises Scotland's First Minister on all curricular issues affecting the 3 -18 age range;
    - Issues curriculum guidance to local authorities and schools;
    - Carries out programmes of curriculum development; and
    - Publishes documents for all phases of education.
- General Teaching Council (GTCS)
    - Controls entry into the profession;
    - Accredits initial teacher education courses;
    - Assesses probationary teachers;
    - Liaises with Scottish Executive Education Department (SEED);
    - Was established in 1965 as compared with the English GTC that came into being only in 1998 and with much weaker powers than those of the Scottish GTC.

Curriculum

- No National Curriculum;
- Schools generally follow the recommendations of the 5 -14 programme.

Assessment

- National testing is used by teachers at their choosing and to check their own assessments or judgments;
- No centralised data bank of results that can be used to devise the equivalent of the English league tables;
- One national examination board, the Scottish Qualifications Authority (SQA).

Currently, because teachers can assess pupils at a time they consider appropriate, and no central system yet for keeping pupil data, there is no national data base that can be used to produce league tables as is the tactic and method in England.

The conservativism of Scottish teachers

Bryce and Humes (2003) comment that, although the Scottish teaching force consistently resists the policies of the Conservative party, they are relatively conservative. In their view:

> The way in which the institutional apparatus of Scottish education functions helps to explain a somewhat ironic feature of the system. Although the educational workforce consistently exhibits anti-Conservative tendencies (in a party-political sense), the process of educational advancement nonetheless reflects a kind of determined conservativism. (p. 111)

It seems that Scotland tends to integrate innovation very conservatively and to locate that innovation within a traditional educational orientation, in a practice-driven approach (Swann and Brown, 1997). According to Bryce and Humes (2003), this traditional, practice-driven approach is a feature both at the school level and within national bodies like the LTS and the SQA. A study by MacDonald (2004) identifies a reaction to the perceived imposition of initiatives from authorities, such that when the 5-14 National Guidelines were introduced into schools in late the 1980s the consensus was that '5-14 had been imposed without significant consultation and that its implementation was understood to be compulsory' (p. 422).

Hierarchy

An emphasis upon hierarchy is a characteristic of Scottish education built by the distinctively Scottish policies and practices, such as deference to the headteacher role promoting a subordinate teacher-headteacher relationship. This is not necessarily the way that headteachers currently want the situation to be, but it is an example of the conservativism within Scottish teacher that they find it difficult to change (Harlen, 1996; MacDonald, 2004; Menter *et al*, 2004).

Compliance

The compliance observed by MacDonald (2004) is suggestive of a means by which the teachers were able to accommodate changes but yet did not incorporate the ideology behind the initiative they were implementing. Further, MacDonald's research indicates that teachers in Scotland tend to comply with what the headteacher wants and documents 'a wider hegemony through which teachers feel constrained to comply with directives of local and national authorities' (p. 422).

Current Differences between England and Scotland

Before considering the differences it is important to note there are also similarities, and those similarities may be bringing the education systems of England and Scotland into closer alignment:

> During the past 5 years, both governments have simultaneously instigated major new policies on the nature of teachers' work and in their pay and conditions. If the 1990s had been a period of reform in curriculum, assessment, and the management of schools, the turn of the millennium has been a period of radical change in teachers' work on both sides of the border. (Menter *et al*, 2004, p. 197)

The development of national curricula

The National Curriculum and the 5-14 initiatives have been part of the reforms that have affected teachers in both England and Scotland. There are marked similarities in the way that a shift of control of the curriculum was achieved by the central government despite the view that Scotland has more of a curriculum by consensus. Adams considers that even in 1980 the Scottish Education Department was only held back by the sense of the social environment of the time, writing:

> The questioning of the extent and desirability of autonomy in determining the curriculum appears to be founded on a concern for the narrowing of the curriculum (Adams, 1999, p. 351)

> But, taken with Curriculum Paper 13 and later with the SED report on *Learning and Teaching: The Environment and the Primary School Curriculum* (SED, 1984), the clear signal is that official thinking in the 1980s signalled a shift towards central direction in the curriculum.
> (Adams, F., 2003, p. 371)

At the same time as the National Curriculum was being put into operation in England and Wales so was the 5–14 Development Programme in Scotland. The impact of change was not the same, because the latter built on both the prior and continuing practice of teachers. Unlike the National Curriculum implementation, in which statutory powers were used for mandatory reform, the 5-14 curriculum was introduced as a programme to clarify existing practice. Hence the emphasis was upon continuity rather than separation from the past. The difference in the two governments' approaches to reform was to have a different effect upon the morale of teachers in England and Scotland. Although teachers in Scotland and England had a similarly negative response to the mass of documentation with which they were presented, the Scottish teachers' negativity was ameliorated by an acceptance in the Scottish Education Department of the need for time to accommodate to the changes. In England and Wales, the government seemed to discard and rebuff any

voice that appeared to oppose reform or to insist that reforms were being implemented too rapidly.

Precedence of children's needs

In terms of the curriculum, teachers in Scotland work within the nationally prescribed educational policies but 'children's needs and interests must take precedence in any consideration of what should be taught' (Gatherer, 1999). In order to ensure that an individual pupil's educational needs are met, a certain degree of autonomy is necessary. The elected governments in Scotland had to abide by the tradition of consultation and debate, so the way in which the Conservative policies enshrined in the ERA were taken into England and Wales, i.e. by government decree and dictat, could not be applied in Scotland. Instead, following the ERA, a paper was issued in Scotland entitled, *Curriculum and Assessment in Scotland: a Policy for the 1990's* (SEDs, 1984). Conservative policies including those on education were continually rejected by the Scottish public. Throughout the period of the Conservative 'rule' under Margaret Thatcher and John Major in England there was a Labour majority in Scotland. In the 1997 General Election that brought New Labour and Tony Blair to Number 10 Downing Street, no Conservative members of Parliament were elected in Scotland. As a result the educational policies that changed the climate and culture of education for English pupils and teachers did not impact the Scottish system or culture of education in the same way. The iron fist and silencing of opposition voices that occurred in England and Wales did not happen in Scotland. On the other hand, there was a similar impact upon policy, albeit less dramatically and more slowly in England's neighbour to the north, because of the weight given in Scotland to a tradition of consultation and debate.

The ideal of debate involves the concept of discourse. For teachers and educators in England, the discourse had been for some time that of derision, explained by Ball (1992) as follows:

> This discourse of derision acted to debunk and displace not only specific words and meanings – progressivism and comprehensivism, for example – but also the speakers of those words, those 'experts,' 'specialists' and 'professionals' referred to as the 'educational establishment'. These speakers have been displaced, their control over meaning lost, their professional preferences replaced by abstract mechanisms and technologies of 'truth' and 'rationality' – parental choice, the market, efficiency and management. A new discursive regime has been established and with it new forms of authority, (p. 18)

The discourse in Scotland would not be one centred upon 'derision' either of its education system, culture, heritage or teachers. Scotland has always prided itself upon its 'great tradition of education' and makes a direct link between education and 'Scottish-ness,' so to use derision of teachers as a tactic would have been counterproductive since it would at the same time criticise Scottish pride and identity (Bryce and Humes, 2003; Gatherer, 1999; McCrone, 1999).

MacKenzie (1999) suggests that the impact on policy by New Right thinking did occur in Scotland and that it succeeded by first changing the discourse, destroying the old consensus and starting to create a new one. He considers that the foundations of an educational /political consensus were laid long ago, and came about in the United Kingdom as a product of the coalition government of Winston Churchill in which the Labour Secretary of State for Scotland played a leading role. MacKenzie (1999) further maintains that the accepted wisdom of that consensus underpins the Education Act 1944 and the Education (Scotland) Acts of 1945 and 1946. It can then be noted that New Right thinking has continued under New Labour by the requisitioning of this discourse, albeit with adaptations.

The Primary Memorandum, officially *Primary Education in Scotland* (SED, 1965a), was published in 1965 and saw primary education as 'learner-centred'. Darling (1999) has written that to this day this is how primary children experience education (p. 28). He also cites the Memorandum as saying what is now beginning to be said again about the kind of education needed as preparation for living in a knowledge society:

> The acquisition of knowledge and skills, once the main aim of education, is no longer as important as it was.... Much more vital today...are the fostering of intellectual curiosity, and the development of the capacity to acquire knowledge independently. (SED, 1965, p.18)

The Primary Memorandum represents people wanting a better life for their children and freedom from the restrictions of the society that existed before the 1960s. Thus, the introduction of the comprehensive school meant the abolition of tests for selection at the end of primary school and more freedom for teachers in curriculum.

The Professional

Maintaining professional freedom has not been achieved lightly and his has meant adaptation by Scottish teachers in that they have been involved with the curriculum development of schools and Initial Teacher Education. The respect given to the GTCS and the strength of the teaching unions has made avoidance of a wedge

being driven between the proposers of educational changes and the implementers of them possible. In 1993 the SOED imposed criteria based upon competencies into the Scottish Initial Teacher Education structure; in 1994 the TTA in England introduced its competency-based curriculum for Initial Teacher Training, with its 'Benchmark' standards framework, adding to this in 2000 the compulsory 'skills tests' in numeracy, literacy and ICT essential for obtaining Qualified Teacher Status in England. The TTA controls the allocation of students to universities, controlling funding resources; therefore, in the main, the university education departments have remained quiet about the course structures. Behind the idea of benchmarking is the idea of quality assurance of courses. The setting of benchmark standards was being applied to all university courses within each discipline across the UK. However in ITT the TTA in England has control over issues of quality assurance and did not involve the QAA of Scotland. So Scotland needed to address the issue of quality assurance in ITE. As Christie (1999) writes:

> In good Scottish tradition, the ITE benchmarking group was collaborative in nature...As a member of the benchmarking group, the present author is able to confirm that indeed a collaborative approach was adopted. (pp. 954-955)

It is another example of the way in which teachers are involved at the initiation stage of educational change in an atmosphere of collaboration. There has to be an underlying trust and respect for collaboration to be effective (Troman, 2000). This is a notable difference between the attitudes of the government in Scotland in relation to teachers and that of the government in England.

The Chartered teacher and threshold

The Chartered teacher and threshold teacher schemes are both intended to be an incentive for experienced teachers, ostensibly providing a means of remaining in the classroom rather than taking on management roles. The Chartered Teacher scheme is a programme that could lead to a Chartered Teacher status and a Masters degree, consisting of twelve modules of a university accredited course, with the option for accredited prior learning. For some teachers the accredited prior learning could be 100% and then only one module and a written submission would have to be completed. In spite of this possibility of accredited prior learning, it is still considered to take from 6 to 18 months to obtain Chartered Teacher status with a Masters degree. After completing two modules, teachers can begin to receive some financial reward: the overall gain would be £6500 as development-related pay. However, at present the teacher has to pay for the course, and this will likely offset any financial gain from its completion.

Gaining the Masters degree is an individual award, but it is professionally developmental. The Threshold scheme is another hoop for teachers to jump through. There was much controversy over the threshold and there was little consultation with teachers (Mahoney *et al*, 2004). Menter *et al* (2004), compared the Chartered Teacher and Threshold schemes from *A Teaching Profession for the 21st Century* (SEED, 2002) and *Teachers: Meeting the Challenge of Change* (DfES, 1998), state:

> The Scottish document starts from the position and experience of teachers. It focuses from the outset on their pay, promotion, and conditions of service, making them the subject of the policy with their concerns and priorities being placed centre stage. By contrast, the English Green Paper positions teachers as the objects of policy, defining them as carriers of policy imperatives set at a distance.
>
> (Menter *et al*, 2004, p. 203)

Menter and colleagues regard the difference between the two schemes as one that is individualistic (the Scottish one) and one that is for the collective good (the English one).

Performance management

Performance management is a subject that is not part of Scottish education (Menter *et al*, 2004) because it belies trust and the Scottish teachers seem to be trusted, as exemplified by the substantial pay award given without hoops to jump through and before there was any evidence that they would fulfil the modernising agenda of the McCrone agreement. Teachers voted on the proposals in the agreement, after a genuine consultation process, with 80% in favour. However, the introduction of standards in both countries from the initial teacher training stage shows that there are similarities as well. Trust and a different understanding of what motivates teachers represent a marked difference between the policy makers in England and Scotland. As Menter *et al* (2004) comment:

> In England, where there are considerable problems in teacher supply and retention, Threshold and performance management appear to have done very little to improve morale. Whereas the Scottish approach anticipates commitment from teachers, the English approach expects to motivate through incentives. (p.202)

Speak the discourse or be spoken by the discourse

A major difference between teachers in England and Scotland seems to be in the perceived and real sense of power or loss of it. What was lost, for teachers in England in 1988, was control of the discourse of education. That loss can be attributed to the power of the 'discourse of derision'. In England, teachers could no

longer speak with authority on educational issues. Over many years since that time, the continual influence of derision upon the emotional and value/belief systems of teachers in England, particularly those teachers of 5 to 8 year olds, has undermined their confidence and their ability to challenge the status quo. Hence the emotional responses identified by Carlyle and Woods, 2002; Kyriaciou, 1987; Nais, 1992, 1996; Woods and Jeffrey 2002, the declining commitment to teaching as a profession (Galton and MacBeath, 2002) and the general decline in the sense of vocation.

Lemke (1995) defines sociocultural systems as 'systems of social practices linked in the historically and culturally practices from which they get their meanings' (p. 118). The meaning of education has become a restricted one derived from the UK heritage of the Conservative Party since Margaret Thatcher took office. Additionally, the culture of education has become one of continuous change.

Nias (1992) regards the reactions of primary teachers to the experience of curriculum and educational change as one of grieving for a lost self. Gunther (1997) considers that there is a form of leadership central to the mandated models of leadership being used to train senior managers which becomes a form of seduction in which the managers sell the vision and the teachers buy into it. Scott *et al* (1999) note the dissatisfaction of teachers with their profession, and McNess *et al* (2001) of increasing 'performativity' and intensity, which Gunther (2001) links to the impact of 'manageralism'. A culture of 'working within tension' could describe the situation for teachers of 5 to 8 year olds in England and Scotland. As McNess *et al* (2001) summarize:

> It is clear that there is a tension for teacher between the need to be effective as defined by increasingly externally-driven, industrially derived models, and the need to hold onto those more affective aspects of their work, which are to do with relationships and their deeply held values and beliefs. (p. 3)

Evans' (1998) definition of morale is anticipation of what the future job satisfaction in the teaching profession holds for teachers. If leaving the profession is a response to an anticipation of the future based upon experience in the past and present, then the Smithers and Robinson (2001) report, *Teachers Leaving*, demonstrates how low teacher morale is and the MORI poll by the General Teaching Council for England (2002) concurs. Levels of discontent are still palpable amongst teachers of 5 to 8 year olds, and the underlying reasons need further investigation. It is such an investigation that is reported in the remainder of this thesis.

Chapter 3

Framework and Methodology of the Research

Introduction

In this chapter the issues of how the methodology fits into the overall construction of the inquiry will be discussed in order to demonstrate the integrity of the study – that it (i) is purposive and (ii) has methodological coherence and congruence, fitting the research questions and the strategies for collecting the data and analysing them. Although this chapter is entitled 'Framework and Methodology of the Research', the methodology is referred to throughout the thesis because the methodology of the research is a key feature that has been developing since the initial ideas and questions were conceived. Consequently, although elements of the methodology have been referred to in previous chapters, the methodology of this inquiry will be given some discussion in the current chapter and detailed and specific discussion in Chapters 4 and 5. Links to this chapter will be referred to in the subsequent chapters of the thesis. This chapter will be divided into two sections: a theoretical discussion underpinning of the research and how the understanding of that theory situates the methodology in this inquiry.

Theoretical Discussion

Purpose of the methodology

As Clough and Nutbrown (2002) point out: "It is the task of methodology to uncover and justify research assumptions as far and as practically as possible, and in so doing to locate the claims which the research makes within the traditions of enquiry which use it" (p. 31). It is those assumptions that Crotty (1998) refers to as the 'theoretical perspective' and it is those underlying assumptions that identify the researcher's "world view". That world view or way of looking at the world influences the ways in which research is carried out. The importance of the elucidation of those underlying assumptions to the overall significance and clarity of an inquiry is highlighted by Jamal and Hollinshead when they write:

> Research tools...may be used as a *method* for obtaining and/or analysing qualitative data, but research and knowledge constructions are obfuscated when the research and knowledge constructions are obfuscated [sic] when

> the methodology (i.e. theory of the method, including its epistemological and ontological assumptions) employed is not clearly explained.
>
> (Jamal and Hollinshead,1998, p. 67)

Definitions of methodology and issues of terminology

Clough and Nutbrown write:

> Trying to produce a definitive definition of methodology as used in the social sciences, and to serve the purposes of all researchers is rather like trying to catch water in a net. Different researchers offer slightly differing definitions according to their own training and purposes.
>
> (Clough and Nutbrown, 2002, p.29)

Jamal and Hollinshead concur with Clough and Nutbrown with regard to the differing definitions of terms. Jamal and Hollinshead consider that it is the practice of disciplines appropriating approaches from other disciplines and redefining the terms which has given rise to, and continues to effect and affect, confusion and debates about 'definitions, applications, acceptability and evaluation' (p.65). Bailey (1978/1982), addressing issues of 'methodology versus method', considers:

> The controversy over the differences between the physical sciences and the social sciences centers [sic] around *methodology*, not around *method*. By "method" we simply mean the research technique or tool used to gather data…By "methodology" we mean the philosophy of the research process. This includes the assumptions and values that serve as a rationale for research and the standards or criteria the researcher uses for interpreting data and reaching conclusions.
>
> (Bailey, 1978/1982, p.32)

As an example of the use of the same term with a different meaning, Morse and Richards use the words *data sources* when referring to the process of gathering data whereas Bailey uses *method*. Where Bailey uses the term *methodology,* Morse and Richards use the word *method*. However, despite using the same terminology with different meanings attached to that terminology, Morse and Richards and Bailey are meticulous in that they clearly define the meanings which they attach to the terms they use.

Meanings and methodology

The diversity of definitions of methodology used by researchers, to which Clough and Nutbrown (2002) refer, is an issue further compounded by the inconsistency in the meanings given to the differing choices of terminology. Sometimes authors select category headings from a limited choice of vocabulary and interchange them,

whilst keeping the content of the category very similar. Morse and Richards (2002), for example, use the term *method* where Crotty (1998) uses the term *methodology*, and *strategies* where he uses the term *methods,* stating:

> We use specific terms in specific ways. When we use the term *method*, we refer to a more or less consistent and coherent way of thinking about and making data, way of interpreting and analysing data, and way of judging the theoretical outcome…Examples of such methods are ethnography, grounded theory, and phenomenology…A research *strategy* is a way of approaching data with a combination of techniques that are ideally consistent with the method the researcher has chosen to use. Strategies, therefore, are based on, and are consistent with, the assumptions and procedures that are linked in each particular method.
>
> (Morse and Richards, 2002, p.10)

On other occasions an identical word might be used in a research context and takes on or encompasses a different or extended meaning depending upon the preference of the researcher and/ or the functional purpose of the word. As we have already noted, Clough and Nutbrown give the word *methodology* a wider meaning than Crotty does. Clough and Nutbrown wish the word *methodology* to encompass the uncovering and justifying of research assumptions, in addition to the identification of the underlying principles guiding the researcher's choice of research tools. Crotty on the other hand places the process of uncovering underlying assumptions under the heading of 'theoretical perspective'; Bogdan and Biklen (1982) use the same terminology as Crotty, stating that a theoretical perspective "is a way of looking at the world, like assumptions people have about what is important, and what makes the world work" (p.30). Figure 3.1 shows basic definitions of terms contrasted for these several authors.

These issues may not be particularly important in the overarching topic of 'Research' but the discussion has been included in order to highlight the point that there is a variation of terminology used by researchers and a variation in the meanings given to the terms which individual researchers use in their report writing. For the sake of clarity, therefore, the meanings applied to terminology used in any inquiry need to be made explicit. As Crotty states:

> …how the methodologies and methods relate to more theoretical elements is often left unclear. To add to the confusion, the terminology is far from consistent in research literature and social science texts. One frequently finds the same term used in a number of different, sometimes even contradictory, ways.
>
> (Crotty, 1998, p.1)

Figure 3.1 Basic definitions of terms contrasted for these several authors

	Crotty	Bogdan & Bicklen	Clough & Nutbrown	Morse & Richards	Jamal & Hollinshead	Bailey
The theory of knowledge embedded in the theoretical perspective.	Epistemology		Methodology		Methodology	Methodology
The philosophical stance providing a context for the research process	Theoretical perspective	Theoretical perspective	Methodology		Methodology	Methodology
The strategy, plan or design behind the choice of data gathering techniques or processes.	Methodology	Methodology	Methodology	Method	Methodology	Methodology
Data gathering techniques or processes.	Methods	Methods	Methods	Strategies Data sources	Methods	Method

Crotty is not faultless in the variant use of terminology since the term '*elements*' as used by Crotty does not have the same meaning as that given by George Kelly (1969) in his Personal Construct Theory. According to Personal Construct Theory, individuals develop personal constructs which are their conceptualisations of the world, thought of in terms of bipolar oppositions. Using these constructs, individuals 'make sense of and evaluate phenomena' and it is these phenomena which Kelly termed 'elements'.

The difference between the use of the term 'methodology' by Clough and Nutbrown and the use of the term by Crotty seems to be a matter of difference in utility. Clough and Nutbrown state:

> We have developed our operational definition from our work with research students who, in time-constrained studies for Higher degree awards, are not immediately concerned with the fine print of the epistemological and ontological foundations of their studies!
>
> (Clough and Nutbrown, 2002, p.31)

Allowing for these variations of terminology and utility, Clough and Nutbrown support the view that methodology involves demonstrating a reflexive relationship between all the rudiments of a study:

> ...this relationship is not one which is articulated only or largely in a so-called 'methodology chapter', but one which is *evident throughout the work* (italics original). The relationship of the research questions to the literature review is a matter of methodology; the relationship of the literature review to fieldwork is a methodological issue; the relationship of the fieldwork to the analysis of data is a methodological concern; the relationship of the framework of the analysis of data to the research report is methodological.
>
> (Clough and Nutbrown, 2002, p.31)

The 'reflexive relationship' to which Clough and Nutbrown refer seems to be their way of pointing to the need for the concept of *methodological congruence* - for an interconnected research process (Crotty, 1998; Denzin and Lincoln, 2000; Morse and Richards 2002). The present research inquiry is following the interdependent hierarchical structure framework proposed by Crotty (1998) in order to provide a cohesive theoretical structure and to avoid lexical or conceptual confusions.

Situating the methodology in the research process

Crotty proposes a hierarchical structure in which each element is dependent upon the other. He does not present his model as an authoritative or perfect structure but as a scaffold or framework for exploring the research process.

Crotty identifies four fundamental elements of the research process, which he characterizes as:

- *Methods*: the techniques or procedures used to gather and analyse data related to some research question or hypothesis.
- *Methodology*: the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of methods to desired outcomes.
- *Theoretical perspective*: the philosophical stance informing the methodology and thus providing a context for the process and grounding its logic and criteria.
- *Epistemology*: the theory of knowledge embedded in the theoretical perspective and thereby the methodology. (Crotty, 1998, p.3)

It is the clarity of meaning and the distinction between the different parts of any account of a research process that is important to Crotty – a matter of importance also shared by Cohen, Manion and Morrison (2000/2003).

The framework model in Crotty, (p.4) depicted below, interlinks four essentials in the research process, namely epistemology, theoretical perspective, methodology and methods, all of which inform each other.

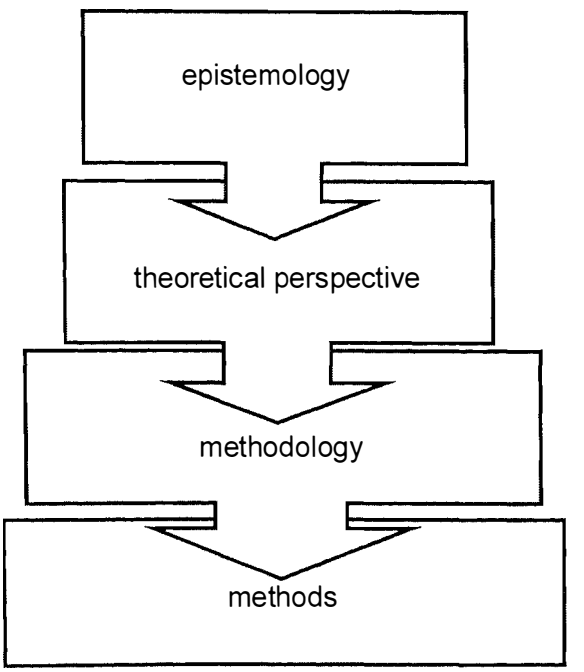


Figure 3.2 Crotty's model (Crotty, 1998, Figure 1, p. 4)

Although the diagram in Figure 3.2 suggests an orderly and in fact an ordered process, Crotty does not suggest that such orderliness and sequence is the case in practice. His framework is designed to make the explanation of the research process easier to negotiate. During the course of the present research, different parts of the process have overlapped in chronology; and there have been times when certain methods or analyses, or areas of theory or analysis, have been in the ascendancy, as other areas have taken a back seat for a while. The order of topics/chapters in this thesis is for the ease of the reader. The actual research process did not advance in such an ordered, linear way but in more a circuitous manner.[iii] Crotty's (1998) model will be referred to again in this chapter to show how the four 'elements' have been interlinked in the present inquiry. Also, since Crotty's model is helpful in providing a cohesive structure, it will be used as a referent throughout the thesis.

Research Paradigms

It was Thomas Kuhn who introduced the 'notion of a paradigm or world view as an overarching framework which organizes our whole approach to being in the world' (Reason and Bradbury, 2001, p.6). Reason and Bradbury (ibidem) explain that Kuhn defined the word *paradigm* to mean a framework within which 'normal scientific research' takes place and that the framework organizes all the perception and thinking in that research. They also say that paradigms can alter as a new perspective on knowledge makes better sense. Their explanation that research in the West has been integrally linked with a positivistic paradigm and a positivistic world-view is shared by Denzin and Lincoln (2000). Reason and Bradbury define this as:

> a view that sees science as separate from everyday life and the researcher as subject within a world of separate objects. In this perspective, there is a real world made up of real things we can identify, operating according to natural causal laws which govern their behaviour – laws which we can deduce by analysing the operation of the component parts. Mind and reality are separate: the rational human, drawing on analytical thought and experimental methods, can come to know the objective world.
>
> (Reason and Bradbury, 2001, p. 6)

It is the positivistic / empiricist paradigm which encompasses the world view that there is an orderly world 'out there', structured upon discoverable, causal laws waiting to be known objectively and which maintains that the sensible world exists apart from those who want to know it. Crotty writes:

> Objectivist epistemology holds that meaning, and therefore meaningful reality, exists as such apart from the operation of consciousness. That tree in the forest is a tree, regardless of whether anyone is aware of its existence or not. As an object of that kind ('objectively' therefore) it carries the intrinsic meaning of 'tree-ness'. When human beings recognise it as a tree, they are simply discovering a meaning that has been lying there in wait for them all along.
>
> (Crotty, 1998, p.8)

By accepting, as true, this understanding of how 'knowledge' can be apprehended, a 'knower' or researcher takes a particular 'theoretical perspective' about the acquisition of 'knowledge'. As a result of having a positivistic / empiricist philosophical stance, a further assumption is inevitably accepted as true. That further assumption is that an orderly world is based upon mathematical and logical rules which can be known and observed by those who use orderly, systematic and correct methods in an objective way to discover those rules and the order they represent. Consequently, knowledge only has to be uncovered or discovered by the objective researcher with a detached, analytical mind. Since, based upon this theory of knowledge, the discovery of knowledge will follow the laws and order of that world, knowledge can be explained, controlled and predicted by implementing a strategy, or in Crotty's terms a 'methodology', using the techniques or procedures that gather and analyse data in an analytical, mathematical and objective manner. Based upon such a positivistic / empiricist theory of knowledge, objectivity has been historically equated with unbiased and value-neutral scientific research. Therefore, starting from this epistemological position, the 'best' research would not encompass subjectivity and generalisations could be stated with no contradictory explanations being given for events.

Power and epistemology

The power relationship which positivistic epistemology has for a long time had over research can be seen in the way that it has been held up as the model for social science research to follow. Those social researchers who emulate this empiricist model in their social science research will adhere to positivism's underlying assumptions. As a consequence, such research would have to be judged by positivistic standards of assessing claims to knowledge, the claim being that there is a 'set of logical rules of explanation, independent of the world and its social practices which can distinguish between and judge *all* knowledge claims' (Usher, 1996, p.22). Usher goes on to say:

> It involves accepting that there is a logic of science which is more important than its historical or cultural located ness, that research has a universal rather than an embedded rationality and a unitary and invariant method rather than a pragmatic diversity of methods.
>
> …because all knowledge claims involve justification, they all have a social dimension. Claims are *justified* within contexts of collectively held conceptions about the world, and how to relate to it. It is these underlying conceptions that are embodied in particular epistemologies.
>
> What we can conclude from this is that methods are embedded in commitments to particular versions of the world (an ontology) and ways of knowing the world (an epistemology). (p. 22)

An alternative view is that nothing in nature is precise or fully predictable or explainable (Pennington, personal communication, March 2003).

Human characteristics and positivistic epistemology

The positivistic way of thinking about knowledge and the validity of knowledge have had significant power in research communities because the alleged scientific objectivity and value-free neutrality has been highly esteemed in Western societies. Those who held a world view where science was not conceptualised in this way but seen as one world view amongst many equally valid world views, and who conducted research within that epistemology were regarded as naïve, uneducated, or misguided. There was a period in the history of research where the positivistic way of thinking about research had the power to silence any and all challengers to its position. Thomas Kuhn in effect, though not intentionally, set the scene for challenges to this position of power by arguing that the scientific way of thinking about knowledge and the validity of knowledge comprised beliefs about science and scientific knowledge which were like a background theory underpinning scientific discovery. He called this set of beliefs a *paradigm*. It is this paradigm - this set of conceptual constructs – which Kuhn believed informs the way in which scientists set about research. Challenges to the positivistic paradigm have been made from within the paradigm by adherents to it, and Kuhn called that process of change a *paradigm shift*. At the point of a *paradigm shift*, the boundaries of the paradigm are unable to contain the changes and it has to expand or change in some way. Crotty (1998) suggests that following Kuhn's argument, changes within science do not occur in some logical, organised, or disciplined way, but seem to 'happen' just as changes do in other disciplines or areas of life:

> Kuhn effectively relates the 'doing' of science to the broader sweep of history and to social change. Just as effectively, he links scientific effort to the interests, and the psychology, of both the scientific community and individual scientists. Because of this, his influential line of thought constitutes a further loosening of the hold positivism has taken on scientific thought and research. The picture Kuhn paints is not a picture of objective, valid, unchallengeable findings emerging from scientists working with detachment and in a spirit of unalloyed scientific dedication. To the contrary, scientific endeavour, as Kuhn conceives it, is a very human affair. Human interests, human values, human fallibility, human foibles – all play a part.
>
> (Crotty, 1998, p.36)

An example of this is the discovery of the structure of the Deoxyribonucleic acid (DNA) helix by James Watson, Francis Crick and Maurice Wilkins in 1959, for which they won the Nobel Prize in Physiology or Medicine in 1962. In 1962 James Watson was working at Harvard University in the United States of America, Francis Crick was at the University of Cambridge in the United Kingdom, and Maurice Wilkins at Kings College, University of London – also in the United Kingdom. However, one person, highly significant to that discovery, was absent from the awards ceremony ostensibly because she had died and so was ineligible to share the award. Rosalind Franklin was that person. She was absent both in person and in the citations because neither Watson nor Crick acknowledged the contribution of her work to their discoveries during the 1962 Nobel Prize ceremony. (Elkin, 2003; Maddox 2002, 2003; Sayre, 1975)

The interests and psychology of individual scientists linked to scientific effort

Prior to the discovery of DNA, Maurice Wilkins had been working with Professor John Randall on aspects of the chemistry of DNA at Kings College, University of London. Rosalind Franklin had been appointed by Professor Randall to do x-ray crystallography research on DNA. However, poor communication between Randall and Wilkins resulted in Wilkins thinking that Franklin was a laboratory assistant instead of an equal doing research complementary to his own. There are differing versions of what her role was supposed to be, but as a result of the misunderstanding the two scientists did not work in any way cooperatively. At Cavendish Laboratories in Cambridge, Watson and Crick were also working on the structure of DNA, which they should not have been doing because after the Second World War there was not enough money for duplicated research. Only one laboratory was commissioned to do research into the structure of DNA and that was

King's College, London. Franklin published in the 1952 King's Medical Research Council (MRC) report the initial quantitative measurements that eventually led her to the conclusions about the double-helix backbone chain of B-form DNA. It was also Franklin who identified that there were two forms in which DNA could exist; she called them A and B, presenting this information at an internal seminar at King's in 1952.

Franklin's research findings, published in the December 1952 MRC report, had been previously written up in a report for the Turner and Newall Fellowship in February 1952. In the Turner and Newall Fellowship report Franklin stated that her data suggested the probability of the helical structure of DNA and gave details of the structure of DNA that have subsequently proved correct. Franklin would later publish three papers jointly authored with Gosling, her PhD student and co-worker, in *Acta Crystallographica,* a distinguished peer-reviewed crystallography journal. In those papers she would append the superbly clear x-ray photographs of both forms of DNA to the first paper, give details of measurements on the x-ray pattern of the A form of DNA and a general summary in the third.

Careless talk or careful planning?

The major contribution to the Watson and Crick model of DNA was an x-ray diffraction photograph (the now famous, photo 51) taken by Franklin that Wilkins showed to Watson. The fact that Wilkins did so was not intended to be a disloyal action. Nevertheless, it is at this point in Wilkins' own account of the story that discrepancies with the other authors occur. Wilkins recalls simply showing the photograph quickly to an almost disinterested Watson in the corridor at King's (Wilkins, 2003, p. 198). However, Watson refers to an additional meeting that day, supper in Soho. He recounts trying to encourage Wilkins to provide more details about the photograph and measurements that would have been taken by Franklin (Watson, 1968, pp. 92-93). Further, Watson reveals that it was on the train back to Cambridge that he sketched what he could remember of the photograph and used the little information he had gleaned from Wilkins as the basis of his decision as to which new model to build. It was the next morning that Sir Lawrence Bragg, Head of The Cavendish, gave Watson permission and encouragement to build the DNA helix model after having seen details of the x-ray photograph, i.e. photo 51.

After several weeks of building models compatible with the x-ray data, Watson and Crick knew they were imperfect and that further detail about the measurements of photo 51 were needed in order to build the DNA model. So when Wilkins was visiting the Cricks socially, Crick tried to encourage Wilkins to share those needed details (Watson, 1968, p. 98). Maddox writes that following Crick's invitation to lunch in Cambridge, Wilkins says:

> I will tell you all I can remember and scribble down from Rosy.
>
> (Maddox, 2002, p.198)

A policy of 'The end justifies the means'?

It was at that meeting that Crick and Watson got Wilkins to agree to them starting model-building, even though Wilkins would wait until Franklin had left King's before starting to build a DNA model. Wilkins did not know Crick and Watson had already begun their model-building. However, it was the MRC report which reached Watson via Max Perutz that was vital to the building of the Crick and Watson model of the DNA molecule. Austrian born Perutz did not realise the implication of his action:

> The report circulated to the committee was not marked 'Confidential', nor was it confidential. On the other hand, in the customary British manner in which everything official is considered secret until deliberately made public, the report was not expected to reach outside eyes.
>
> (Maddox, 2002, p.188)

Watson (1968) says that Perutz brought the report to him but the sequence of events has been challenged by Perutz. Writing about the development of the DNA model Watson states:

> Moreover, there was no longer any fear that it would be incompatible with the experimental data. By then it had been checked out with Rosy's precise measurements. Rosy, of course, did not directly give us her data. For that matter, no one at King's realised they were in our hands. We came upon them because of Max's membership on a committee appointed by the Medical Research Council to look into the research activities at Randall's lab.
>
> (Watson, 1968, p. 99)

Therefore, Watson was indirectly accessing Franklin's knowledge on the subject without her permission and her collaboration. What little information Wilkins was able give to Crick and Watson about the photo 51 was because of what Franklin had shared with him and the papers in the MRC report he, Wilkins, had read about her work. She was the recognised authority on the subject of x-ray photographs and crystals, although Wilkins and Gosling had worked on x-ray photographs and DNA before Franklin arrived at King's.

An ethical, a psychological or an emotional choice?

Throughout his book, Wilkins states his belief in the ethic of openness and collaboration in science; his belief that scientists should share their data and that he should have encouraged collaboration between the researchers at King's and Cambridge. This professed openness seems to be a tool Wilkins uses to contrast himself with Franklin, casting her as secretive, non-cooperative and non-collaborative. Franklin had instructed Gosling to show the photo 51 to Wilkins because she was leaving; it was an exceptional x-ray photo and he would need to know about it. In his own account, Wilkins works hard to play down the significance of this photo in his perception by saying that it had been in Franklin's drawer for a year. He does not say *how* he knew it had been in her drawer for over a year and neither do the other authors of this story. He writes:

> That photograph was to become the celebrated Double Helix pattern – possibly the most famous X-ray diffraction pattern ever photographed. In retrospect, I had been rather foolish to show it to Jim [Watson] during our hurried conversation in the corridor. Part of my motive was to justify my exasperation with Rosalind for opposing helical ideas when the evidence seemed to point us so clearly in that direction.
>
> (Wilkins, 2003, p. 218)

Was this an ethical choice, or perhaps a psychological or emotional choice that he made?

What the eye doesn't see, the heart doesn't grieve over

That photo and the interpretation of it created a link for Watson that opened the doors to one of the world's major scientific discoveries. It enabled Watson and Crick to build the now famous model of DNA. Franklin had already written a paper about the double-helix structure of DNA on 17th March 1953 and was planning to publish it (Klug, 1968). That paper was slightly modified and published in the same edition of *Nature* (April 1953) carrying as its lead the paper by Watson and Crick, where they proposed the idea of the double-helix structure of DNA.

Maddox, referring to Franklin writes:

> She did not know that they had seen either her x-ray photograph showing unmistakable evidence of a helical structure, or her precise measurements of the unit cell (the smallest repeating unit) of the DNA crystal.
>
> (Maddox, 2003, p.407)

Without her permission or knowledge, Watson gained access to an x-ray diffraction photograph (known as photo 51) of DNA taken by Rosalind Franklin. Using this photo, Franklin proposed not only the double helix structure of B-form DNA but the

precise measurements about the structure. Watson, using the photo and the MRC report, abandoned the model of DNA upon which he had been working and began to build a model based upon Franklin's data – the now famous Double Helix.

A spirit of unalloyed scientific dedication

Franklin died from cancer at the age of 37, before the announcement of the discovery by Watson and Crick of the structure of DNA, not knowing how her work had been appropriated. Professor Lynne O. Elkin at California State University writes in *Physics Today* (published on the internet):

> In *The Double Helix*, Watson bases his account of Franklin on recollections of their three brief meetings between 1951 and 1953, and on repeated complaints about her from Wilkins. The "Rosy" that Watson describes is a caricature based on the more difficult aspects of Franklin's personality. His portrayal – a far cry from the competent scientist described by her colleagues or the fascinating person described by her friends – is an effective device for promoting the idea that Watson and Crick had to rescue DNA data from – as Watson puts it – this "belligerent" woman who could not "keep her emotions under control" and who did not know how to interpret her own data. Watson falsely depicts Franklin as Wilkins's assistant, incapable and unworthy of Nobel Prize calibre work. His book was published against the vehement protest of key DNA participants, who were upset about its numerous inaccuracies.
>
> (Elkin, 2003, p.61)

Elkin cites the work of Sayre (1975) as the first challenge in print to Watson's account of the discovery of DNA, acknowledging Sayre's skilful posing of awkward scientific questions. Unfortunately, her credibility was undermined by mistaken information about the working conditions of Rosalind Franklin and other women at the Medical Research Council.[iv] In writing of the inadequate acknowledgement given to Franklin, Elkin states:

> In their 1953 paper, Watson and Crick state that they had been "stimulated by a knowledge of the general nature of the unpublished experimental results and ideas of Dr. M.H.F. Wilkins, Dr. R.E. Franklin and their co-workers at King's College, London." That oblique acknowledgement misrepresented Franklin's role and, whatever its intention, leftsmost people with the impression that her work mainly served to confirm that of Watson and Crick. It has to be one of the greatest understatements in the history of scientific writing.
>
> (Elkin, 2003, p.61)

In the Watson and Crick paper, published in *Nature,* April 2nd the priority acknowledgement of indebtedness is awarded to Dr. Jerry Donohue, followed by the statement quoted by Elkin above. In her article in *Physics Today*, March 2003, Elkin cites other occasions where Crick and Watson failed to take the potential

opportunities for acknowledging the part played by Franklin in their work, or where they are ambiguous about it or some occasions where they acknowledge it and then repudiate it by the use of a qualifying statement.

Humanity in science plays its part

Human bias, human discrimination, human values and human fallibility played a part in this major scientific discovery. Maddox writes:

> Watson and Crick seem never to have told Franklin directly what they have subsequently said from public platforms long after her death – that they could not have discovered the double helix of DNA in the early months of 1953 without her work. This is all the more surprising in view of the close friendship that developed among the three of them – Watson, Crick and Franklin – during the remaining years of her life.
>
> (Maddox, 2003, p.s408)

Scientific discovery in this case was not isolated from the human nature of these scientists. They were not detached nor were they operating in a spirit of unalloyed scientific dedication. There were personal values and personal aspirations involved in the discovery of DNA clearly shown by the way in which Franklin is portrayed by Watson (1968) in his book about the discovery, *The Double Helix: A Personal Account of the Discovery of the Structure of DNA.* Throughout the book there are various ways in which he portrays or describes her. On page 1 Watson simply mentions her name as one of the five involved in the *tale* of the discovery. Having introduced Francis Crick and Maurice Wilkins into his tale, he introduces Franklin as Rosy and as a major reason for Maurice Wilkins not progressing with urgency into his (Wilkins') commissioned research on the structure of DNA:

> I suspect that at the beginning Maurice hoped that Rosy would calm down. Yet mere inspection suggested she would not easily bend. By choice she did not emphasize her feminine qualities. Though her features were strong, she was not unattractive and might have been quite stunning had she even taken a mild interest in clothes. This she did not.
>
> (Watson, 1968, p.8)

> Unfortunately, Maurice could not see any decent way to give Rosy the boot. …Also, there was no denying she had a good brain. If only she could keep her emotions under control, there would be good chance that she could really help him. (Watson, 1968, pp. 8 - 9)

> The real problem, then, was Rosy. The thought could not be avoided that the best home for a feminist was in another person's lab.
>
> (Watson, 1968, p.9)

It must also be noted that throughout the book Watson generally makes comments about how fashionably dressed or otherwise people are, about the physical attributes of individuals, or states his opinions regarding the British culture, cuisine and attitudes in society.

Wilkins' autobiography was published only in 2003, with the purpose of telling his side of the story. In Watson's version, Wilkins had felt unfairly presented as a male dealing unjustly with female colleagues. In his attempt to clarify his position he discusses his feelings, his thoughts, and his reflections about the courses of the actions he took at the time and possible alternatives, whilst recalling the part he played in the discovery of the scientific facts leading to the Watson and Crick model of DNA. His reflections seem to have led him to considering his own personality and, given the disparity between his experience and those of others who knew Franklin as a friend and colleague, suggest possible reasons for the conflict and how he might have improved the situation. In the end he seems to blame Randall (the Head of King's laboratory) and his duplicity for the breakdown between himself and Franklin, which meant that Franklin was under an illusion that she and Gosling were the only ones working on the DNA questions and that Wilkins had withdrawn from it. In his effort to refute the idea that he was a male chauvinist, Wilkins' autobiography shows clearly that human bias, human values, human discrimination, and human fallibility were fully operational in the process of that particular scientific discovery.

Impact of personal values upon the methodology

Clough and Nutbrown (2002) argue that "research methodologies are rooted in our own personal values, which, in some form, inform our ethical and moral responses to problems and challenges" and that "methodology is as much about the way we live our lives as it is about the way in which we choose to conduct a particular piece of research" (p. 68). As we have just seen, ethical and moral responses can affect a researcher whatever the person's epistemology. The positivistic researcher has an ethical and moral responsibility, but is the quality of the research actually judged against the criteria of ethical and moral responsibility? The highest award in science was given for a piece of positivistic research which has dubious ethical and moral implications underlying and surrounding it.

Historical influence of positivism and objectivity

Is objectivity in research an ethical response to a problem, or is objectivity a shadow cast by positivistic epistemology placed upon its pedestal of the past? In other words, is research *objectivity* a chimera founded upon an historically alleged neutral, scientific, and value-free positivistic epistemology that continues to assert over the research community an illusion with regard to the idea of positivistic validity? Some would definitely say, yes. In the view of Pennington (personal communication, March 2003)[v], the whole positivistic paradigm and its concept of objectivity is fundamentally misguided.

The Microsoft Word thesaurus gives the word *objective* (when it has the meaning 'impartial') the synonyms, *impartial, detached, unbiased, neutral, independent*, *unprejudiced, dispassionate,* with its antonym being *subjective*. However, when the thesaurus link from the antonym of the word *objective* (when its meaning is 'impartial'), i.e. *subjective*, is followed, synonyms such as *slanted, biased, skewed, prejudiced, one-sided, not impartial* or *objective* are given. It seems that when the word *objective* is applied as if 'objectivity' is an ideal in research, then the comparison is with its antonym *subjective* research. In this context the synonyms of the word *subjective*, as given above, imply that subjective research is in some way defective because it is *slanted, biased*, *skewed, prejudiced, one-sided, not impartial* or *objective*. Therefore, it appears that there is a negative connotation applied to the word *subjective* when its meaning is not *impartial* and it is used as the antonym of the word *objective.*

An examination of the specific use of this particular synonymous vocabulary gives an indication of a possible connection between the historical high regard given to scientific/positivistic research and the heritage of positivistic thinking in the English language. It also indicates the potential for a society to attach a value to words, based on historical associations. Researchers, as members of society and the research community, have the potential to be influenced by the values attached to words and to influence society by the values which they give to research when those semantic labels are attached to research from a particular paradigm. When one particular paradigm achieves recognition or convinces significant others that it "owns" the criteria by which other paradigms should be judged, it becomes a gate-keeper of believed research standards whether or not that position is justified.

Instead of recognising subjectivity as at the core of the research and the criterion of its validity, there is potential for the researcher to be vulnerable to a fear of not meeting the standards set by research gate-keepers. A possible result of fearing to be thought biased by the use of subjectivity persuades the researcher to make attempts to validate or to downplay the subjectivity in the research by a demonstration of objectivity in the research methodology. This could lead to a tension between a denial of the ethical and personal value placed upon research, which places a high regard upon the importance of personal and individual constructions, and that which forces the researcher to justify that subjectivity on the basis of so-called 'objective' criteria. So the words *subjective* and *objective* could be used to demonstrate or suggest extremes of position that might be taken by researchers in the arguments about the credibility of a piece of research. Such a sense of implied opposing poles, each carrying an implied value of credibility attached to the words *subjective* and *objective*, could be used to perpetuate a supposed research standard which overlooks another meaning of the word *subjective.* In that case, the word *subjective* can also be used to mean *personal, individual, particular*; and then the antonym is not *objective* but *general*. Used in this sense it is not placed in comparison with *impartiality, detachment or, neutrality* but simply means to consider issues from the perspective of the personal and the individual point of view. Thus, the options between the 'particular' and the 'general' in qualitative research could be depicted as points along a continuum rather than as polar opposites.

Is objectivity implied purity?

The statement of Clough and Nutbrown (2000) about methodology being "as much about the way we live our lives as it is about the way in which we choose to conduct a particular piece of research" (p.68) can be applied to a researcher who has, or believes in, a positivistic epistemology. In such a stance there is a belief in an ethical and moral position of standing back and taking a detached, objective position regarding research issues. The personal values which permit the 'objective' researcher to regard objectivity in preference to subjectivity still suggest a root belief motivating the methodology employed by the researcher. There does, however, seem to be an implicit sense of 'purity' in the research which claims to be objective as compared with that which claims to be subjective.

> One has to consider how 'objective' is objective, when political and financial pressures are behind the scenes in educational research, and when the

> motives of the 'objective' researcher are not usually made explicit. They may even be denied if political expediency or the claims to objectivity warrant it. One could cite the trials run before the introduction of the SATs or indeed the National Curriculum.
>
> (Sargent, 1995, p.28)

Carr (1995) examines the notion of scientific purity in research both as a fact and as something to which social science should aspire. He is not convinced of either having validity. The various accounts of the discovery of DNA provide an exemplar indicating that the notion of scientific purity can be questioned. Pennington also questions the notion of scientific purity and the notion of a logical basis to traditional 'scientific' enquiry:

> Thus this whole tradition is based on an error of understanding and of methodology reflecting precision rather than approximation, sameness or identity rather than similarity AND difference. In such a view, identity or precision is the product of machines and not of nature. The attempt to carry out "scientific" research assumes identity (also replicability, reliability) across instances and seeks to control for any differences. This is exactly the wrong way round. Given the reality of difference and non-identity of the starting point, that is exactly what should be built into the research model – i.e. an expectation of *difference* and non-comparability. This is why qualitative models are so much more valid for all human research (perhaps above the molecular level).
>
> (Pennington, personal communication, March 2003)

All scientists are human and, unless they are employed to carry out an investigation by an organisation, they choose their research area. The fact of choice indicates that some level of personal interest is involved in the process. However objective a researcher wants to be, personal interest can be part of the motivation and as such is a driver to the research. As Pennington writes:

> Motivation to pursue a certain topic, your curiosity and determination to explore your chosen area, is the driving force behind the research process. The two most important considerations of the topic are your own interest and drive, coupled with the practicability and feasibility of the topic in its detailed specification as a focused research question to be carried out in your chosen context.
>
> (Pennington, 1995, p. 8)

Having the motivation to want to answer a research question is not the same as having the skills or knowledge to do it. Taking an objective stance in the research process does not imply quality per se, nor is it to be equated with having a lack of personal interest in the inquiry. Declaring an emotional or personal investment in the research does not necessarily preclude accuracy. However, a researcher expecting inaccuracy or flawed research to result from having a personal investment in a study could accept the idea of, or even a fear of, bias.

Does bias imply impurity?

Bias can be understood as partiality, prejudice, a preconceived notion or unfairness. 'Bias' is another of the words which has a built-in negativity when it is used in conjunction with the word 'research'. However, it can also be understood and used to indicate 'perspective'. Neither of the ways in which the word 'bias' can be used is wrong, but historically, in research, the word 'bias' has been applied negatively. This application of usage of the word could be linked because, as Pennington, writing about 'scientific' enquiry has said 'This whole tradition is based on an error of understanding and of methodology reflecting precision rather than approximation, sameness or identity rather than similarity AND difference' (Pennington, personal communication, March 2003, as previously quoted). An example of such 'similarity AND difference' could be seen in the way that the word 'bias' can be used with regard to fabric.

The threads in a piece of fabric are woven in straight lines at right angles to each other. If the fabric is cut by following the direction of the threads, the fabric will not stretch. However, if a piece of fabric is cut 'on the bias' it will stretch and go round corners. So fabric can be cut 'on the bias' and the effect is to change the property of the fabric. Thus the fabric, no longer confined to the straightness that the threads would place it in, can flow and move in ways thought impossible by those who would not consider cutting 'on the bias'. The same piece of fabric has been used; it was woven in the traditional way *but* by cutting the fabric in a different way that same piece of fabric can be made to perform differently.

It could be argued that this is still a use of the word 'bias' in its usual connotation because the fabric has been deliberately altered to fit the dressmaker's purpose. This is true, but there is no negative use attached to the word. Used in this context and as part of the phrase 'on the bias' the word 'bias' simply denotes how the dressmaker has used the 'sameness and difference' of the fabric for her own purpose. It is a fitness for the dress-maker's purpose. The dress-maker does not hide the fact of cutting the fabric 'on the bias' and could not because it would be obvious by looking at the end-product. Thus, in qualitative research, 'bias' could also be understood as 'perspective', providing a methodological fit with the theoretical perspective, the purpose and the stated epistemology of the research project.

The concept of 'researcher as *bricoleur*'

The idea of the dress-maker cutting standard fabric in a different way in order to achieve a 'new-look' end-product is not unlike the concept of the researcher as *bricoleur* as used by Lévi-Strauss (1966) and adopted by various others including Denzin and Lincoln (2000). Denzin and Lincoln state:

> The qualitative researcher as *bricoleur* or maker of quilts uses the aesthetic and material tools of his or her craft.... If new tools or techniques have to be invented, or pieced together, then the researcher will do this. The choices as to which interpretive practices to employ are not necessarily set in advance.
> (Denzin and Lincoln, 2000, p. 4, italics in the original)

Crotty (1998) takes issue with Denzin and Lincoln (1994) concerning the understanding of the meaning of *bricoleur*. The quotation above identifies Denzin and Lincoln (ibidem) as having an understanding of the bricoleur as one for whom the innovative use of 'material tools' is the important function. The emphasis for Denzin and Lincoln (1994; 2000) regarding the meaning of the term *bricoleur* is upon the range of *methods* that a researcher has at his / her disposal *or* the methods that can be invented or re-invented. It is this particular understanding of the bricoleur that Crotty found debateable in Denzin and Lincoln's article in the first edition of the Handbook of Qualitative Research (1994). Such an understanding of the term *bricoleur* seems to continue in the current edition (2000) of the book.

Alternative meanings within the concept of '*bricoleur*'

Crotty (1998) states that the translation of the French word 'bricoleur' into English as a "Jack of all trades or a professional do-it-yourself person', as found in Denzin and Lincoln (1994; 2000) is incorrect. The citation used by Denzin and Lincoln (1994, p. 2; 2000, p. 4) as the justification for this translation is the English translation of Lévi-Strauss' book, *The Savage Mind* (1966, p.17). Crotty says that Denzin and Lincoln's use of the English meaning comes from a translator's footnote and says:

> In that footnote, the sentence cited is preceded by the statement, 'The "bricoleur" has no precise equivalent in English'. And the sentence is not quoted in full. The rest of the sentence reads: 'but, as the text makes clear, he [the *bricoleur*] is of a different standing from, for instance, the English "odd job man" or handyman'.(p. 50)

Denzin and Lincoln (2000) do seem to see the *bricoleur* as relating to the tools used or a developed specialism, since for them 'there are many kinds of *bricoleurs* – interpretive, narrative, theoretical, political'(p. 4) and that the interpretive *bricoleur*, for instance, produces a 'pieced together set of representations that are fitted to the specifics of a complex situation', which is the result of the *bricoleur's* method and

which 'changes and takes new forms as different tools, methods, and techniques of representation and interpretation are added to the puzzle'. (p. 4) Crotty has a different view of the bricoleur and says:

> What we find in Lévi -Strauss's text, in fact, is a very different understanding of bricoleur. Consequently, the 'analogy' drawn from it (to use Lévi-Strauss's term) carries a very different message. In *The Savage Mind,* the *bricoleur* is not someone able to perform a whole range of specialist functions or even to employ unconventional methods. The *bricoleur* is a makeshift artisan, armed with a collection of bits and pieces that were once standard parts of a certain whole but which the *bricoleur*, as *bricoleur*, reconceives as parts of a new whole. (Crotty, 1998, p. 50)

Perspective and the researcher as '*bricoleur*'

> The question is not, 'Can I do it? Do I have the skills?' Rather the question is, 'What can be made of these items? What do they lend themselves to becoming?'. And answering that depends on the qualities found in the items to hand. It is a matter of what items are there and what are not. It is a matter of what properties each possesses – size, shape, weight, colour, texture, brittleness, and so on.
>
> (Crotty, 1998, p. 50)

The greater element of creativity to be exercised is in relation to the material to be worked with rather than the tools with which the researcher works. It is the way in which the *bricoleur* looks at the materials he or she has to hand which is the meaning Lévi-Strauss applies to the word *bricoleur*. It is the way in which the researcher looks at the materials to be worked with – the standpoint or view the researcher takes when looking at those materials, i.e. the perspective. The materials to be worked with in this study are the words of the respondents and their responses to what has previously been discovered by other researchers. The focus is upon the respondents' words and responses as the object of the study. Reflexivity needs to be applied to what the respondents are saying, as opposed to the researcher being self-reflexive:

> The last thing *bricoleurs* have in mind at this moment in time is their own self. Imagination and creativity are required, to be sure, but imagination and creativity to be exercised in relation to *these* objects, *these* materials.
>
> (Crotty, 1998, p. 50)

Bias or perspective in this study?

When the focus of the research is upon what the respondents are saying and not the self-reflexivity of the researcher, an assertion of bias in the study (meaning 'partiality, prejudice, a preconceived notion or unfairness') is weakened. However, the use of the term 'perspective' is strengthened when the researcher is considering

the views of the objects of the research because:

> True *bricoleurs* are people constantly musing over objects, engaged precisely with what is *not* themselves in order to see what possibilities the objects have to offer. This is the image of the *bricoleur* to be found in Lévi-Strauss.
>
> (Crotty, 1998, p. 50)

The word 'objects' here is used in the grammatical sense and does not imply that the respondents in this study are 'objects'. As a corollary of choosing to complete the questionnaire, the respondents are identifying themselves as people who want to be part of the study and who want their words and views included. In the present study, the views of the respondents are constrained by how they, as people and as teachers, have been treated in the past, personally and professionally, and have limitations accorded to them by their individual history and role both in the local context of the school and in the wider context of society. Nevertheless, this study is searching to hear what their 'messages' (Lévi-Strauss, 1975) are and is in agreement with Crotty in holding that:

> ...the image of the researcher-as-bricoleur highlights the researcher's need to pay sustained attention to the objects of the research. This is much more to the fore than the need for versatility or resourcefulness in the use of tools and methods. Research in constructivist vein, research in the mode of the bricoleur, requires that we do not remain straitjacketed by the conventional meanings we have been taught to associate with the object. Instead such research invites us to approach the object in a radical spirit of openness to its potential for new or richer meaning. It is an invitation to reinterpretation.
>
> (Crotty, 1998, p. 51)

To reflect upon the words and views of others does not assume that there is 'truth' out there waiting to be uncovered; but there is *something* to be uncovered – the constructions of meaning given by a particular group of people at a particular point in time. An exploration of the words and views of others does not necessarily lead to the researcher taking an objective positivistic stance because there is always an element of the subjective in any interpretation of the social constructions of individuals or groups on the part of the researcher. However, neither does recognising the subjective element in the researcher's interpretation or construction of what others are saying lead to holding subjectivism as an alternative to positivism.

Subjectivism as an epistemological alternative to positivism

Positivistic research maintains that there is truth 'out there' to be discovered, and it references 'reality' in order to determine truth. That 'reality' is assumed to 'be' and

to be accepted as a given. By using 'reality' as a reference, a supposedly explicit standard provides validity for a piece of research and affirms the process of objectivity. It is this particular notion of 'reality' which has been challenged by some researchers who do not consider reality as an objective measure validating truth. This is because for them reality is an aspect of the mind and affected by the mind. For them knowledge about the world is generated from the mind, through the process of introspection without reference to reality. Thus, metaphysically, the world is a figment of human imagination. This is subjectivism. There is a distinction that can be made between a global subjectivism and local subjectivism. The former holds that everything is relative and the latter that only some things are relative and the way in which something is relative is dependent upon the area of discourse or the domain in which is it used. The corollary would suggest that researchers having subjectivism as an epistemology do not need validation other than an acceptance of the view of relative reality generated in their own mind. However, in practice, if that were the case such research would not be taken seriously by the wider research community, as Crotty also says. There is still a reality even in subjectivism; but it is not a supposedly universally accepted reality having a set of logical rules of explanation. Rather, reality is relative and itinerant.

Subjectivism or subjectivity *and* objectivity?

The complexity of being human is not limited to thought, thought processes or to what might be termed psychological dispositions. The personal and individual construction of reality by an individual teacher is not solely a metaphysical experience, even for those who might philosophically describe it as such. Within the educational system in the United Kingdom, some teachers struggle with the philosophical conflicts generated by the situations in which they find themselves. For some their reality is painful, and to suggest that this reality is a figment of their own imagination could seem somewhat provocative. One could, as alternatives, suggest that it is the construction that the individual puts upon their reality which makes the reality painful or that the pain they experience is their response to their reality. If it is *their* reality which the individual has made from *their* internal thinking, then it has been constructed by that individual, albeit supposedly without recourse to another individual. Conversely, if the individual has *put* a construction upon a reality which they did not create in their own mind, then that reality is outside of the individual's mind, and reality has to be construed as an objective feature to which they are responding subjectively. Thus, there are difficulties in maintaining a clear and

distinct epistemological position when subjectivism is considered. However, the discussion about these difficulties provides an opportunity to realise the potential for an epistemology where both objectivity and subjectivity simultaneously participate in the generation of knowledge. In this chapter, the epistemology of objectivism, subjectivism, and positivism have been considered, and some reference has been made to the epistemology of constructionism by comparison, thus indicating where this inquiry is placed epistemologically.

Placing this inquiry epistemologically and theoretically

This inquiry is following the framework (Figure 3.2) devised by Crotty (1998). In the following table (p. 5) Crotty shows what a non-exhaustive, representative sampling list for the four interlinking elements of his framework might include.

Using his framework the reader will be able to identify where the current research is situated and how the terminology used in this inquiry is characterized according to Crotty (ibidem). The current research is epistemologically constructionist, theoretically interpretive, methodologically quantitative but with qualitative methods used to support the quantitative interpretation, and uses historical and questionnaire as method.

Figure 3.3 A representative sampling of each category (Crotty,1998, Table 1, p. 5)

Epistemology	Theoretical perspective	Methodology	Methods
Objectivism Constructionism Subjectivism (and their variants)	Positivism (and post-positivism) Interpretivism • Symbolic interactionism • Phenomenology • Hermeneutics Critical inquiry Feminism Postmodernism *etc.*	Experimental research Survey research Ethnography Phenomenological research Grounded Theory Heuristic inquiry Action research Discourse analysis Feminist standpoint research *etc.*	Sampling Measurement and scaling Questionnaire Observation • Participant • Non-participant Interview Focus group Case study Life history Narrative Visual ethnographic methods Statistical analysis Data reduction Theme identification Comparative analysis Data reduction Cognitive mapping Interpretive methods Document analysis Content analysis Conversation analysis etc

A constructionist epistemology

In order to understand meanings, some form of interpretation of, reflection upon, or construction of meaning has to take place. Thus, as soon as a researcher attempts to understand an object, the activity of interpretation of, reflection upon, or construction of meaning is at work in the mind of the researcher. The implication is that the research process interacts with, and therefore changes, the object of the research. This is an accepted principle which is known as the Heisenberg Uncertainty Principle. According to Breuer and Roth (2003), The Heisenberg Uncertainty Principle states that:

> On a subatomic level there are certain pairs of variables that cannot be measured simultaneously with arbitrary precision – the more precise researchers measure one variable (e.g. velocity, energy) the more imprecise the measure of its correlate (i.e. momentum, time, respectively).

They go on to say

> This idea is also of great importance to the social sciences: Every observation in a social context changes the object of the observation
> (Breuer and Roth, 2003, p.4)

Even in the two statements given here there are difficulties. One explanation of the principle says that it is the *research process* by virtue of interaction that changes the object of the research, and the other says every *observation* changes the object of the observation. So the question has to be asked: Is it only research involving the observation of an object that conforms to this principle or does the principle have wider implications for all fields of research? The present inquiry seeks to consider the constructions of a group of teachers by means of forms of social interaction. Therefore, the question of whether what those teachers say is changed by the research process or only if they are observed is an important issue to be considered in the light of the findings of the inquiry.

In order to consider this issue further, an internet search for Heisenberg Uncertainty Principle was carried out. Eventually this led to a website </http:freespace.virgin.net/ch.tompson1/People/Carver Mead.htm/>. On that website was an article reporting an interview with Carver Mead that had been originally published in the September/October 2001 edition of the *American Spectator*. Referring to Mead's book, *Collective Electrodynamics* published by Massachusetts Institute of Technology Press in 2001, the article states:

> Now, in the opening years of the new millennium, Mead believes that it is time to clear up the philosophical and practical confusion of contemporary physics. He revisits the debate between the Copenhagen interpreters of quantum physics – Niels Bohr, Alfred Heisenberg, John von Neumann, Richard Feynman – and the skeptics, principally Albert Einstein and Erwin Schrodinger. Pointing to a series of experiments from the world of electronic and photonic technology that still lay in the future when Bohr prevailed in his debates with Einstein, Mead rectifies an injustice and awards a posthumous victory to Einstein.
> (*American Spectator*, 2001, p. 69)

Is the Heisenberg Uncertainty Principle all it purports to be?

The Heisenberg Uncertainty Principle was one of the outcomes of studies in late twentieth century positivist science, namely those of quantum mechanics. Heisenberg studied under Max Born and Niels Bohr; in 1927 he published his Uncertainty Principle, for which he was awarded the Nobel Prize for Physics in 1932. At the time, the accuracy of the principle was disputed by Albert Einstein and Erwin Schrödinger. Einstein challenged Niels Bohr to a public scientific debate. Einstein had no evidence to support his own argument at the time of the debate – only his scientific intuition. As a result, Einstein's challenge was summarily dismissed. Such a victory over Einstein ensured that few lesser scientists would dare to challenge the 'Copenhagen interpretation' of quantum physics, which is still the basis upon which many scientists in the field of quantum physics continue to do their research (to this day). Others like Professor Carver Mead use a contrary quantum theory on which to base their research. Carver Mead, whose own work in the field of quantum processes earned him the Massachusetts Institute of Technology – Lamelson half-million dollar award for innovation in 1999 because of his own ground-breaking inventions and innovations, has stated in an interview in the *American Spectator*:

> By contrast Einstein famously argued that "the Lord does not throw dice". He believed that electrons were real and he wrote, in 1949, that he was "firmly convinced that the essentially statistical character of contemporary quantum theory is solely to be ascribed to the fact that this [theory] operates with an incomplete description of physical systems… They [the Copenhagen group] took the limitations of their cumbersome experiments as evidence for the nature of reality.
>
> (*American Spectator*, 2001n, p. 70)

It was not until the 1960's that practical applications which worked according to the principles that Einstein had predicted in 1949 were in the public domain. As the article in the *American Spectator* continues to explain, inventions which function according to principles that contradict the Copenhagen position are being used today, every day:

> As late as 1956, Bohr and Von Neumann, the paragons of quantum theory, arrived at the Columbia laboratories of Charles Townes, who was in the process of describing his invention [the laser]. With the transistor, the laser is one of the most important inventions of the twentieth century. Designed into every CD player and long distance telephone connection, lasers today are manufactured by the billions. At the heart of laser action is perfect alignment of the crests and troughs of myriad waves of light. Their location and momentum must be theoretically knowable. But this violates the holiest canon of Copenhagen theory: Heisenberg Uncertainty. Bohr and Von Neumann proved to be true believers in Heisenberg's rule. Both denied that

> the laser was possible. When Townes showed them one in operation, they retreated artfully.
>
> (*American Spectator*, 2001, p. 69)

There are scientists who are willing to openly include 'intuition' as a factor in the discovery of knowledge. However, because in the world of research positivistic science had a position of power, when scientists like Bohr and Heisenberg publicly overcame the challenge from prominent scientists who acknowledged the value of intuition the Copenhagen interpreters grew in their self-belief and extended their theories based in physics into philosophical statements about reality itself. Professor Carver Mead says of this:

> Bohr insisted that the laws of physics, at the most fundamental level, are statistical in nature. Physical reality consisted at its base of statistical probabilities governed by Heisenberg uncertainty. Bohr saw these uncertainties as intrinsic to reality itself, and he and his followers enshrined that belief in what came to be known as the "Copenhagen interpretation" of quantum theory. (Ibidem, p. 70)

It is interesting to note that whilst powerfully espousing a view, which they declared as based upon experiment, that all reality was uncertain the Copenhagen scientists were certain of their uncertainty principle being a certainty.

Although Bohr apparently did not accept that he was working with limitations, Einstein intuitively realised that such limitations existed – a view based presumably upon a combination of his own previous work, tacit prior knowledge gained from years of working in the field, *and* his beliefs gained through experience of life. Scientific progress in the quality, scope, and magnitude of experimentation in recent years has shown that Bohr was indeed working with limitations in his experiments. It is also possible to regard Bohr's ideas as limited, not only by the scientific apparatus and knowledge with which he worked, but also by his (limited) perception of what might be possible in the world of physics and social science. However, the Heisenberg Uncertainty Principle is still the premise upon many physicists and chemists in the field of quantum science work. They accept: (i) that the more precise the measurement of one variable, the more imprecise will be the measure of its correlate; and (ii) that every observation in a social context changes the object of the observation (Breuer and Roth, 2003; Roth, 1993).

Uncertainty, unpredictability and understanding

> Einstein's basic point was that unpredictability does not mean intrinsic uncertainty. His other complaint was that Bohr was removing understanding from the field of physics. Bohr argued quite passionately that intuitive

> understanding was just not possible anymore, and you were old-fashioned if you insisted on it.
>
> (*American Spectator*, 2001, p. 76)

As Carver Mead (2001) explained, the Copenhagen group took an observation of a property, albeit done by careful scientific experimentation (as understood at that time), and turned it into a principle that was believed to by them to be "the development of the ultimate theory of nature" (Ibidem, p. 70). The randomness of, rather than coherence of, nature which could only be explained by statistical probabilities became the standard model in the study of quantum science.

It has to be remembered that the Heisenberg Uncertainty Principle came from scientists working on the basis of a strongly positivistic epistemology. These were scientists who were looking for a set of logical rules to ultimately explain reality, and who believed that those rules or laws would rightfully distinguish between and judge all claims to knowledge. They also worked on the positivistic basis that science was independent of the world and its social practices, yet they extended their sphere of influence into the arena of philosophy and further raised the profile of the Heisenberg Uncertainty Principle.

By taking and accepting the Heisenberg Uncertainty principle into research concerned with the interactions between people, some social research paradigms work on the same premise and underlying epistemology as the 'Copenhagen' scientists did. If intuitive understanding is removed from study which involves people and only that which can be measured statistically is valid, then the complexity of human interactions is reduced to probabilities and a supposed and uncertain reality extrapolated from those statistical probabilities.

Uncertainty, unpredictability and observation

One key point about the Heisenberg Uncertainty Principle is that it is based upon the supposedly precise measurement of variables and the fact that it is the *observation* element in a social context which changes the object of the observation (Roth, 1993). The power given to the importance of observation was the point of Schrödinger's famous questioning of the logic behind the theories of the Copenhagen group. When Einstein was challenging the ideas of the Copenhagen group, Schrödinger proposed a thought experiment to illustrate the puzzle of quantum theory. The puzzle involved a cat in a closed box with a quantum-based trigger that might or might not release a poison. He then asked whether the cat was

dead or alive. The classic response of the Copenhagen group was that until an observer looked into the box, the cat had neither been killed nor not been killed, because reality is dependent upon an observer. The Copenhagen group would not change or modify their views and Schrödinger, like Einstein, would not be heard. The same question was put in philosophy by George Berkeley (1685– 1753) as: "If a tree fell in the forest and no-one was there to hear it, would it make a sound?"

The Copenhagen views too deep for lesser beings to comprehend?

A reading of Beller's book, *Quantum Dialogue*, provides an enlightening insight into the construction of the accepted history of the so-called quantum revolution. She used original correspondence, research notebooks and both draft and published papers in her investigation. In her explanations and accounts of the contradictions and debates surrounding the scientific and philosophical views of the prominent scientists both inside and outside of the Copenhagen group, she challenges the rationale for the total acceptance of their ideas by today's scientists. In Chapter 13 she looks at the methods employed by the Copenhagen group by which they were able to dismiss opposition:

> There are numerous ways to delegitimate the opposition and to discredit its stand. When skilful rhetorical techniques, disguised as a disinterested search for truth, are used by powerful authority figures, their effect is potent. It is difficult enough to produce a well-developed alternative to the deeply entrenched and elaborated quantum orthodoxy; it is intimidating, if not paralyzing, when all such alternatives are confidently ruled out by the "unbearable weight" of Bohr's authority and by such scientific heroes as Heisenberg and Pauli.
>
> (Beller, 1999, p. 276)

According to Beller, the Copenhagen group also simplified their theories in order to reach a wider and less scientific audience, a move which encouraged few to go back to the original writings. The original papers were very complex and required a scientist's mindset even to begin to understand what was written. It was the complexity and obscurity in the writing which according to some paved the way for many of the scientific men of the day to fall into the trap of uncritical hero worship, Einstein and Schrödinger being notable exceptions.

The attempts by Schrödinger and Einstein to prevent the Copenhagen view becoming an orthodoxy rather than one possible understanding among a number of

possible interpretations of reality was thwarted by the ridicule they had received at the hands of the Copenhagen group. This ridicule effectively silenced further opposition from other scientists. However, Beller (1999) suggests other reasons for the silence:

> After meeting with Bohr, von Weizsäcker asked himself: "What had Bohr meant? What must I understand to be able to tell what he meant and why was he right? I tortured myself on endless solitary walks." Note that von Weizsäcker did not ask, "Was Bohr right?" or "To what extent, or on what issue, was Bohr right? Or "on what issues was Bohr right?", but quite incredibly, he wondered what must one assume and in what way must one argue in order to render Bohr right?
>
> (Beller, 1999, pp. 274-275)

Self-doubt and blindness can develop where hero worship exists. The Sokal parody paper, "Transgressing the Boundaries: Towards a Transformative Hermeneutics of Quantum Gravity",[vi] published in *Social Text*, Spring/ Summer 1996, is an example of the way in which the 'cleverness' and obscurity of a text can deceive because it contains familiar, expected labels and concepts, *and* originates from a credible and acceptable source.

In her position as Professor of History and Philosophy of Science at the Hebrew University of Jerusalem, Beller was qualified to make a substantial contribution to our understanding of the impact of the Copenhagen dogma upon scientific culture and philosophy. There are many who have criticised her analysis of the period and many who have praised her work. She spends two chapters of her book, *Quantum Dialogue,* writing about the ambiguities within the scientific, historical and dialogical background leading up to the publication of the Heisenberg Uncertainty paper.

> Heisenberg's uncertainty paper was aimed at providing a satisfactory interpretation of the new quantum theory. Today there are many interpretations of quantum theory....
>
> (Beller, 1999, p.106)

> Heisenberg's stated goal was to "illustrate" quantum theory by discussing thought experiments.
>
> (Beller, 1999, p.109)

Beller observes that in his uncertainty paper, Heisenberg stated that it is 'the theory that determines what can be observed' (Beller, 1999, p. 68).

Heisenberg states:

> When we speak of the picture of nature in the exact science of our age, we do not mean a picture of nature so much as *a picture of our relationships with nature*...Science no longer confronts nature as an objective observer, but sees itself as an actor in this interplay between man [*sic*] and nature. The scientific method of analysing, explaining and classifying has become

> conscious of its limitations, which arise out of the fact that by its intervention science alters and refashions the object of the investigation. In other words, method and object can no longer be separated.
>
> (Heisenberg, 1958, pp. 28-29 cited in Sokal, 1995, p. 3)

Sokal (1996a) invites anyone who believes that the laws of physics are simply social conventions to jump from the window of his apartment on the twenty-first floor of the apartment building (note 3). In that paper (1996a), he explains his reasons for the parody paper (1995) and says that all his citations in the parody paper were accurate. In note 10 of the 1995 paper he writes: "Unfortunately, Heisenberg's uncertainty principle has frequently been misinterpreted by amateur philosophers." In this same note, Sokal goes on to cite the following passage from Gilles Deleuze and Félix Guattari (1994, 129-130):

> In quantum physics, Heisenberg's demon does not express the impossibility of measuring both the speed and the position of a particle on the grounds of a subjective interference of the measure with the measured, but it measures exactly an objective state of affairs that leaves the respective position of two of its particles outside the field of its actualization, the number of independent variables being reduced and the values of the coordinates having the same probability.... Perspectivism, or scientific relativism, is never relative to a subject: it constitutes not a relativity of truth but, on the contrary, a truth of the relative, that is to say, of variables whose cases it orders according to the values it extracts from them in its system of coordinates....

In fields of social science and humanities, what has subsequently been linked to the Heisenberg Uncertainty principle is the belief that when an experience has been *observed* in a social context, the object of the observation is changed by the actual fact that the experience has been observed (Roth, 1993). One can conclude that an observer-role of necessity raises the importance of the observer in an investigation. The original (Heisenberg's) emphasis has been altered in its application to the social sciences, and now the principle is perceived to say that it is the fact of an observer being present which changes the reality instead of what the Copenhagen group actually appear to have said, i.e. that *reality* is dependent upon an observer. Restated a different way, it could be said that without an observer there is no reality, given that reality is relative to human perceptions. This is much closer to the view that the only valid knowledge is that which can be derived from observation and experiment, ise. empiricism[vii].

The construction of knowledge

What is also clear to Beller is the way in which history and the interactions between people affected how Heisenberg and the Copenhagen group presented or

represented their theories. She writes:

> I have argued that Heisenberg …developed the arguments for a revolutionary overthrow of causality as a response to Schrödinger's competing theory of quantum mechanics – a continuous, causal alternative…This analysis also suggests why some elements, rather than others, are chosen to serve as foundational pillars for a new paradigm. It also points out the intimate connection between a challenge from the opposition and the construction of the scientific past. It was because of Schrödinger's challenge and Einstein's critique in the late 1920s and early 1930s that the Gottingen-Copenhagen physicists chose acausality and indeterminism as the focal points of their emerging quantum paradigm (rather than the more recently proposed nonlocality).
>
> (Beller, 1999, p. 281)

By examining the historical records surrounding objectives/ positivistic scientific discoveries, another reality reveals itself, namely that of the subjective internal and external dialogues that alter what is selected to be presented to the world about those objective theories.

> Not the magisterial unfolding of a single argument, but the creative coalescence of different arguments, each reinforcing and illuminating the others, resulted in Heisenberg's monumental contribution to physics. In the process of Heisenberg's discovery, the communicative nature of thought was fundamental.
>
> (Beller, 1999, p.104)

The debate about the production and the importance of knowledge in society today has moved beyond that understanding of what constitutes valid knowledge. When the Copenhagen group began to extend from scientific experiment into philosophical debate about reality, they were involved in a form of social construction. Empirical positivistic research in the social sciences and humanities still continues, but the epistemological basis needs to be clear. This inquiry does not subscribe to the idea that observing an event makes it more 'real' – an understanding which came out of the Copenhagen View – but that reality is that which individuals construct by forms of social interaction as a society. Science itself is a social construction; global warming and the effects upon nature are the outcomes of social constructions which have led to human action on the planet Earth. This does not imply that there is no need for the kind of objectivity used in positivistic research but that such an objectivity is inappropriate in this inquiry, when the objective is to generate knowledge about the complexities the social interactions between people involving thought and language.

Is scientific objectivity valid in research about social interaction?

If we accept that there is an element of projection of meaning from the observer to the object of the research, we could decide that this is a variable which either cannot be measured or one which supports the idea that its existence confirms the Heisenberg Uncertainty principle and thus makes any conclusions about the interaction of understandings only a probability.

If we accept the potential for an unknown number of unknown variables affecting the variables that we are consciously attempting to measure, then a mathematical formula could be produced to demonstrate that possible or perhaps probable reality. It does not necessarily mean that the measurement of variables, as carried out by Bohr and produced as a subsequent theory (debated at the time by notables such as Einstein and Schrödinger), can be applied to the measurement of variables at work in people. Whilst trying to measure one variable, the possible effect of emotions, mood, or past memories upon that variable being measured could be hidden from the observer. Effects upon that variable could even fluctuate during the time span of the measurement of the selected variable. As a consequence, we cannot know all of the factors influencing the measurement of a given variable. To work with that premise suggests there is no point to the study of the interactions between people. Or perhaps it is the use of scientific or mathematical measurement as the basis of the research which is the error.

Understanding meanings

In order to understand meanings, some form of interpretation, reflection, or construction of meaning has to take place. There is a kind of built-in bias at work as soon as a researcher attempts to understand an object. Based upon understandings from empirical research, as soon as a projection of meaning from the observer to the object becomes involved, any supposed objectivity is compromised. However, if we can consider viewing each human as his or her own medium, and acknowledge that complex *multi-directional* intrapersonal interactions are part of each human, then we can acknowledge there are a very large number of possible interactions, or 'interpersonal discussions', going on when just two individuals communicate. The intrapersonal 'discussions' could be consciously or unconsciously at work in an individual; yet those intrapersonal 'discussions' still participate in any given interpersonal discourse. There are a wide range of variables at work within individuals when there is any kind of social interaction. Therefore, to say that the

researcher introduces bias seems to be a nonsense, unless the object of the exercise is to reduce the effect of the researcher upon the study in order to appear more 'scientific' and therefore (in a scientific sense) more credible.

All parties involved in the research bring along their individual 'bias'. However, if the interaction is viewed from the concept of 'perspective' rather than the concept of 'bias', then the processes of reflection and the interaction on the part of the researcher need to be identified and accepted as a valid part of the research. The construction of meaning is not an isolated process. To understand the thoughts of another individual, some form of communication from the inside of one person to the outside of that person must occur. That communication may not involve spoken words, such as in the case of writing. It may occur in such a way that words or concepts are replaced by actions such as in mime or sign language, or by other kinds of symbols, e.g. the raised dot patterns of braille. It may not involve words at all, as in the case of any form of art such as a piece of sculpture, a painting, etc. Once the thoughts or ideas have reached the 'outside' of one person, they have to be received by others, who interpret those thoughts or ideas and take them 'inside' where they may be worked upon. Even a supposed 'removed' observer is doing this whether or not they give voice to the activity or not. Communication is a cyclical social process. Ideas or thoughts are not limited to the mind in an existentialist manner but involve factors such as people, words, events, experiences, and emotions which are known, unknown, or even to all intents forgotten but remain hidden in the memories of the communicating individuals.

Therefore, if the purpose of the research is to understand the meanings as revealed by another person, trying to establish objectivity acts as a barrier to understanding those revealed meanings. The argument suggesting that a theoretical perspective which takes a more objective approach is less likely to self-deceive than that which takes a more subjective one is an argument which is essentially flawed. It is not the objective or subjective that needs to be reflected upon but what is underpinning that cognitive position. Self-deception because of vested interests is part of human nature and needs to be acknowledged as a fact rather than be denied:

> Does the claim to objectivity and maintenance of distance from the research mean freedom from this failing? Is there a hidden assumption within conventional research, or is *it* functioning upon its own self deception? If the vulnerability to self deception is part of humanity, then no-one, however scientific or intellectual, is immune from its subtleties. If we stand back from our project, shall we be less affected by self deception because we are less

> involved? Does conventional research ask us to believe that it is its very objectivity which is its means of reducing the effect of this phenomenon? Can that be tested objectively?
>
> (Sargent, 1995, p. 27)

Robert Ornstein (1989) has developed a theory that each individual possesses not one mind but what he calls 'multiminds'. Each of these various 'minds', as appropriate to a given situation and their function, is brought into consciousness, and it is returned to its place when a different 'mind' is required. It is during the process of self-observation or self-reflection that the skill for selecting appropriate 'minds' is developed. A result of this could be the expansion of the ability to realise that our view of the world is not singular or constant. It is from this self-knowledge that our own world view is both constructed and under construction. It is also from this self-knowledge that the manner in which we observe, regard, and believe the views of others is cultivated. If we believe, with Ornstein (1989, p. 184), that "we are a mixture of this direct perception of the world, and our assumptions, guesses and calculations", then greater is our ability to conceive of the breadth and range of the potential which other people can have. This does not mean that all those possibilities have to be known. An objective reality and a subjective reality can exist side by side – indeed, are mutually dependent – but they do not merge and become one. It was the Copenhagen orthodoxy that eventually began to propose what Bohr termed 'the philosophy of complimentarity'[Sic]. By this he meant "an overarching epistemological principle which could be applicable to physics, biology, psychology, anthropology" (Beller, 1998. p. 4).

> The founders of quantum physics – Bohr, Born, Pauli and Heisenberg – misrepresented and ridiculed Einstein's "naïve" belief in an objective observer-independent reality. Bohr's complimentarity [sic] principle, they claimed, inevitably implies that one can no longer construct a unified, objective, observer-independent description in physics.
>
> (Beller, 1998, p. 4)

In the construction of meanings for an individual, there will also be a variety of features that could be described as significant 'unknowns', some of which will be in a process of becoming 'known' to the degree that an individual engages with and the level at which they engage with, the self-reflective process. For example, there are sets of connections linking assumptions, suppositions, beliefs and practices which could be culturally conditioned and which unknowingly affect what we like to think of as our 'objectivity'. As a consequence, individuals may not be conscious of the background to an action, only the foreground or most immediate aspects of that

action, though the background could affect the interpretation which a person puts upon an observation of an action. This provides for a range of possibilities when a researcher is interpreting, unlike the positivistic research paradigm, which allows for only one conclusion to be reached. Thus, as Usher states:

> Research involves interpreting the actions of those who are themselves interpreters: it involves interpretations of interpretations – the double hermeneutic at work.
>
> (Usher, 1996, p. 26)

It is in the interplay between the researcher's framework for interpretation and what the researcher is trying to know that a new understanding and new knowledge is constructed:

> One's pre-understandings, far from closed prejudices or biases (as they are thought of in positivistic / empiricist epistemology), actually make one more open-minded because, in the process of interpretation and understanding, they are put at risk, tested and modified through the encounter with what one is trying to understand. So rather than bracketing them or 'suspending' them we should use them as the essential starting-point for acquiring knowledge. To know, one must be aware of one's pre-understandings even though one cannot transcend them.
>
> (Usher, 1996, p. 27)

Therefore, to take an *empirical analytic* stance would seem inappropriate when the research objective is to discover the extent to which teachers in each of the UK countries have been affected by government legislation, when the questions being asked give an opportunity for responses to have a range of constructed meanings, and when the researcher is also a teacher.

How is constructionism defined?

Crotty (1998) defines Constructionism as:

> …the view that all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context.
>
> (Crotty, 1998, p.4)

Those meanings are constructed within the world that those human beings are interpreting. There is an interdependence between the human being engaged in the activity of interpreting and the world that they are observing and interpreting. A human being can *think* that they are interpreting the world objectively when they factually describe an object in the world, e.g., 'This is a tree'. However, by adding opinion, view, or reaction to that same feature in the world the same object is

interpreted subjectively. For example, if a 'tree' connects the individual who is interpreting 'tree' to a known past pleasurable experience, then that experience adds a subjective element to the construction of the concept or knowledge of 'tree' for that individual. The subjective element of the construction of knowledge may not be in the conscious awareness of an individual. This suggests an understanding that each individual can be both subjective and objective in constructing their knowledge of the world and therefore can be subjective and objective in the communication of meanings. This would allow for a constructionist epistemology with both a subjective and an objective theoretical perspective.

Further, that construction is social because it is formed through the inter-action of human beings evolving patterns of meaning or behaviours over a period of time. These meanings should not be limited to spoken language but can involve anything which places meaning upon experience. In this view, an individual could create meaning which is singular and bounded. However, once it is communicated in some form, it becomes available to a larger group and thus social. This transmission of meaning can develop into corporate or communal social behaviours or actions, which in turn become established as a pattern of social thinking with actions or associated behaviours. This is culture.

Crotty (1998) suggests that the terms constructivism and Constructionism should be differentiated and says:

> Constructivism …points up the unique experience of each of us. It suggests that each one's way of making sense of the world is as valid and worthy of respect as any other, thereby tending to scotch any hint of a critical spirit. On the other hand, social constructionism emphasises the hold our culture has on us; it shapes the way in which we see things (even the way in which we feel things!) and gives us a quite definite view of the world. This shaping of our minds by culture is to be welcomed as what makes us human and endows us with the freedom we enjoy. For all that there are constructionists aplenty who recognise that that is limiting as well as liberating and warn that, while welcome, it must be called into question. On those terms it can be said that constructivism tend to resist the critical spirit, while Constructionism tends to foster it.
>
> (Crotty, 1998, p. 58)

Here we need to consider the earlier argument about 'research involving interpreting the actions of those who are themselves interpreters'. Unless the researchers are (i) aware of and (ii) able to be critical of the effect of culture upon their own thinking, to simply say that meanings are constructed is to regard those familiar meanings and meaning constructions as a kind of 'truth'. If meanings are part of an inherited

culture, there is the potential for some of those constructions of meaning to have been constructed with the specific purpose of serving power hierarchies. To explore the possible effect of power at work within culture and also the power at work within individuals as part of that culture or a sub-group within a culture, links need to be made by historical investigation. In addition, an examination needs to be carried out in more detail of what could be called the social construction of knowledge within the framework of social constructionism. Social constructionism is concerned with the collective production and transmission of meaning, as opposed to constructivism, which concerns the individual and the meaning making in an individual mind.

Can social constructionism be defined?

In an answer to the question about a definition of social constructionism, Burr (2003) comments that there is no one definition of social constructionism but that there are what could be called, 'family resemblances'. She goes on to list features that a social constructionist would need to believe as follows:

- A critical stance towards taken-for-granted knowledge
- Historical and cultural specificity
- Knowledge is sustained by social processes
- Knowledge and social action go together.

(Burr, 2003, pp.2-5)

There are points to be carefully noted with regard to socially constructed meanings. Crotty draws attention to:

> The critical tradition, encountered today most markedly in what we know as critical theory, is even more suspicious of the constructed meanings that culture bequeaths us. It emphasises that particular sets of meanings, because they have come into being in and out of the give-and-take of social existence, exists to serve hegemonic interests. Each set of meanings supports particular power structures, resists moves towards greater equity, and harbours oppression, manipulation and other modes of injustice and unfreedom.
>
> (Crotty, 1998, p. 59-60)

Acquiring a world view

The ways in which individuals understand the world is via another social cyclical process, whereby the impact of and input from other people forms the basis of self-discussion and the development of thoughts, ideas, and reactions to words. These conceptual frameworks are primarily introduced by those in an individual's culture; as experience of other cultures widens, so the challenges to the initial cultural thinking can be made. There is a culture in education and subcultures of language and concepts relative to the different age group within which teachers work. This

language and conceptual framework can be understood best by those who are in it and yet have considered it critically and reflectively. Understanding what is being said or expressed is not simply a matter of the words that are spoken. To understand the words of others, the researcher needs to be reflexive, able to distinguish where the researcher's thoughts are located, where and why they might be reacting to those of another, and to separate all these various strands of reflection.

For example, a researcher carrying out an inquiry from the perspective of a subjective epistemology may have developed the ability to be reflexive and may have learned to conduct a subjective dialogue with himself / herself. The researcher who is reflexive and a social constructionist will also have learned to reflect upon their own views, to observe their own thoughts and ideas as if from the outside. As a result of experience, the researcher can observe not only the situation of which they are a part, but can analyse their own thoughts, feelings, and experience at the same time. Being able to analyse externally and internally, to step outside as it were and to view one's 'self' as if that 'self' were an object, is actually an advantage in qualitative interpretive research rather than a potential flaw.

This is not to declare a detachment on the part of the researcher, as if taking her view from the 'outside' of the 'self' is *impartial* or *neutral*, thereby asserting a classical objective position. As has already been stated, the reality of total impartiality or neutrality on the part of one human being entering a discourse with another seems to be an impossible – and easily falsifiable – position. However, whilst listening to the views of others, the researcher has to place her own view to one side for a short time in order to hear from the perspective of others and to understand their constructions of knowledge. Consequently, the researcher is still using her subjective perspective during the process of listening to or trying to understand the views of another, whether those 'other' views are in a spoken or written form.

In order to place oneself alongside another and to hear what they have to say, the researcher needs to have a level of confidence in her own views and yet an openness to hear what others have to say without being threatened by possible opposing or different views. A researcher can listen to others in at least two different ways:

1. Without changing her own views as if she were the other. Thus, the views of the interviewee or respondent are left unchanged, as they have been spoken or written; or
2. By engaging with the knowledge of the other(s) and thereby constructing knowledge as part of the process of social interaction.

If a researcher listens to others as if she *were* the other, then the researched would be an object being studied or researched and an objectivist perspective is placed upon the researched. However, if the researcher cannot listen to others as if she were the other and engages with the knowledge of the other, then it could imply that the researcher imposes her own subjective view upon the researched. This, however, assumes that by engaging with the views of the researched the researcher imposes a view through which the views of others are either filtered or combined with the researcher's own views. This suggests that there can only be a polarised position with an objectivist stance at one end of the pole and a subjectivist stance at the other in order for research to be 'pure'. It also implies an unattainable position of purity which neither the objectivist nor subjectivist position can deliver, given the humanity of the researcher.

However, there is a way for research to be conducted where the views of the researched are centre-stage and will not be the views of the researched filtered through those of the researcher. This is similar to the process required during the analysis of data, when the researcher is asked to set aside their own knowledge and experience in order to 'let the data speak'. It is to regard the process of listening to the voices of both the researched and the researcher as a back-and-forth, or circular, one in which the analysis is ongoing and can flow in either way around the circle. It requires the researcher to be critical, reflective, and constructionist. In other words, both parties are alternately researcher and researched (even as they have a primary role as one or the other).

Part of the constructionist philosophy is to believe that the voice of the other must be heard. As a result of experience and reflection which is about 'the other', the researcher can learn to observe not only the situation of which they are a part, but can analyse their own thoughts, feelings and experience at the same time. Being able to analyse externally and internally, to step outside as it were and to view one's 'self' as if that 'self' were an object, is actually an advantage in qualitative interpretive research rather than a potential flaw. This is not to take an objective

view of the situation in the sense that the researcher stands back and observes the object without spending time considering her own thought or reactive processes at that moment in time, yet not ignoring them either. This is a way of taking the separate pieces of information and holding them apart so as to look at them and particularly to listen from the perspective of the object. This is the concept of the researcher-as-bricoleur, whereby Crotty identifies the need for the researcher 'to pay sustained attention to the objects of the research' (Crotty, 1998, p. 51). Standing outside is rather like the bricoleur walking around the object to reflect upon or to observe what the object is saying to her – to look for new meanings or ways of portraying what she sees and hears.

Defining qualitative and quantitative research

Crotty writes regarding his model, cited earlier and shown as Figure 3.3:

> …you will notice that the distinction between qualitative research and quantitative research occurs at the level of methods. It does not occur at the level of epistemology or theoretical perspective. What does occur back there…is a distinction between objectivist / positivist, on the one hand, and constructionist or subjectivist research, on the other.
>
> (Crotty, 1998, p.15)

Thomas (2002), in his introductory discussion of the terms *qualitative research* and *quantitative research*, gives a general explanation of the definition of the former saying that it could be generally considered a matter of 'collecting and interpreting information about some phenomenon without concern for quantities' (p. 33) and that it involves the description of 'kinds of characteristics of people and events without comparing events in terms of measurement or amount' (p.1). Quantitative research, simply defined, 'focus[es] on measurement and amounts of the characteristics displayed by the people and events' (p.1). This, is as, he says, considered by many authors to be a simplistic distinction.

Carspecken (1996) defines qualitative research and distinguishes the differences between qualitative and quantitative research as follows:

> Qualitative research differs from quantitative by pursuing the objects of social inquiry more directly. We do not use variables and we do not use operational definitions when we do qualitative inquiry. The abstractions used in qualitative inquiries, for the main part, come at the end of the field work, not the beginning. Yet qualitative researchers are interested in the same basic things as are quantitative researchers:
>
> - social action (and its patterns)
> - subjective experiences
> - conditions influencing action and experience

> Because we pursue these things quite directly in qualitative research qualitative researchers are more readily forced to examine the nature of action, experience, and their conditions as part of a methodological framework; we are forced to be more explicit about our social ontology. Quantitative researchers should do the same but have not typically done so. This is partly why quantitative researchers are willing to use terms like "cause" and "dependent variable," while qualitative researchers avoid them. A sound theory of social action, a sound social ontology, rules out deterministic terminology. A sound social ontology conceives of action in a way that absolutely prohibits causes. Actions are conditioned by many things but they are not determined.
>
> (Carspecken, 1996, p. 24)

This long quotation is used because it not only provides one eminent researcher's definition of qualitative research but shows clear links as to why he defines it so and how he places it within a methodological framework. Carspecken's idea of 'sound' would possibly embrace what Morse and Richards (2002) mean by methodological congruence:

> The concept of methodological congruence does not mean that data sources or analysis methods are predetermined for the researcher once he or she has chosen a method...Nor does it mean that a researcher has no flexibility once he or she has embarked on a particular path. Methodological congruence refers to the fact that projects entail congruent ways of thinking.
>
> (Morse and Richards, 2002, p. 33, italics in original)

Clough and Nutbrown (2000), writing about definitions and the purpose of methodology, include the statement: "Different researchers offer slightly differing definitions according to their own training and purposes" (p. 29). Understanding could be said to be conditioned, and even to be determined, by experience. Meanings are constructed by experience of language, and language and meaning are associated with the life experiences of the construer. Even the process of asking the question 'Is this true or false?' is knowledge under construction. This also seems to suggest that there is a construction made by the researcher both for the purpose of adding to knowledge and in the means by which they add to that knowledge based upon their own former experience and knowledge. Such a concept could be placed upon all who carry out research, whether or not they choose to place it in a quantitative or qualitative paradigm. Thus, the distinction between those who espouse qualitative and those who espouse quantitative research is not to be found at the methods level of the hierarchical structure (Crotty, 1998), but it could be found at the theoretical perspective level or even the epistemological level of Crotty's framework. If a dichotomy is created at the methodological level between qualitative and quantitative, that dichotomy will determine that certain forms of methods are

limited in their application to a given paradigm. It might even suggest that since there is such a dichotomy between qualitative and quantitative paradigms, the methods ascribed to each of them could not be used in one study declaring itself to be either qualitative or quantitative or both. However, as Denzin and Lincoln say:

> Qualitative research involves the studied use and collection of a variety of empirical materials – case study; personal experience; introspection; life story; interview; artefacts; cultural texts and productions; observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals' lives. Accordingly, qualitative researchers deploy a wide range of interconnected interpretive practices, hoping to get a better understanding of the subject matter in hand. It is understood, however, that each practice makes the world visible in a different way. Hence there is frequently a commitment to using more than one interpretive practice in any study.
>
> (Denzin and Lincoln, 2000, p. 3)

Which paradigm for this study?

This inquiry can be placed within the qualitative, interpretive paradigm as it is concerned with exploring particular aspects of the subjective world of individuals situated within a group, i.e. teachers who teach pupils between 5 and 8 years of age in the United Kingdom and who have chosen to respond to a questionnaire designed for the purpose of exploring particular aspects of their professionals' personal life-world. Any conclusions or recommendations resulting from this study can only claim to be directly demonstrating the viewpoint of those members of the teaching profession who have responded to the questionnaire, as filtered through the views and experiences of the researcher. It cannot claim to represent the views of all those who teach pupils within that age group in the United Kingdom. At the same time, it can be assumed that those surveyed are representative of at least some others in their cohort. Understanding some of the interpretations of, and responses to, the experiences of being a member of the teaching profession, responsible for the education of pupils within a specific age group since 1988, was given a high level of importance during this study. It was accepted that interpretations of events, even about single events, can be multiple, fluid, and changeable. Consequently, there was a prospect of a potentially multi-faceted and complex picture emerging from the data.

Situating the methodology in this inquiry

Background leading to the choice of methodology used in this study

As a practising school teacher in England, I experienced first hand the government initiatives pertinent to the Primary sector and to the Infant sector in particular. When the 1988 Education Act came onto the statute books, I had been amongst the cohort of Infant teachers who carried out the first Standard Assessment Tasks in 1989 and the staged implementation of the National Curriculum orders for Key Stage 1. During that time I completed a Master of Arts degree in School and College Management (Special Educational Needs) at Kingston University, using an Action Research methodology, developed by Pamela Lomax, Professor of Educational Research.

Lomax's Principles of Educational Action Research

In considering which methodology to use for this study, my first thought was to use the paradigm with which I was most familiar and with whose theoretical principles I agreed: namely, action research. Lomax (1994) refers to six principles that she considers underpin Educational Action Research:

1. It is about seeking improvement by intervention.
2. It involves the researcher as the main focus of the investigation.
3. It is participatory and others are treated as co-researchers rather than informants.
4. It is a rigorous form of inquiry that leads to the generation of theory from practice.
5. It needs continuous validation by expert witnesses from the context it serves.
6. It brings good professional practice into the public arena.

Reflecting upon these principles produced the first indicator that this would not be an appropriate method for my current research.

Lomax (1994 b) further analyses each principle. The first principle of educational action research is:

a. concerned with changing situations and not just interpreting them;
b. value-based and not neutral. It is about improving practices and therefore is about clarifying the values underlining the notion of professional improvement;
c. formative, facilitating change as part of the process itself, not as a result;
d. potentially emancipatory for those involved.

The second principle is that educational action researchers:

a. investigate their own actions;
b. clarify their own professional values;
c. question their own assumptions;

d. are prepared to change the way they conceptualise things and the language they use;
e. use strategies to log the progress of their understanding of their own practice.

An examination of the first two principles and their further attributes in Lomax's analysis, in conjunction with my experience of the paradigm, suggested that action research was not the best methodology for this research.

Why Action Research was not the best methodology for this inquiry

The study was not designed to change or improve my own teaching practice. Rather, I would be bringing an external perspective into the research context, which I also am part of, i.e. as myself a teacher of the 5 to 8 year old school / student population. I would nevertheless not be the subject or active agent in that context, other than in an indirect sense of functioning as a catalyst and (Voice) recorder for others. In addition, the objective of the research / investigation would not be to directly bring about change in a local situation. Although the findings could identify professional values, any element of emancipation would only be an initial one for the individual teachers who would participate in the inquiry during the time they explored and reflected upon their own views.

The questions that I wanted to ask did not involve investigating my own actions or practice but were connected to the conclusions and comments made in certain published research. The published research seemed to suggest that there were issues which were common to teachers in the present political climate. However, there had been little research identifying the views of those teachers who were working with the youngest pupils in the schools of the United Kingdom as distinct from teachers working in all age groups of pupils. This would, by implication, be a study observing the views of others and from those observations interpreting them. That would, however, make the study ethnography; but as the literature review shows, there is a strand of change that is political and critical in the research.

Reason and Bradbury (2001) begin the introduction to the *Handbook of Action Research* (p. 1), with this quotation, among seven others:

> I do not separate my scientific inquiry from my life. For me it is really a quest for life, to understanding life and to create what I call living knowledge – knowledge which is valid for the people with whom I work and for myself. Marja-Lisa Swantz.

In many ways, this is my belief too and in this research, 'knowledge which is valid for the people with whom I work' can be understood as the local situation or taken to extend to the teachers who share the experiences of being teachers of pupils within a specific age grouping and a specific period of time. Since I have just stated that the research and the knowledge outcome is not specifically about local situations and changes, it is the wider context of teachers in the United Kingdom with whom the phrase 'people with whom I work' can apply.

Experiences cannot be the same for all teachers teaching pupils in the age group of five to eight, and it would be part of the construction of knowledge to discover similarities or differences across a range of experiences, situations, personalities, values or beliefs. What constitutes knowledge and what the purpose of knowledge is understood to be for these teachers were issues that needed to be explored by analysis of the data provided by those who participated in the inquiry.

Reason and Bradbury write:

> So action research is about working towards practical outcomes, and also creating new forms of understanding, since action without reflection and understanding is blind, just as theory without action is meaningless. And more broadly, theories which contribute to human emancipation, to the flourishing of community, which helps us reflect on our place within the ecology of the planet and contemplate our spiritual purposes, can lead us to different ways of being together, as well as providing important guidance and inspiration for practice (for a feminist perspective would invite us to consider whether an emphasis on action without a balancing consideration of ways of being is rather too heroic.
>
> (Reason and Bradbury, 2001, p. 3)

Carr argues:

> …the choice of an approach to educational research always implies a preference for the theory of human nature on which it is based, and a commitment to the educational values it sustains.
>
> (Carr, 1995, p. 93)

As discussed previously, action research, which fits more into Habermas' 'critical' category, did not seem appropriate for this inquiry. However, the educational values I hold clearly fit into the critical and the historical hermeneutic categories.

The theoretical perspective of the researcher

The researcher is standing as a social constructionist with an interpretive theoretical perspective. Depersonalised, impersonal, institutional voice and personalised, personal voice are to be used together as complimentary perspectives in the enquiry, which looks for culturally derived and historically situated interpretations of

the responses of infant school teachers in England and Scotland. Meaning is constructed from what is already there.

As Geertz writes:

> Thus, while human beings may be described, in constructionist spirit, as engaging with their world and making sense of it, such a description is misleading if it is not set in a genuinely historical and social perspective. It is clearly not the case that individuals encounter phenomena in the world and make sense of them one by one. Instead we are all born into a world of meaning. We enter into a social milieu in which a 'system of intelligibility' prevails. For each of us, when we first see the world in meaningful fashion, we are inevitably seeing it through lenses bestowed on us by our culture. Culture brings things into view for us and endows meaning and, by the same token, leads us to ignore other things.
>
> (Geertz, 1973, p. 54)

Part of this researcher's interpretive task is an analysis of the text from respondents and to consider how the history of education since 1988 has affected the culture of infant school teachers. The researcher is aware that:

> Developing a critical spirit vis-à-vis our inherited understandings is no mean feat. For a start, there is the phenomenon of *reification* to be reckoned with. We tend to take 'the sense we make of things' to be 'the way things are'. We blithely do that and, just as blithely, hand on our understandings as quite simply the 'truth'. Understandings transmitted in this way and gaining a place in our view of the world take deep root and we find ourselves victims of the 'tyranny of the familiar'.
>
> (Crotty, 1998, p. 59)

The researcher is also aware of the need to consider the ways in which the historical political power struggles themselves have created a culture for teachers to have accepted and that their text may reflect such a bequeathed culture.

Paradigmatic Integrity and the use of a Questionnaire?

It could be argued that the integrity of placing this inquiry in the interpretive paradigm was compromised by the use of a questionnaire in the methods of data gathering because:

- a structure and an external form was placed upon the respondents and
- the design of the questionnaire reflected and imposed the viewpoint of the researcher upon the respondents.

In order to assess this argument, the criteria for this paradigm need to be summarised and an argument weighed against them.

The questionnaire used for this study was based upon the reports of previous studies in which teachers' views had been sought and some of their opinions quoted

in those publications. Some of those studies contained longitudinal evidence over four years (Campbell and Neill, 1994); others were carried out within a period of a term or less than a year (Campbell et al, 1991; Gipps and Clarke, 1998; MORI 2002; Moriarty et al, 2001i; Smithers and Robinson, 2001); and one that involved a questionnaire and incorporated the use of previous surveys enabled a comparison over three decades (Galton and MacBeath, 2002). Questionnaires were used in all these studies, supplemented with interviews, case studies, and diaries. Each of the studies sought the views of teachers on specific areas and used questionnaires as an efficient and effective means of gathering data from a large number of people. It is not the use of a questionnaire per se that could compromise the integrity of an interpretive study but how the questionnaire was constructed and whether that construction followed the accepted rules of design and administration. This will be discussed further in the following chapter on the research design. Some quantitative statistical analysis was necessary to the overall completeness of the research, and the statistical programme SPSS was used.

Methodological purposiveness

Morse and Richards (2002) consider that although there are best options for the method of a research study, the choices available are not actually unlimited because the purpose of the research directly determines the methods to be used. They suggest that this is because the choice 'is always constrained by something: the researcher's familiarity with methods, the researcher's resources, or sometimes the data themselves' (p. 24). According to Brown and Dowling:

> There is no such thing as the correct method, or even the best method for addressing a particular research interest or question. This does not, however, mean that all methods and positions are as good as each other for the purposes of empirical research. A common response to the inevitable shortcomings of any particular approach is to employ two or more approaches to the same problem.
>
> (Brown and Dowling, 1998, pp. 8-9)

Researcher's Constraints

Orienting Decisions

There were a number of issues that placed constraints upon the research and affected the breadth of the inquiry. Without some of those constraints, a wider study could have been designed.

Full-time employment as a constraint to the inquiry

Firstly, the researcher was, and is, in full-time employment as a school teacher in England, with a full class teaching role. She has additional responsibilities, being a member of the Senior Management Team (SMT), the Special Needs Coordinator (SENCO) and the Teacher Governor on the school's Board of Governors. During the period designated for writing up the research, the researcher and one class teacher took on the roles of acting Deputy Headteacher and acting Headteacher[a] respectively. This severely affected the time available for writing.

Teachers in England have no right to take or apply for a sabbatical when they want to engage in continuing professional studies, although a small fund has recently been made available. Those who have been teaching for more than five years can currently apply for a sabbatical but only with the complete agreement of their headteacher. Consequently, even the application is dependent upon the headteacher, who will have to consider how the 'loss' of the teacher for six weeks (the limit of the sabbatical) will affect pupils and staff in their school. Although the Headteacher gave assurances to the researcher that this sabbatical time would be made available the loss, due to illness, of the deputy headteacher caused her to recant this decision. As a consequence, the promised sabbatical did not happen. This researcher's situation is representative of problems that affect researchers who are teachers in full-time employment.

Choice of methods

Of necessity the research design had to take the fact of the researcher's full-time employment into account from the outset. This fact affected decisions about:

- whether the study could use a methodology that involved a period of time in different locations
- the methods that could be used for gathering data
- the rate at which the study could progress

It became evident that using a methodology such as ethnography or action research would not be possible because the researcher could not stay in several locations for sufficient time to make the study viable solely as an ethnographic study – as opposed to using parts of an ethnographic methodology. In theory, it might have

[a] Headteacher / Deputy/ Depute is capitalized when referring to the title and not when it is used in the generic sense of the role in actual practice or data reporting and analysis.

been possible to visit some Scottish schools for a short period of time because some of the school holidays are different from those in England. However, gaining access to schools even to invite them to respond to a questionnaire proved difficult because at the particular time (i.e. 2003 / 2004) all schools in Scotland were undergoing radical changes to the education system as a result of the referendum held after devolution in 2001. This will be referred to in more detail in the sections on 'Methods'. There were, however, Headteachers who were very willing for their staff to be involved in telephone interviews.

As previously stated, during the latter part of the research, i.e. at the particular point of planning to visit the case study teachers in parts of the United Kingdom, the school's Deputy Headteacher was taken seriously ill. This was at the start of the Spring Term and put further strain upon the researcher and other teaching staff in Year 2 because the deputy headteacher was one of the Year 2 teachers. The absence from the school of the deputy headteacher due to illness was followed by the headteacher leaving the school due to illness in the second half of the Spring Term. At this point the acting Deputy Headteacher had to take on the role of acting Headteacher and the researcher that of acting Deputy Headteacher, whilst still maintaining a full teaching programme and maintaining the three major co-ordinator roles. The week before the end of the summer term 2004 the Head teacher tendered her resignation, which required the researcher to attend emergency governors' meetings. The situation remained the same until March 2005.[viii]

Case study was a method that seemed to be an appropriate one for providing answers to some of the research questions. Yet, in the reality and practicality of the research, the type of and scope of the case study method had to be limited. The research design centred specifically upon teachers as the focus of the case study, rather than the types of schools and the locations in which teachers worked. The literature search had revealed that there had been little study into the effects of government legislation over the past fifteen years upon those teachers who taught pupils aged between 5 and 8 years of age. The limitation of being able to have a period of time away from school in which to do a full ethnographic study had an effect upon clarifying the research design. It was as a result of the fact of that limitation, combined with the gap that the literature search had revealed, that it became clearer that interviewing some teachers would better facilitate the purpose of the research.

Therefore, a research method that could reach a large number of teachers was best suited to answering the research questions and could give a broad picture of the views and experiences of teachers in this phase of education, i.e. teachers of pupils aged between 5 and 8 years of age. Accordingly, the use of a questionnaire was included as major part of the research design.

Teacher workload as a constraint to the inquiry[ix]

The fact of increased teacher workload and the stress of the increased workload has been highlighted by various studies (Galton and MacBeath, 2002; MORI, 2002; PricewaterhouseCoopers Report 2001). The New Labour government, under the Prime Minister, Tony Blair, has begun to take the issue seriously and the Department for Education and Skills (DfES) has issued instructions for reducing this workload. Headteachers have had to discuss with teaching staff the implications of these guidelines and are currently required to find ways of implementing these guidelines. There are questions over the process, in which work previously done by the teacher is expected to be transferred to classroom assistants, but that is not an issue in this inquiry.

Headteachers have been under immense pressure in their own role, and as managers have a duty to be alert to the welfare and health of their staff. Long before a government document instructed them to consider issues of workload, Headteachers have been acutely aware of the pressures upon their staff. As a practising teacher and a senior manager, I have familiarity with the pressures that teachers have been experiencing. Therefore, understanding the fact and the impact of workload upon teachers was an important feature in the design of this inquiry. The fact that those to whom I applied for access to their teaching staff and the staff themselves knew that I understood the pressures they were under because of participation in the process opened the doors. This was a situation where being an 'insider' helped gain access, enabling the research to take place. Following the accepted protocol in Scotland, the Regional Directors were approached for permission to contact Headteachers. The responses, whether positive or negative in terms of permission, all referred to the quantity of teacher workload and advised of the need to take it into account. All those regional directors who refused to grant permission for an approach to be made their Primary Headteachers did so on the grounds of teacher workload. A very small number of Headteachers responded as if

I needed to be told about workload and if it was mentioned, it was in the light of why they felt unable to participate.

Teacher workload also had an impact upon the design of the questionnaire. Daily, teachers are bombarded with paper requiring a response from them, much of which is consigned to the waste paper bin. Given the workload and teacher frustration with the amount of paper involved, the questionnaire had to be carefully constructed in order to encourage teachers to complete it. Therefore, the clarity of the instructions, the ease with which the questionnaire could be read and completed, and the convenience of returning the reply were all issues considered as a result of the fact of teacher workload. These are also issues that should be generally considered in the construction of a questionnaire. However, the major impact was related to the content of the questionnaire. Tired and overworked teachers would not bother to do anything that did not need to be done unless the motivation was strong enough to stimulate action. It was important to design a questionnaire with content which seized their attention because it was relevant and significant. However, it needed to have depth or it would only reveal superficial data and that meant it could not be short. Looking at the completed returned questionnaires, it is interesting to note how many teachers took the time not simply to circle numbers. At least one-third of the respondents made time to add written comments for each of the items, something which demonstrated that their interest had been engaged.

Number of questionnaires that could be managed by the researcher

The expectation of the researcher was that the questionnaire would stimulate teachers to respond and the resulting data would be substantial, both in terms of volume and complexity. Given the researcher's employment constraints, the administration of the questionnaire had to be manageable. The distribution of the invitation for teachers to complete the questionnaire was via email. This was on the understanding that the bulk of schools would have internet access as a result of the drive from central government regarding Information Communication Technology (ICT). This drive set about equipping all schools with computers and access to the internet and providing training for teachers in Information Communication Technology (ICT). The initial contacts were made primarily by email. The distribution of the questionnaires was through the post. Some schools and / or individual teachers asked for the questionnaire to be sent and returned as an email attachment. Some schools asked for Stamped Addressed Envelopes to be sent but

were willing to print the questionnaires. However, some schools requested as many as twelve questionnaires. The distribution of the questionnaires proved to be a very time-consuming part of the research process.

Expense of the research

The cost of gathering data was based upon a conservative estimate of the possible requests from teachers for a questionnaire to be sent to them. However, the University of Luton contributed substantially to the cost of the distribution of the questionnaire. The 200 stamped addressed envelopes and the paper provided by the University had already been used, when barely a few of the schools in Scotland had been sent the email inviting them to participate in the research. The university could not provide more stamped addressed envelopes, and yet more and more teachers were requesting questionnaires. Therefore, the cost incurred by the researcher began to grow exponentially. Distributing questionnaires was an expensive part of this research process. The expense of data gathering has to be carefully considered by a researcher who is not funded or supported by a research grant.

Additional costs were incurred that related to making telephone calls, and visiting and interviewing teachers, which meant on some occasions staying in the area for few days. The transcription of the interviews was costly in terms of time, although the number of interviewees was restricted because of time, and the selection of interviewees was on the basis of availability.

Time-scale for completing the research

The time-scale for completing the research was a self-imposed one. The researcher wanted to set this time-scale because a) the continuing cost of personally funding the degree was substantial, and b) the Director of Studies was in the process of moving to a university outside the United Kingdom.

The list of orienting decisions and the theoretical underpinning of this present study have been discussed. In Chapter 4 the research design is discussed.

Chapter 4

Research Methodology

In Crotty's (1998) framework, the processes involved in developing a research design are placed in the research 'methodology'. Oppenheim (1992) states:

> Research design refers…to the basic plan or strategy of the research, and the logic behind it. Thus the research design should tell us how our sample will be drawn, what sub-groups it must contain, what comparisons will be made, whether or nor we shall need control groups, what variables will need to be measured (when and at what intervals), and how these measures will be related to external events, for example to social, medical or other interventions. Research design is concerned with making our problem researchable by setting up our study in a way that will produce specific answers to specific questions. Good research design should above all make it possible for us to draw valid inferences from our data in terms of generalizations, association and causality. (p. 6)

The notion of 'fitness for purpose' is regarded as central to the design of a piece of research (Cohen et al, 2000; Crotty, 1998; Morse and Richards 2002). Morse and Richards (2002) consider other features as integral to the design process, such as the researcher being responsive to both the context and the participants in the study. In addition they regard the ability of the researcher to be aware of the design/ research process at different levels as important too. As Crotty (ibidem) writes:

> It is, after all, our account of the research process that establishes the credentials of our research. Why should anyone set store by what we are asserting as a result of our investigation? And what store should anyone set by it? The only satisfactory answer to these questions is, 'Look at the way we have gone about it'. The process itself is our only justification. For that reason, expounding our research process, including its more theoretical moorings (or, if you prefer, the assumptions we bring to our methodology and methods), assumes obvious and crucial importance. (p. 41)

It is in this chapter that details of how the research questions emerged, and how the research design developed and evolved.

Emergence of the research purpose and research questions

It is necessary to relate parts of this element of the study in the first person singular because the thinking that began to frame the purpose of this study and the research questions were more subjective than objective. This is not a piece of indulgence or simply reminiscence but it is an element charting the process that eventually led to the research focus and to the design of the questionnaire.

It was in part the impact upon my values of the charted events related in previous paragraphs that caused me to reflect upon what was happening professionally and politically in education in England and Wales. As I have written elsewhere:

> The values I hold are because of who I am as a person. They were not framed by educational theory, or even practice. They were framed at a much deeper level in my person than my mind, although by the use of reason I can communicate them and I believe I apply them to my educational practice.
> (Sargent, 1994, p. 30)

As Clough and Nutbrown (2002) write:

> The inseparability of research and researcher is, many would argue, an essential feature of research in the social sciences; and the methodology that drives such research is as much to do with personal values as it is to do with 'rigour' and 'hygiene' in research methodology. (p. 68)

Refining the focus of the research

The research became focused upon Infant teachers and their responses to the top-down changes that have continuously been imposed on them by central government. It further developed into a comparison between those teaching in England and Wales on the one hand and those in Scotland, on the other hand, because differences in political and other context factors suggest the possibility of some differences; but the literature and the media did not indicate whether the degree and type of disaffection is the same or different for teachers in these countries.

Values again in conflict

It was as the personal effect of a growing contradiction between the values I held and those that I was being pushed to perpetuate took more time in my reflective thoughts that the focus of my questions began to change. There was increasing media attention being given to the problems of teacher recruitment and retention and to drop-out rates amongst student teachers and a fall in applications for teacher training. Although headteachers and teacher unions had been drawing attention to these issues, there had been strong denials from government sources. Statistical information was contradictory, and figures reported were complicated by origin and basis of the data as drawing upon different information. For example, there are a variety of ways to enter the teaching profession and the range of types of teacher training programmes in England is complex. Therefore, sources quoted about the numbers applying for entrance to teacher training could be referring to the graduate training programme, the four year Bachelor of Education degree, or the three year

Bachelor of Arts in Education Studies degree (with an additional year in a school to acquire Qualified Teacher Status) or one of the other accredited routes. Also, the data published could be reported in terms of entrants to teacher training but in fact be referring to the numbers applying as opposed to enrolling and then taking places on courses.

Seeds of change?

When I read the QCA document on the Foundation Stage, I was pleased to see that the principles for teaching pupils under 6 years of age were very similar to those which had been the underpinning principles of teaching in Infant schools before the introduction of the National Curriculum. At the same time, the introduction of these principles saddened me because I was aware of a sense of loss and the kind of grief that Jennifer Nias refers to in her paper 'Grieving for a Lost Self' (Nias, 1989). There Nias describes the loss and grief Infant School teachers felt after the introduction of the National Curriculum. This feeling of loss and grief derives from the fact that their sense of identity is linked to their investment of self and the high level of self-expenditure in teaching their classes (Hargreaves, 1994; Nais, 1989; Nais, 1996): features which were taken away or reduced by the new, highly standardised state-mandated curriculum.

Teachers Leaving

It was in 2001 when Smithers and Robinson published their report on 'Teachers Leaving' (commissioned by the National Union of Teachers) that the research questions I wanted to ask began to crystallize. As I read their report, I was aware that primary teachers had not been separated into those who teach the under eight pupils and those who teach pupils over eight years old. I began to consider whether there were differences in the ways in which teachers in different phases, i.e. Infant, Junior and Secondary, had been affected by government mandated changes since 1988, and in particular, what might be the effects upon teachers in the Infant sector.

Research with teachers of Reception and Year 1 classes

Research carried out at The Institute of Education, University of London, by Moriarty et al (2001) sought to learn how teachers of Reception and Year 1 classes felt about their jobs. The data reported by Moriarty et al (2001) was the result of a questionnaire sent to Reception and Year 1 class teachers during 1998. The main

objective of their research was to identify what Year Ri and Year 1 teachers found stressful, and what were the main reasons for the satisfaction or dissatisfaction with their jobs. In the introduction to their paper, Moriarty et al (ibidem) state that:

> Prior to these initiatives, early years teachers in reception classes had to implement the *Desirable Outcomes for Children's Learning* (SCAA, 1996a) which described areas of learning to enable children to move on to the National Curriculum requirements at five years of age. These were replaced in September 2000 by the *Early Learning Goals* (QCA, 1999). Additionally, from Autumn 1998, reception teachers have to carry out school-entry or Baseline Assessments (SCAA, 1996 b) with children in their first term of school. The National Curriculum itself changed in 1995 and, following the introduction of the literacy and numeracy strategies, there have been many Government documents sent to teachers to give guidance for delivering other subjects in the curriculum. (p. 34)

Several documents are referred to in the previous quotation, some of which remain in current use and some of which have become obsolete. Further explanation is needed about these documents, also details about what has replaced those which have been made obsolete in order for the reader to understand the inter-relationships of the guidance and statutory requirements to which early years practitioners have to adhere. Since in some small village schools in England some teachers have mixed age groups in their classes, it is important to understand that some teachers in this study will be teaching some four and five year olds, with other pupils of six years of age and above. At the time when teachers were completing the questionnaire, there was some confusion about whether five year olds should be have to be taught from the National Curriculum because it was still considered the Foundation Stage level of the National Curriculum. Since that time there has been legislation to place the five year olds in the Foundation Stage and the six and seven to nearly eight year olds in Key Stage 1. Some Participants in this study may have been caught up in this confusion. So an explanation about the documentation and changes for teachers of five year olds has been included here. Some of the studies, such as Moriarty et al (2001), will have worked with teachers where their five year olds were following the structure of the National Curriculum for England and Wales, even though the results were published as the situation for teachers of the five year olds was changing.

The stepping stones and the early learning goals

Throughout the Foundation Stage, the stepping stones (non-statutory) and the early learning goals (statutory) are designed to be used by practitioners for both planning and assessing pupil learning. The stepping stones provide practitioners (who may

not be teachers or nursery nurses) with information as to the kinds of knowledge, understanding, skills and attitudes that pupils would need in order to achieve success with the early learning goals. The Early Learning Goals were published in booklet form in October 1999 but by September 2000 had been extended to become the Curriculum Guidance for the Foundation Stage.

What is the Foundation Stage?

The Foundation Stage in the English education system starts when children reach three years of age. It is a marked period of education designed to meet the needs of children between 3 and 5 years of age. Those who educate them, i.e. Early Years practitioners, follow a distinctive curriculum guidance manual – the *Curriculum guidance for the foundation stage*. When first published in 2000, it was not statutory. In the autumn of 2002 a national consultation was carried out on the use of the Curriculum guidance for the foundation stage and in March 2003 use of the document became statutory. Two amendments were added to the Education Act 2002 in order to extend the English education system to include the foundation stage and its accompanying documentation. These were:

- *The Education (National Curriculum) (Foundation Stage Early Learning Goals) (England) Order 2003* (Statutory Instrument 2003 No. 391)
- *The Education (National Curriculum) (Foundation Stage Profile Assessment Arrangements) (England) Order 2003* (Statutory Instrument 2003 No. 1327)

Specific text within the Statutory Instrument 2003 No. 391 states there should be early learning goals for each of the six areas of learning. Thus the statutory Early Learning Goals are divided into six areas of learning:

- personal, social & emotional development
- Communication, language & literacy
- Mathematical development
- Knowledge & understanding of the world
- Physical development
- Creative development

However, what is 'taught' or the choice of experiences made available for pupils links clearly to what has to be assessed and recorded during the last year of the Foundation Stage in the Foundation Stage Profile.

The Foundation Stage Profile

The Education Act (2002) amendment (2003) set out an English national assessment system, i.e. the Foundation Stage Profile that was to have been sent

into schools and early years settings in 2002 in preparation for 2003. However, the proposed time-scale did not go according to plan, and the arrival of the Profile in schools and settings was a somewhat rushed affair. The legislation came into effect March 2003 but many practitioners did not even see the document until after the Easter holiday of 2003. Despite this, schools and early years' settings were under a statutory obligation to send data about each individual pupil to their Local Education Authority (LEA) by June 30th 2003. This caused considerable angst for practitioners and headteachers. LEAs in turn were under pressure from the Department for Education and Skills (DfES) to make a data return in respect of an overall summary and a representative sample of pupil level data from the Profile data supplied to them by schools and early years' settings. Pressure continues in schools where the headteacher is under pressure to deliver improved curriculum performance at the end of Key Stage 1.

The Foundation Stage Profile has 13 summary scales covering the six areas of learning:

- Personal, social & emotional development (3 assessment scales);
- Communication, language & literacy (4 assessment scales);
- Mathematical development (3 assessment scales);
- Physical development (1 assessment scale); and
- Creative development (1 assessment scale).

Each scale has nine points, accumulating a total of 117 points that have to be assessed for each child. For example:

Point	Assessment explanation indicated by the point	
1-3	Child is still progressing towards the achievements described in the early learning goals	Stepping Stones
4-8	Taken from the early learning goals and in order of difficulty (approximately).	
9	Child has achieved all points 1-8 and is consistently working beyond the early learning goal level.	

Figure 4.1: Example of Foundation Stage Profile assessment format

In addition, each of the points may have three or more criteria which have to be met if the point is to be recorded as achieved. An alternative assessment may be used for some pupils with Special Educational Needs and reported to the LEA as 'AA', e.g. Stepping Stones, or other school or LEA systems. The assessment recorded in the Profile is based upon practitioners' on-going observations or duplicated information from other record-keeping systems used by the settings. Limited details

about the assessments are set out in Curriculum guidance for the Foundation Stage. The Profile can be completed throughout the year *but* it has to be completed for every child by the end of their time in the Foundation Stage, i.e. 30th June or 2 weeks before the end of term, whichever is sooner. It is a summary each child's progress and learning needs at the end of the Foundation Stage.

The Foundation Stage Profile replaced the baselines schemes as a form of assessment. However, the baseline assessment was an on-entry into school baseline and was completed in the first half-term of the Reception year. The Foundation Stage Profile has to be completed before the pupil enters Year 1. Therefore, the Profile assessment would be completed in what would be equivalent to the *end* of the Reception year.

Problems for practitioners when completing the profile

Reports from practitioners regarding the time that completing the Profile was consuming and that they were being asked to complete additional assessments eventually reached the ears of the then Minister for Children, Young People and Families, Margaret Hodge. In 2005 she sent a letter from her office to LEAs urging them to desist from pressurising schools, or to advise headteachers who might potentially be pressurising individual practitioners. In her letter to LEAs she wrote:

> I am concerned that some LEAs may be placing unnecessary burdens on reception teachers by asking for other assessments to be made in addition to these requirements. Anecdotal evidence suggests that, in some areas, reception teachers are being asked to complete, for example, baseline assessments or assessments against the Key Stage 1 curriculum, as well as the Foundation Stage Profile. I would be grateful for your co-operation in ensuring that reception teachers are not asked to undertake additional non-statutory requirements....
>
> I attach a letter to Foundation Stage practitioners which clarifies their statutory requirements...I would be very grateful if you would also circulate it to the private and voluntary Foundation Stage settings in your authority. I also enclose a brief description of the purpose of the Foundation Stage Profile for headteachers and other interested parties.
>
> (Hodge, 2005, Annex B)

It is not clear whether this advice was circulated by LEAs beyond the level of headteachers. The early years' practitioners in my school definitely did not know about it or see the advice that was supposed to have been sent to them individually. Figure 4.2 summarises the inter-linking of national documents, strategies, and assessment for Foundation Stage pupils in England.

Figure 4.2: Elements of the education system for the early years which impact upon and relate to the Foundation Stage (Based on Foundation Stage curriculum (2000), National Literacy and Numeracy documents (1999) and Foundation Stage Profile (2002)

<table>
<tr><th colspan="4">The Foundation Stage</th></tr>
<tr><th colspan="2">National Documents</th><th>3 years of age</th><th>4 years of age</th><th>5 + years of age</th></tr>
<tr><td rowspan="3">Foundation Stage Curriculum</td><td>Early Learning Goals (ELGs)</td><td colspan="3">• Basic expectations of achievement
• Not a curriculum but combines six areas of learning as the curriculum:
• personal, social & emotional development
• Communication, language & literacy
• Mathematical development
• Knowledge & understanding of the world
• Physical development
• Creative development
• Basis of planning
• Not an expected limit of achievement</td></tr>
<tr><td>Stepping Stones</td><td colspan="3">• Progressive steps towards achieving the early learning goals
• Progression identified by bands: yellow, blue and green
• Pupils can be in different bands in the six areas
• Steps are not age-related</td></tr>
<tr><td colspan="3">Continuous assessment: Foundation Stage Profile (FSP) 13 scales based on ELGs.
Must be completed by 30th June or 2 weeks before the end of term whichever is sooner.</td></tr>
<tr><td colspan="2">National Literacy Strategy</td><td></td><td></td><td>Should be in place by the end of the Reception Year</td></tr>
<tr><td colspan="2">National Numeracy Strategy</td><td></td><td></td><td>Should be in place by the end of the Reception Year</td></tr>
</table>

Foundation Stage practitioners have to consider these factors when planning teaching and learning for three to five year olds. Profile summary scores for each child for whom it is applicable have to be sent to the LEA; parents must be provided with a written summary of their child's progress against the Early Learning Goals and Profile scales; time to discuss the summary and if requested a copy of the data sent to LEA. It shows that there is quite a degree of formality framing what was meant to be a time of freedom and exploration for children.

Early Years' provision in England

The term 'Early Years practitioner' means any person involved in leading the activities of a setting. The term 'setting' refers to 'local authority nurseries, nursery centres, playgroups, pre-schools, accredited childminders in approved childminding networks, or schools in the independent, private, or voluntary sectors, and maintained schools' (Curriculum guidance for the foundation stage, p.1).

The entry of pupils into school or a form of Early Years Provision varies with Local Education Authorities across England, as does the range of the type of institution giving Foundation Stage provision. For example, where a school has an attached nursery, the reception / foundation stage class could be part of the school; and when the pupils reach five years of age they become subject to the being taught according to the National Curriculum in ethos if not in law. In other parts of England, pupils of school age could be in a nursery setting and therefore required to follow the Early Learning Goals and not be directed towards the preparatory stages of the National Curriculum. Some teachers will be teaching 4 to 5 year olds within a school set-up, where the Foundation Stage class is seen almost as the equivalent of the Reception class and 'expected' to follow or prepare pupils for the National Curriculum content of Year 1. The result is a conflict of ethos and curriculum content, where many teachers are trying to follow two curricula.

The provision available for three to five year-olds takes different forms. These are referred to in the Foundation stage guidance as 'settings'. Children can attend a range of settings, with part-time or full-time placements before they enter Year 1. Depending upon the type of institution or setting in which it is used, children could be following the Early Learning Goals curriculum until they transfer into a school in the term after their fifth birthday, when they will follow Year 1 of the National Curriculum.

Figure 4.3: Some of the different settings children attend before and during the foundation stage (Curriculum Guidance for the Foundation Stage, Qualifications and Curriculum Authority, 2000, p. 7)

		January	September	September	September
A **September-born** boy		**3.3 years** Joins nursery class	**3.11 years** In nursery class	**4.11 years** Joins reception class	**5.11 years** Joins Year 1
An **October-born** girl with hearing impairment	Specialist teacher at home from age six months. From age two attends a local authority family centre two mornings each week	**3.2 years** Continues to attend family centre two mornings each week.	**3.10 years** Joins nursery school that has special unit	**4.10 years** Remains in nursery school – joins reception class with support in summer term	**5.10 years** Joins Year 1
A **December-born** girl	Joins nursery centre soon after second birthday	**3.0 years** Remains in nursery centre	**3.8 years** In nursery centre	**4.8 years** Joins reception class – moves to mixed age (reception and Year 1) class in January	**5.8 years** Remains in reception/ year 1 class
A **February-born** boy with learning difficulties	Receives Portage home teaching from age one	**2.10 years** Joins assessment unit in special school	**3.6 years** In special school nursery	**4.6 years** Joins mainstream reception class	**5.6 years** Joins Year 1 class
A **March-born** boy	Cared for by childminder from age nine months	**2.9 years** With childminder plus visits to childminders' drop-in	**3.5 years** Remains with childminder, who is now accredited as education provider, plus two mornings at pre-school	**4.5 years** Joins reception class plus before- and after-school care with same childminder	**5.5 years** Joins Year 1
A **June-born** girl		**2.6 years** At home and attends parents' toddler group	**3.2 years** Joins independent school early years class	**4.2 years** Remains in school early years class	**5.2 years** Joins Year 1
An **August-born** boy		**2.4 years** At home	**3.0 years** Joins playgroup	**4.0 years** Joins reception class	**5.0 years** Joins Year 1

Government intention and implementation in conflict

The introduction of the Foundation Stage and its curriculum is yet another element of confusion in the English education system. The last year of the foundation stage is meant to provide the equivalent of what is called the 'Reception Year' of the National Curriculum, which has specific programmes of study and targets that children should achieve by the end of that year, in preparation for their entry into Year 1. However, those programmes of study are not in the Foundation Stage guidance (nor are they set out in the Early Learning Goals), although the 2003 changes to the guidance have sought to address this. There is a statement in the Foundation stage guidance (2000) which says:

> National curriculum programmes of study have been written to be taught in years 1 and 2. The foundation stage prepares children for learning in key stage 1 and is consistent with the national curriculum. (p. 7)

The emphasis in the Foundation Stage is learning through exploration: there must be pupil-directed inquiry as well as teacher-directed inquiry. Thus, the Foundation Stage pupil has a sense of learning through personal experience and interest; the National Curriculum pupil has a clear emphasis upon learning through teacher-directed and controlled lessons. When teachers who had previously taught Year R and 1 in my school went to teach Foundation Stage, they began to enjoy teaching again. One teacher who had, after Ofsted, declared that she was retiring because she obviously knew nothing about teaching despite having taught for over 25 years, decided to remain in teaching.

Were there questions that teachers needed to be asked?

For one teacher this change of teaching emphasis had caused her to recapture her enjoyment in teaching. It made me wonder whether the difference between the way teachers had once approached lessons for 5 to 8 year olds and their required current practice was at the heart of the distress I was hearing from teachers in Infant schools. Was this a major element causing internal conflict for teachers in the Infant school who were trained before the introduction of the National Curriculum? Was there more to be discovered about the motivation and job satisfaction of Infant school teachers? Was Nais' (1992), understanding that teachers are grieving for a lost self still at work, especially amongst those who taught pupils under the age of eight years? Since devolution there are signs of a similar debate now going on in Scotland regarding early years' pedagogy:

> The education debate rests on the extent to which children in this age range have distinctive ways of learning and therefore might require distinctive educational provision. The debate is heightened by a government policy agenda to provide a 'joined up' response to issues such as universal pre-five attendance, raising standards in literacy and numeracy, social inclusion, adult employment and childcare.
>
> (Hughes and Klienberg, 2003)

Should action research be the methodology?

Lomax's (1994b) first principle of Action Research is that it is about seeking improvement by intervention. The research field I wanted to explore was the effect of government legislation upon teachers with the intention of discovering what was going on for them as people and to explore beneath the picture that was being presented by government and the media. Educational Action Research involves local environments and the ability to effect change by informing practice at a grass roots level and by teachers taking the initiatives in their own schools. It does not usually lend itself as a method for research requiring conclusions from which generalisations can be made. In addition, all of the current government practice indicated a refusal to listen to research evidence and a preference for promoting 'platitudes and clichés rather than evidence and argument' (Lawton, 1994). As Lawton (1994) writes:

> From 1979-1994 there has been an enormous amount of legislation on education. If those changes had been part of the process of building of a magnificent modern education system there would be few complaints. Unfortunately, the legislation has been a mixture of attempts to enforce ideological prejudices, out-of-date traditions and then more legislation to patch up earlier over-hasty drafting. Not all of it has been disastrous, but some opportunities to modernize have been missed: for example, the idea of a National Curriculum, which was welcomed in principle, was distorted by the ideology of choice and the market. The result is a system with demoralised teachers who have had to cope with too many changes in too short a time – a situation that could have been avoided by anyone with a little respect for research evidence. (p.104)

Research Approach

Why start from already established research?

Whilst reviewing the literature, the direction of the research took many twists and turns. Many different aspects could have been researched given the climate in education in England and Wales and the multitude of changes and events that have occurred in education and the political field since 1988. However, the importance of the Educational Reform Act became significant as a watershed event, and I began to examine studies that had been carried out by experienced researchers working at

respected universities. It seemed important to study reports of research which had spanned the years since 1988 to the present day. Some had small numbers of respondents (n=24) e.g. Evans *et al* (1994) and others had sought to survey the whole teaching force in England, e, g the Mori poll (2002), sent to 530,000 registered members of the General Teaching Council (England) and having 70,011 respondents.

The MORI poll started by asking questions about:

- Why become a teacher?
- Why remain a teacher?
- What de-motivates teachers?
- Teacher morale and retention?

Part of the MORI summary concluded:

> This picture is fairly consistent across sub-groups of teachers. However, teachers with more experience have lower morale and, more worryingly, the decline in morale for newly qualified teachers to those with one to five years' experience is sharp. Just over one in ten newly qualified teachers perceive their current level of morale to be lower compared to when they first started teaching but this increases to four in ten of those with one to five years' experience. Furthermore, six in ten teachers with 16 or more years' experience say they have lower morale. (p. 7)

The conclusions and recommendations made in this and other reports began to reveal something resembling the form of vague patterns, which raised questions, particularly about how teachers in different phases has answered some of these questions; would the teachers of pupils aged between five and seven years of age, who had responded to questionnaires in 1989, have different things to say about the impact of changes upon them if compared with those who had only recently entered the teaching profession? After reading and reflecting upon the published reports of research studies about issues relating to the changes in education in the United Kingdom (UK) since 1988 or the experiences of UK teachers and their professional lives, the research questions slowly evolved.

Impact of emotion in the teaching profession

There was one additional topic of study that had interested me – one which affects teachers on a daily basis and yet seems to have been dismissed as having little significance or importance in the drive to raise educational standards, i.e. teachers' feelings and emotions. Hargreaves (1998) considers that emotions lie at the heart of

teaching, and Nais (1996) writes:

> Since the 1960s teachers' feelings have received scant attention in professional writing. At present, they are seldom systematically considered in pre- or in-service education. By implication and omission teachers'emotions are not a topic deemed worthy of serious academic or professional consideration. (p. 293)

This exercised my thinking considerably because in practice I knew how much emotion is expressed about the process of teaching, about the care for individual pupils and about the structures of schooling.

Nais (1996) in an article that appeared in the *Cambridge Journal of Education* specifically about feeling and the emotions in teaching states that she 'deliberately sought for heterogeneity' and wanted to avoid a 'mono-cultural bias, especially in view of the overtly emotional reaction of many UK teachers to recent changes in the educational system of England and Wales' (p. 294). This was because she wanted to demonstrate that 'any patterns which emerged would be more convincing if they occurred in different countries or educational contexts' (p. 294). I had observed the impact of 'emotion' or 'feelings' upon affectivity in teachers' lives and in their classrooms. However, I also knew that teachers could not reveal publicly what they were experiencing because of the fear of being thought to be 'whinging', carrying with it an unspoken tag of 'unprofessional' or 'less than professional'. I agreed, as a result of experience, with the conclusion in Nais' (1996) article:

> Without feeling, without the freedom to 'face themselves', to be whole persons in the classroom, they implode, explode – or walk away...So we are left to face a pressing anxiety about the future: if teaching as work is successfully deprofessionalised, as many would argue is the present intention of government policies all over the world, it will necessarily also be depersonalised. Without personal commitment, it becomes unbalanced, meagre, lacking fire – and in the end therefore unsuccessful. To place the development of teachers' affect in the forefront of our concerns is ultimately to safeguard children's education. (p. 306)

It was important therefore, to place an element within this research that would give opportunity for teachers to express their professional views on issues but also to be able to demonstrate their feelings and emotions too if they wanted to.

Objective of the research

The object of this research was not to repeat what had already been done but to discover new features that would contribute not only to the discourse *on* teachers and current issues of their disaffection, but to the discourse *of* teachers.

Purpose of the research

The research sought to investigate how a sample of teachers and those in the management of education in the Infant Sector from the UK experienced their professional lives as a consequence of changes that have been made to education since 1988. It further sought to understand what changes have had to be made to teachers' beliefs and views about education and what have been the effects of those changes upon the morale and job satisfaction amongst the sample of teachers, including those who teach English as an Additional Language. These changes have been examined in comparison with teachers in different parts of the UK, particularly Scotland and Wales, where devolution has led to a departure from the structure of education in England. It also seeks to: (i) relate these findings to teacher morale, job satisfaction, retention, and recruitment in the 21st century; and (ii) develop a model incorporating those findings and demonstrating the complexities in the lives of those teaching the youngest members of our society. This model will also describe the impacts of educational change for Infant teachers, separating their voice from that of teachers generally and in the primary sector more broadly defined, building on previous significant published research.

Specific research aims and questions

A key aim of this research is to discover the extent to which teachers in each of the UK countries have been affected by government legislation and to find out:

> *What changes have teachers made in order to work within the educational climate?*

It is assumed that there may be differential effects in each country due to the different educational circumstances. The research seeks to identify the similarities and differences in each part of the UK.

A further aim is to offer insights into questions that some have already begun to ask, such as:

> *Why are teachers in the Infant sector leaving or wanting to leave the profession?*

As a result of government legislation changes have been made to the culture of the Infant School:

> *How do teachers in the Infant sector describe government legislated changes implemented since 1988 in terms of their classroom practice and school environment?*

Carol Adams, the Chief Executive of the General Teaching Council for England said in a speech given in January 2003, building on the mass of information obtained by the survey involving more than 70,000 teachers carried out on its behalf by MORI (GTCE, 2002):

> Teachers in the 45-plus age range constituted half the work force and represent a significant and valuable resource of experience and expertise.
>
> (Adams, 8 January 2003)

Do teachers in the Infant sector in the 45 - plus age group feel valued and respected for their expertise?

It is also younger teachers who are leaving?

Are younger teachers leaving the Infant sector?

The PricewaterhouseCoopers Report (2001) studied teacher workloads, and made recommendations that changes be made in order to alleviate workload. The Mori report (2002) also considered the issue of workload. Hence the question was asked:

What do teachers in the Infant sector experience about workload in their professional lives and in the work-life balance?

Does the headteacher and their management style constitute a significant factor in teacher morale in the Infant sector?

This research sought to identify what a sample of Infant school teachers believe and experience.

Population upon which the research is focussed

The research sought to investigate and compare the consequence of changes in the management of education since 1988 upon the professional lives, the beliefs and the views and morale of teachers in the Infant sector from the UK. Therefore, the population upon which the research focussed was a sample of teachers from the Infant sector or its equivalent in the countries of the United Kingdom.

The different responses to these changes from teachers in different parts of the UK, particularly Scotland has been considered and therefore teachers teaching Primary 1 – 3 were the target population in Scotland. In the case of Scottish schools, there are very few designated Infant schools, and the age group (i.e. pupils aged from 5 to 7 years of age) is part of a Primary school. This age group is more commonly catered for in the English system in an Infant school, although there are some English Primaries which cover the same age range as the Scottish schools.

Although the inquiry examined the impact of government-mandated changes since 1988, the respondents did not need to have been teaching since 1988. The opportunity to participate was given to any teacher working in the Infant sector for more than five years or who had taught within the Infant phase, even if they were currently teaching in Key Stage 2 or had retired. This was because a range of age and experience was needed in the sample rather than just a sample composed of the age group of those who began or were teaching in 1988. If respondents had been solely from that group some of the research questions relating to younger teachers could not be answered.

The questionnaires were sent only to teachers teaching the five to seven or eight year age group throughout the United Kingdom. Questions in the document asked for the number of years that the teacher had taught in this phase of education. All of the returned questionnaires represented teachers from the target group. Within the total number of respondents, $n = 154$, there were subgroups identified. The subgroups were:

- Non-teaching headteachers
- Teaching headteachers
- Deputys/ depute headteachers
- Members of the senior management team
- Class teachers
- Teachers of pupils who had English as an Additional Language
- Support teachers
- Supply teachers
- Peripatetic teachers
- Retired headteachers
- Retired teachers

The scope of the inquiry

The inquiry intended to reach as many school teachers of 5 -8 year-olds in the UK as possible given the limitations referred to in Chapter 3. It was not possible to contact all of the teachers in this phase or to contact all of the Local Education Authorities (LEAs) in the United Kingdom. Appendix A3 provides a list of those LEAs or Regional Authorities in which headteachers were approached directly.

Access to the sample

The fact that approaches to schools were appropriately made via the Headteacher

in his/her role, did in some ways cast the Headteacher in the role of gatekeeper. In Scotland, the Regional Director or equivalent acted as a primary gatekeeper, with the Headteacher as a secondary one. Some Scottish Regional Directors refused access to their Headteachers, usually on the grounds of over-loading of schools with access requests for research or the demands of the changes being made to the Scottish Educational system. Irrespective of whether or not they were granting access to their staff, all of the Headteachers who responded to my request email demonstrated a care and concern for their staff. Some related this concern in terms of workload and others in terms of consideration for the personal lives of their staff. However, since Headteachers were gatekeepers when the approach was directly to schools, the teachers themselves in many cases were in a position of having a secondary choice position rather than a primary one. The fact that the approach was to schools confirmed the role of the respondent as a teacher and a teacher of the specific age group that was being studied. Teachers who did respond by completing the questionnaire did so as co-workers because they wanted to share their views.

Other teachers responded to direct invitations to participate, either from their friends / colleagues or me. Sometimes the request for a questionnaire was the result of colleagues talking together at a national or local conference or course. Some teachers contacted me directed after a friend had completed the questionnaire and then given them my email address. The least successful method used was advertising in Teacher Union magazines or on internet teacher / educational forum sites.

The direct and personal approach to Headteachers was the most successful in generating requests for the questionnaire to be sent. It also seems that email sent to a Headteacher by name and not copied to 'headteacher' also seemed to evoke a greater response.

Representative-ness of the sample

As is always the case, questionnaire respondents were, of course, those who had chosen to complete the questionnaire. However, there were no incentives provided to encourage completion. Thus, it might be suggested that the questionnaire was filled in by those who were in agreement with its overall objectives given in the covering letter (Appendix A1) and the items in the Questionnaire (Appendix A2) created bias. The bias, if it were to exist, would be that 46% of 335 who requested the questionnaire were sufficiently engaged with the topic to spend the time

completing the document. The very length of the document (8 pages) would tend to prohibit impulsive respondents, though not necessarily unintentional errors or inaccurate responses. Respondents had to email or make contact with the researcher in order to obtain a questionnaire, so unless the headteacher had requested a number on behalf of staff, some effort was involved on the part of potential respondents.

Therefore, the sample of teachers and leaders who completed the questionnaire, as opposed to the sample of those who requested one, is representative of a group of the sample teachers and teacher leaders who were motivated to want to express their views or simply wanted to participate in the survey. Many of those requesting questionnaires were pleased to be part of the study.

Some headteachers responded by emailing their refusal to let the appropriate staff know about the invitation to complete a questionnaire. The usual reason was the protection of their staff from over-work. I always replied to these and thanked them for taking the time to respond. I have no way of knowing how many other headteachers either 'filed' my request or spoke to their staff without acknowledging the fact to me. Therefore, there would be a sample of teachers in who might have wanted to participate but did not know about the study.

Headteachers who requested questionnaires did not return unused ones. Therefore, the number of schools where the headteacher asked for numerous copies did not mean that all of the teachers in the school completed the questionnaires requested by the head, even though in most cases the headteacher wrote that they had spoken to their staff and x number had agreed to complete the questionnaire. Respondents did not have to mention which school or LEAs/ Region they worked in when completing a questionnaire.

In this thesis, the identities of individual respondents are not attached either to specific schools, localities, or Local or Regional Authorities, even when this is known to the researcher. This lack of identification of the place from which responses came is a deliberate strategy intended to encourage teachers to be respondents, able to express their views without worrying about possible repercussions from recognised authorities. Also, the research was not planned to create an opportunity for teachers to be blamed once the thesis was made public. Knowing specifically where teachers worked did not seem to be a relevant or necessary component in addressing the research questions. In addition, protecting the identity of respondents was a major

consideration of the ethical decisions made at the outset of the research.

Obtaining 'Truth' from questionnaire respondents?

One of the objectives in the design of the questionnaire was to encourage teachers to express more than a numerical or scaled response to the items. However, teachers tend towards being conservative (Nais, 1996), and given the current climate are also defensive and self-protective:

> Teachers have to engage in what Hochschild calls, 'emotional labour. Emotional labour takes place when people manufacture or mask their emotions to align with the ways of feeling that are expected and approved of in their profession.
>
> (Hargreaves, 2003, p. 60)

Therefore, an item type was included which was designed to either gain a straightforward factual response or provide an opportunity for an emotional response. This was not designed to be a trap. It was a means of providing an opportunity to touch the emotional responses of an individual by stimulating the memory of a similar event or experience. There was no other person involved with the administration of the questionnaire than the individual completing it. Consequently, those teachers who did not want to share their personal reactions were able to phrase their written answer or additional comments as they wished.

In considering the question of 'truth' in the respondents' answers, the feature of 'emotional labour' element has to be acknowledged as a factor affecting the answer to the question. Human memory of events, even of the recent past, is not as accurate as humans would like to think it is. People believe what they remember of events and recount events as the 'truth' or truth to them. These facts may or may not be accurate or true. Fear, linked to past experiences, can propel a person towards displaying the accepted, expected, or another version of truth that they either think is wanted or know to be wanted.

Sampling Strategy

The data from questionnaires was gathered from the end of July 2003 to the end of March 2004. The questionnaire design / interpretation of findings drew on previous studies which had identified the issues and mechanisms that have impacted upon teachers as a starting point from which to compare and/ or to determine the relationships between those issues and mechanisms. This study could be considered descriptive research in that it sets out to describe and interpret 'what is' the current view of some Infant / Primary 1-3 teachers. However, this research

sought to do more than provide frequency counts. Its intention was to present relational analysis and to identify the complexity within that analysis from as representative a sample as possible. The analysis was also intended to reveal and depict the particular complexity and specificity of the situations and interpersonal dynamics of the teacher in the Infant school. Cohen et al (2003) consider that a questionnaire would most likely be unsuitable because:

> Its degree of explanatory potential or fine detail is limited; it is lost to broad brush generalisations which are free of temporal, spatial or local contexts, i.e. its appeal largely rests on the basis of positivism. The individual instance is sacrificed to the aggregated response (which has the attraction of anonymity, non-traceability and confidentiality for respondents). (p. 172)

In this study, as is further explained in Chapter 5, the design of the questionnaire allowed respondents to express their personal experiences and views. As such, it was not typical of a survey as such. However, it did fulfil another of Cohen et al's (2003) statements:

> Surveys typically rely on large scale data from questionnaires, test scores … etc., all of which would enable comparisons to be made over time or between groups. (p. 172)

Within the overall group, 'teachers of 5 to 7 year-olds', there were subgroups and comparison could be made across these subgroups.

Another issue raised by Cohen et al (ibidem) is:

> In surveys the researcher is very clearly an outsider; indeed questions of reliability must attach themselves on their own subjects e.g. participants on a course they have been running. (p. 172)

In this study, given the issue and potential effect of 'emotional labour' within the teaching profession, the fact that the researcher is an insider had a greater potential for respondents bothering to express their views. The effect of media coverage of education and the denigration of teachers and their work has had the effect of teachers establishing a kind of 'fire-wall' for their own protection. The experience of the researcher as an insider is a feature of the design and the distribution of the questionnaire.

Sample type

Cohen et al (2003) state with regard to the sample type:

> Further, it is critical that attention is paid to rigorous sampling otherwise the basis of its applicability to wider contexts is seriously undermined. Non-probability samples tend to be avoided in surveys if generalizability is sought; probability sampling will tend to generalizability of the data collected. (p. 172)

This inquiry was not a survey in the sense that it took general questions to a general population of teachers. The questionnaire was based upon previous research and the aggregated conclusions or recommendations from those studies. Further components related to the way in which the conclusions and recommendations from previous studies were explored, i. e. the type of items in the questionnaire.

This study used a non-probability sample even though some possibility of generalizability was sought. It was a mixture of purposive, snowball, and convenience sampling (Pennington, 1995).

Claims of the research

It is the questionnaire which is a significant part of this research and which is part of the claim towards an original piece of work. Another element of the claim is related to the population upon which the research has focussed, i.e. teachers of pupils aged between five and seven years of age. Comparatively little research has focussed specifically upon *the teachers* who teach the 5 to 8 year old age group since the National Curriculum and the Standard Assessment Test (SAT) have become an accepted part of the educational scene in England and Wales. Research carried out by Moriarty et al (2000) is a notable exception.

Research involving teachers who teach this age group and which has been carried out prior to this study has studied the effects of:

- Reform of the curriculum or changes in the educational environment (e.g. Broadfoot et al, 1994; Campbell, 1993; Campbell and Neill, 1994; Coopers and Lybrand Deloitte, 1991);
- Curriculum management, in terms of time (e.g. Campbell, 1994; Campbell and Neill, 1990; Campbell and Neill, 1992); or
- Teacher stress (e.g. Campbell et al, 1991).

The references given above are only a representative sample and do not imply an exhaustive listing. (Greater detail is provided in Chapter 2.) More recent research in these areas in the field of education has covered the Primary Sector, i.e. pupils aged from 5 to 12 years, thereby encompassing the Infant sector.

Details about how the theoretical underpinning of the methodology determined, constrained or was linked to the design of the research is given in this chapter and Chapter 5 will clarify the means by which the data was gathered and analysed.

Chapter 5

Research Methods

In the words of Denzin (2000):

> Qualitative research involves the studied use and collection of a variety of empirical materials – case study; personal experience; introspection; life story; interview; artefacts; cultural texts and productions; observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals' lives. Accordingly, qualitative researchers deploy a wide range of interconnected interpretive practices, hoping to get a better understanding of the subject matter in hand. It is understood, however, that each practice makes the world visible in a different way. Hence there is frequently a commitment to using more than one interpretive practice in any study. (p. 3)

Methods used

Crotty (1998) identifies four fundamental elements of the research process, and characterizes methods as the techniques or procedures used to gather and analyse data related to some research question or hypothesis. As already stated, this study is following Crotty's model, and the procedures employed to answer the research questions were:

- Literature review
- Historical account
- Questionnaire

The analysis of the data involved the use of qualitative and quantitative methods. The purpose of counting, for example, how many Headteachers were in the sample was not simply a matter of relating a numerical fact, although that was done. Knowing the number of Headteachers in the sample could affect whether the analysis of responses to particular questions predominantly reflected the views of classroom teachers or whether the Headteachers skewed the findings in some way. It was therefore important to consider the impact of different groups of teachers upon data rather than to simply state that n number of teachers believed x.

Analysis linked to the theoretical perspective

I previously stated that the researcher is standing as a social constructionist with an interpretive theoretical perspective. Objectivity and subjectivity are held together in this enquiry, which seeks to develop culturally derived and historically situated interpretations of the responses of infant school teachers in England and Scotland to

questions about their work-related beliefs and attitudes. It should be noted that whilst the investigation is located within a social constructionist framework, it is carried out within an understanding that not all knowledge is socially constructed.

The Literature Review pointed to the importance of and the need for Historical method as a means of identifying the changes that have taken place within the professional world of teachers of 5 to 8 -year-olds in Britain over a period of time. Historical method could situate that professional world in both the national context and the context of the local or individual school. The construction and development of the format of the items of the questionnaire was informed by both the literature review and the historical research. In the former, a gap in the literature was exposed and in the latter, information that needed to be included for teachers to comment upon was revealed. The conventions governing the construction of questionnaires and the necessary constraints on length meant that the questionnaire needed to be focussed and selective, and not all of the questions that needed to be asked in order to gain a wide picture could be included.

Historical Method

According to Thomas (2003):

> The expression *historical method*...refers to the means of identifying how some phenomenon has changed or has remained the same with the passing of *time*. In this context, time, means years, decades, or centuries rather than days, weeks or months.
>
> Perhaps the most evident way that one historical study differs from all others is in its scope, with *scope* defined as (a) the time period encompassed and (b) the type of contribution the study is intended to make, and (c) the kinds of events on which the study focuses. (p. 17)

The historical account serves as a foil to the ethnographic and other parts of the research, but it is a significant factor in its own right. It is the political and historical events which have to be investigated and not simply reported as events which happened in a certain time frame. The significance of many of these political/education events are recorded by other researchers as having affected the teaching profession dramatically, but only now are their effects being identified. In terms of this research Historical method is used as a means of providing a chronicle of events which will serve as a backdrop to understanding the responses of teachers in the present. A political, social and historical phenomenon occurred within a given scope of time and seems to have affected particular population, i.e. those who teach

5 to 8 year olds in England and Scotland. This research seeks to investigate how those historical events impacted and continue to impact upon that population.

The ways in which history as a subject is studied has changed. Historical 'fact' is no longer recognised to be so just because historians say that it is. The type of history that Mrs Thatcher wanted in the National Curriculum, i.e. pupils learning facts, is now outmoded and in many ways discredited. This is because the 'facts' of an historical account change with the perspective of the observer or story-teller. For example, accounts of the Second World War change depending upon whether it is being told from an American or a British point of view. The ontological position of the historian as one who gathered empirically accurate knowledge lost its way under the strength of the postmodernist challenge to its 'truth'. However, history has a valid part to play when it allows for the postmodern perspective to see historical 'facts' as changing depending upon the point from which it is observed, to walk around the 'facts' and describe or discuss the importance of the differing aspects. The Chambers dictionary (Manser and Thompson, 1995) defines a **fact** as:

> *noun* 1 a thing known to be true, to exist or to have happened.
> 2 truth or reality, as distinct from mere statement or belief.

It defines an **event** as:

> *noun* 1 something that occurs or happens; an incident, especially a significant one.

It defines an **effect** as:

> *noun* 1 a result.
> 2 an impression given or produced.
> 3 operation; working state: come, bring, put into effect.

There are historical facts that do not change with time; for example, the Education Reform Act actually came onto the statute books at a specific point in time, i.e. in 1988. This we could call an undisputed historical fact, because even postmodernists would not dispute that this event happened. The happenings which occurred because of that undisputed historical fact we could call historical events, i.e. legal powers which that Act of Parliament brought into being that did not exist before the undisputed historical fact. What can be disputed is the effect of the events upon nations, countries, society, cultures, communities, and individuals. The power of historical record is not in recording the undisputed facts and their subsequent events, but in allowing for the chronicling of the effects of these facts upon individuals and the courses of nations and world events. Historical evidence is gathered from many sources these days, a view of history is constructed, and the

way in which the construction is represented is dependent upon who constructs it. This leads us to a question of reliability. If the facts are dependent upon who tells them, then can we believe anything? Postmodernism would probably say no. However, if we take as a starting place an undisputed historical fact and then question a group of unrelated people who have experienced the outworking of that undisputed historical fact, the combined accounts could be accepted as being reliable historically, if the members of that group were questioned individually and independently. In addition, if there is a consistency about the effects resulting from that undisputed historical fact, then the accounts of the events establish their own authority.

The aspect of history which is included in this study is educational history; but using historical method is not the same thing as being an educational historian. However, as Robinson (2000) writes:

> Such a legacy of marginalization and status ambivalence might suggest for the discipline a very uncertain future. Yet at a time of profound and rapid educational change, it is possible that the current prospect is not as bleak as it might at first seem. We need only to turn to the government's recent well-publicized attack upon the educational research community to see evidence for this. Amidst a highly damning critique it is the rediscovery of the importance of historical perspective that is hailed as the only way forward (Woodhead, 1998).

Only when contemporary problems are analysed historically can we understand where they have come from, how certain analogies have been worked out, and how they can inform our present. At the same time, it is essential that we prevent the untested myths of our educational heritage from being hijacked and misrepresented to support or uphold specific new policy directives (p. 51). Robinson (ibidem) is making a case for the educational historians' place within research and the benefits that policy-makers could acquire, particularly in the field of teacher training, if they studied the educational past.

Questionnaire as method

Issues about using a questionnaire as a method

Those who respond by completing the questionnaire are making choices, not simply whether to complete it, but also: whether they will take the risk of revealing how they really think and feel; whether they will trust in the integrity of the researcher's ethics; whether to use their already limited time to complete it; whether they do so minimally or thoroughly; whether they have to overcome a sense of invasion of privacy;

whether the fact of answering the questionnaire and then reflecting will force facts to be faced and decisions to be made that have been put off; and possibly other issues. For the researcher the questionnaire would be constructed in order to provide both the opportunity for response and an opportunity to use the responses in the completed questionnaires to discover what those teachers think, feel, and value. However, it could be viewed by some as use of their knowledge for the researcher's personal advancement.

There are choices that need to be made by those who respond and by me, the researcher, in how I construct the opportunity for response. One of the unpinning values for me is this word 'opportunity'. The Chambers dictionary defines **opportunity** as:

1. an occasion offering a possibility, a chance;
2. favourable or advantageous conditions.

This is not a 'value' in the moral principle or standard sense of the word's meaning, but it is something of value to those who want to avail themselves of the *opportunity to respond*. In another sense it is the exchange or even the process of exchanging information for the sense of their words being useful that could be construed as of value. Value is also the quality of being useful or desirable. One of the questions to be asked is: How is value assigned to self, if self-value is tied to work (Nais, 1996) and society has a negative assignment to persons doing that work because failure is assigned to them?

The issue of subjectivity is important to include in the discussion of the methodology used in this inquiry. Pennington (1995) writes regarding some research procedures:

> Questioning: opinion-based
> Face-to-face (e.g., interviewing teachers about teaching practice)
> - Introspection (including "mind experiments")
> - Retrospection (recall, immediate or non-immediate)
> Survey (e.g., on teachers' methods of teaching reading)
> Telephone
> Mailed questionnaire
> On-sight questionnaire
>
> Advantage: broad range of points of view
> Disadvantage: subjectivity (nature of questions, range of people surveyed) (p.5).

The postal / emailed questionnaire survey is a major part of the research method used in this enquiry and historical inquiry used as a supporting method. Pennington (ibidem) lists one disadvantage of surveys and interviews as subjectivity. However,

as discussed earlier, there is an advantage that can be applied to subjectivity if the theoretical perspective is interpretive and critical, and therefore the use of a questionnaire which probes the subjective responses of teachers will become an advantage. Even when, in their view, their responses are objective, the underlying cultural impact can be explored.

Link between the literature review and the questionnaire design

The questionnaire was designed with the intention to get beneath the surface of previously published information about teachers. However, Clough and Nutbrown (2000) state:

> Generally speaking, questionnaires allow researchers to survey a population of subjects, with little or no personal interaction, and with the aim of establishing a broad picture of their experiences or views. The important term here is broad, for it is unlikely that a questionnaire will reveal the depth of those views and experiences in any of their rich detail. (p. 118)

Clough and Nutbrown (2000) go on to say:

> Questionnaire methods are at the 'hard' – arguably more scientific – end of the spectrum of social science enquiry. Perhaps more than any other method of enquiry in social science, there are techniques of questionnaire design which are not specific to given topics but which apply across all instances of use. These concern procedures for such as the construction of questions, the anticipation of a frame of analysis, and claims to significance. (p.118)

The questions included in the questionnaire designed for the present inquiry were based upon conclusions obtained from seven other reports of research carried out since 1990 on teachers surveyed regarding their responses to education in the United Kingdom and two books based upon this and similar research. Many of these reports have conceived of teachers as a homogenous group for whom the age group they teach makes no difference in terms of how they teach and what they teach. A feature of the current questionnaire is its focus exclusively on the Infant sector, i.e. teachers of pupils aged between five and eight years of age.

Many of the reports that have been published since 2000 reveal a negative ethos in the teaching profession. This is affirmed by the MORI poll commissioned by the General Teaching Council conducted in 2002 and published in January 2003. In the Summary, under the heading of 'Teacher morale and retention', it states:

> This picture is fairly consistent across sub-groups of teachers. However, teachers with more experience have lower morale and, more worryingly, the decline in morale for newly qualified teachers to those with one to five years' experience is sharp. Just over one in ten newly qualified teachers perceive their current level of morale to be lower compared to when they first started teaching but this increases to four in ten of those with one to five years'

> experience. Furthermore, six in ten teachers with 16 or more years' experience say they have lower morale.
>
> (GTCE, 2003, p. 7)

In addition to a sense of this negative ethos, other characteristics of teachers have been identified in the published studies. Thus, Campbell et al (1991) write:

> Personal commitment, "conscientiousness", rather than salary position, was associated with long hours on work. We originally used the term "conscientiousness" to imply the possibility of "over- conscientiousness", i.e., conscientiousness to a fault. We think that many teachers in Key Stage 1 were having to, or choosing to, spend so much time on work in the Spring term, 1991 that the virtue of their conscientiousness must be called into question…Teachers need not be so conscientiousness, though this will be difficult because of their training into an occupational culture in which a high value is placed on conscientiousness. (p. 90)

This factor of conscientiousness which the researchers at Warwick University identified in 1991 is one that I have observed at work for many years. It has been noted in a different form by Sargent (1994), when teachers said they would try hard to implement the National Curriculum:

> Although many in the teaching profession have always supported the principle of a core curriculum, few teachers could have guessed that the advent of the National Curriculum in 1989 would have been accompanied by the degree of central control over educational policies and structures that exists today.
>
> In sharp contrast to the picture of educational gloom created by an increasingly centralised, bureaucratised and apparently technocratised education system has been the emergence of school focused and school based initiatives for teachers' professional development. (p. 1)

Questionnaire Design

Foddy (1993/ 1999) suggests that verbal data has become the standard means by which researchers in the social sciences gather their information but that often the theory underlying the means of obtaining that verbal data has considerable weaknesses. He enumerates ten problems relating to a researcher obtaining valid verbal data. These are as follows:

> Factual questions sometimes elicit invalid answers;
> The relationship between what respondents say they do and what they actually do is not always very strong;
> Respondents' attitudes, beliefs, opinions, habits, interests often seem to be extraordinarily unstable;
> Small changes in wording sometimes produce major changes in the distribution of responses;
> Respondents commonly misinterpret questions;
> Answers to earlier questions can affect respondents' answers to later

questions;
Changing the order in which response options are presented sometimes affects respondents' answers;
Respondents' answers are sometimes affected by the question format per se;
Respondents often answer questions even when it appears that they know very little about the topic;
The cultural context in which a question is presented often has an impact on the way respondents interpret and answer questions.

(Foddy, 1993, pp. 2-9)

The points listed above were all considered in the initial stages of planning and designing the questionnaire and the covering letter. Some of the points, such as 'Respondents often answer questions even when it appears that they know very little about the topic', were not relevant to this questionnaire.

However, the present study sought to reduce potential weaknesses by giving serious consideration to the issues of questionnaire design raised by Foddy (1993), as discussed further in this section. However, given the nature of postal questionnaires, this study cannot claim to have eliminated all of the potential weaknesses described previously.

Structure of the Questionnaire

Reports about teachers and their experiences as a result of national policies since 1989 were read. This was to discover the features which they had in common, and the elements of teacher concerns of which they had significant evidence, in order to warrant inclusion in the survey of Infant school teachers. In addition, the areas they failed to identify which I as a teacher had experienced were also noted. The quotations each report contained were analysed to ascertain the proportion of negative to positive comments. The questionnaire was developed in part around a selection of quotations from these reports, based on an analysis of all of the quotations from teachers' responses that occurred in the reports. Subjects that were common in all of the reports were listed and then the quotations from teachers placed under those headings from each report. The statement which in my view most strongly represented the issues was included. Some unpublished statements from teachers, gained from national and local teacher conferences, were included when I felt these to be representative of remarks by other teachers. Various techniques were used to develop items that would be able to elicit further information from respondents. Opportunity to extend the information being shared was given in the introduction to the postal questionnaire. The final questionnaire went through six distinct phases of revision until a framework was established in

discussion with Professor Pennington. Once the framework was decided, it went through a further five refining stages until the distribution version was agreed in further discussion with the supervisor. The research techniques used were postal questionnaires and historical research.

In the initial stages of the design, many of the quotations selected were regarded as too negative and the supervisor noted that there was a strong bias towards negativity. At this point, I had to question whether that negativity was a reflection of my own feelings or whether that was the weighting in the reports themselves. I then analysed the comments in all of the reports rating each as negative, positive, or neutral. There was a strongly negative response in all of the reports where teachers were asked to speak about issues. It can be assumed that the authors of those reports would have thought that they selected representative (mainly negative) comments and that were giving an accurate account of what they had been hearing whilst doing their research. In addition, the MORI poll summary makes a point about the negativity in the teaching profession.

Final design of the questionnaire

The design of the questionnaire involved three distinct sections, each intended to ask the respondent to consider separate interlinked elements. These elements are based upon the conclusions or summaries from published reports or papers about the retention of teachers or their experiences resulting in stress or distress about teaching.

The questionnaire was constructed with the notion of having different kinds of stimuli for participants to respond to. The first page of the questionnaire asks teachers to supply general background information about themselves, their experience as a teacher and their views on various aspects of life in the world of education. There are four Items each having different numbers of sub-items that are closed questions requiring either a factual response to a specific question, a number, or a deletion of *yes* or *no*. The objective is to provide descriptive information. The objective of the second type of item is to provide teachers with an opportunity for reflection upon their experience, practice, values, and beliefs. Therefore, each asks them to consider the answer in the light of their current situation and their ideal one. Pages 2-4 use a design based upon Pennington (1992) and revised in Pennington *et al* (1996). The type of stimulus was a set of paired scales constructed to be bipolar and to be rated by participants in terms of their ideal and actual teaching situation. There

is space provided for any comments from respondents, and these provide a further layer to the data. For Items 6 to 12, the type of stimulus was a set of viewpoints in the form of statements of opinions of other teachers, mostly quotations from teachers from published research reports.

A pilot of the questionnaire was run using items set out as in Pennington et al (1996, p. 151). Respondents, who were English Infant School teachers, found it difficult to understand how the question related to the numerical scale, even reading the textual instructions. They suggested the inclusion of a double-ended arrow pointing to either end of the scale. As consequence, a diagrammatic representation was included in the final questionnaire. This consisted of a double-ended arrow with three intersecting vertical lines spaced along the line. Each vertical line indicated the values 1, 3, and 5.

Validity and reliability in the questionnaires

The issue of test re-test reliability was not appropriate. This questionnaire was not designed as a test instrument but a tool to explore the views of teachers of 5 to 8 year olds in the period of 2002 to 2004. The same study could be repeated either in the UK or elsewhere for comparison of results. In the case of replication, the teaching situation will have changed, or may be different to begin with (e.g. in another country), and so there will be concerns that are not identical. Thus, although the general structure of the questionnaire should be useable in other contexts, revisions in the questionnaire items would presumably be necessary.

Content validity was the result of the research into the theoretical and historical background of issues supporting the questions used in the questionnaire and discussed at length with Professor Pennington, my supervisor. In addition, the numerous rewrites of the questionnaire were done in collaboration with her prior to the final questionnaire design and a pilot was run with the questionnaire before it was used for this reported study.

Statistical consultants

In addition to the supervisor, a number of people were consulted regarding the statistical design and procedures of the research. The original statistical design using non-parametric procedures, as described in the transfer paper, was provided by Professor Pennington, in consultation with her statistical consultant and co-author, Dr. Francis Yue, at City University of Hong Kong. Dr. Yue holds a PhD in

Statistics from the University of Sheffield and has worked with Professor Pennington on several studies using a variety of statistical procedures. Later, I consulted with Isabella McMurray (a demonstrator and instructor for SPSS at the University of Luton) about setting up the data set. Reading Pallant (2000) about using SPSS to analyse my data, together with Brown (1988) and Huck (2004) on using statistics in research as suggested by my supervisor, caused me to consider whether parametric rather than non-parametric procedures should be used for my analysis. Professor Pennington consulted her former colleague at the University of Hawaii, Dr. James Dean Brown, a well-known testing and statistics specialist. Dr. Brown strongly suggested using parametric statistics for the statistics of my investigation, and this advice was followed. However, Dr. Brown's advice to use MANOVA was not followed as I wanted to subdivide the categories of analysis into more than the three independent variables (country of origin, headteacher vs. classroom teacher, and years teaching relative to the Education Reform Act in 1988) originally envisioned in the research design, which is the maximum number possible for that procedure. That decision meant that the statistics of the study had to be carried out individually for each of the independent variables, requiring a large number of repeated individual ANOVAS, and use of the Bonferroni procedure to correct for possible Type 1 error. This meant a much larger commitment to statistical work than had originally been anticipated. The statistical work was greatly aided by Dr. Lawrence Lau, a researcher at Birkbeck College, University of London, and who had previously worked for many years with Professor Pennington both in Hong Kong and at the University of Luton. The various decisions I made ultimately affected the results of the thesis, as discussed further in relation to the results.

The internal consistency-reliability of the questionnaire

On the advice of Dr. Lau I carried out tests to ascertain the internal consistency of the questionnaire. This required some adjustment of the scores. The design of Item 5 required respondents to score an item using a 1 to 5 Likert scale as they perceived the wording of two statements to apply in their ideal and actual teaching situations on a particular subject. This meant that the wording of the choices on some of the items would appear to reverse the scoring. For example, a respondent might choose 1 in their ideal situation and 5 in their actual situation because they believed that the purpose of education in an ideal situation was to educate pupils as learners (score 1) whilst in their actual experience the purpose was nearer to educating pupils predominately for a labour market (score 5). This would seem to

present 1 as low and 5 as high when in fact both 1 and 5 were seen as the highest numbers. The scale was set from 1 to 5 for both situations. Therefore, the scores of some items were reversed before a test for internal consistency- reliability was carried out, so that the choice of 1 was seen as high as the respondent intended. The data set used for checking the reliability had the missing values replaced with the mean for that item but the outliers were not removed (Sasaki, 1996; Carpenter and Kenwood, 2005). The Cronbach alpha coefficient for the items of Item 5 was .581, showing a modest degree of consistency. Since Items 6 to 12 used a straightforward Likert scale 1 to 5, the Cronbach alpha co-efficient is reported separately and was .898, showing a high degree of consistency. The Cronbach alpha coefficients reported are for general reference to the whole questionnaire. Different items had different and modified data sets, and giving an alpha value for each would not be practical since over 500 analyses of Variance (ANOVAs) were carried out. The data set were reset for the analysis.

Selection of schools invited to participate in the research

Criteria

1. Regions selected would cover the whole of England and Scotland;
2. Schools would be in urban and rural areas;
3. Schools could be contacted by email

Schools in twenty-six Local Education Authorities (LEAs) and fifteen London boroughs in England; schools on the Isle of Man and three of the largest regions in Wales were invited to participate in the study. A list of the regions can be found in Appendix A3. These included LEAs that had a large rural population like North Norfolk and cities such as London and Manchester. The selected London boroughs included areas known to be lower in the school league tables, such as Tower Hamlets and those at the opposite end of the spectrum, like Richmond upon Thames. Appendix A4 gives a list of LEAs in England by region. In England there are three types of school that have the targeted pupil age range: Infant, Lower, and Primary, depending upon the LEA structure.

The third criterion, requiring schools to be contacted via email was based upon the need for ease of contact and financial considerations. Sending letters by surface mail to the same number of schools that could be contacted via email would have cost a considerable amount of money; obtaining school addresses, posting letters, and waiting for replies would have been very time consuming – and for a researcher in a full-time teaching post and acting deputy headteacher, out of the question.

Emails were sent to all of the appropriate types of schools, with the number of relevant schools varying from LEA.

Obtaining school email addresses

The method of getting school email addresses was also very time-consuming. In 2003 the number of Infant schools in England having access to the internet was far fewer than schools in the Primary or Secondary sector.

Website searching for email addresses of Infant and Lower schools

A general search for all LEAs was conducted using the Schools web directory internet address (http://www.schoolswebdirectory.co.uk) and the link to a specific LEA followed; and for Scottish schools, the Scottish schools online website was used (http://www.scottishschoolsonline.gov.uk).

Obtaining the email addresses of schools was a convoluted process because of the different ways that different LEAs structured their websites. Some LEA websites gave alphabetically arranged lists of all schools but not organised according to the phase, i.e. Nursery, Infant, Junior, Primary, and Secondary. Sometimes the name made the phase obvious, but not always. Consequently, many of the links to the school name had to be opened before the phase could be identified. In addition, many of those schools in the Infant phase did not give email addresses. This meant an extended search of even the LEA websites with an excellent structure like Hertfordshire. Thus the website of the school had to be opened, and then sometimes a link to 'contacts' revealed the school email address. However, anyone wishing to follow these links may find that the links or the websites have changed their structure and organisation since August 2003. Not all schools had email addresses in 2003, but the majority of schools will have them in 2005.

The 'National Grid for Learning' website provided links when searching for Infant schools in London. This was another site where the school website had to be opened in order to discover if the school actually had an email address. Others, such as Cornwall LEA website, placed the email address next to the name of the school. A few sites gave full information on opening their site link, some even including the school's budget allowance.

Questionnaire data generation and collection

The first flyers were sent out during July 2003, very close to the end of the English

academic year. This took into consideration the fact that many Key Stage 1 teachers would have been doing the Standard Assessment Tests (SATs), collating the results and the associated paperwork involved. All teachers would have been writing pupils' reports and been involved in the end of term activities and administration. Consequently, the first mailing of the flyer was intended to generate data which could be used to produce coding categories during the summer break and to input data into SPSS. This was to follow the normal procedure of the constant comparative method (Strauss, 1987) of gradual development of coding categories and the advice that data analysis should be started as soon as the first questionnaire was returned in order to avoid being overwhelmed by a 'data mountain'. Flyers were also sent to Scottish schools when they began their new academic year in mid-August 2003 and to Irish, Welsh and English schools in September 2003.

Distribution of questionnaires in Scotland

The protocol in Scotland when requesting help with or access for research was to approach the Director of Education for each of the Scottish regions, rather than individual headteachers as was the protocol in England, Wales, and Northern Ireland. Having obtained a list giving the names of the Director of Education for each Scottish region, each was sent a letter by email requesting access to headteachers in the Primary schools. (See Appendix A5)

Initially, it appeared that there would be no problem with access to schools in Scotland. However, at the time I was asking Scottish schools to participate in this study they were involved in the process of implementing the extensive changes taking place in the educational structures in each of the regions being implemented after the consultations on education carried out in Scotland following devolution e.g. SEED,1999, 2001.

Consequently, some Directors of Education, although positive towards this inquiry, were reluctant even to arrange for the individual headteachers in their region to consider the idea of participating. Others were willing to distribute a questionnaire to their primary headteachers, and still others arranged for a list of the primary school email addresses to be provided so that headteachers could be contacted directly. The refusals were mostly due to the amount of work that primary schools were engaged in due to change in the Scottish system since the referendum on education

after devolution. However, there were a few regions where schools were already engaged in research projects. This did mean that schools in the cities of Edinburgh, Glasgow, and Aberdeen were not included in this study. In Scotland, teachers in Primary schools were approached as potential participants because there are very few Infant schools and the equivalent age group to the English Key Stage 1 are the Primary 1, 2, and 3 classes.

Other ways of inviting teachers to participate

The postal questionnaires were advertised on the websites of the teaching unions, Professional Association of Teachers (PAT) and the Scottish Association of Teachers and Lecturers and on various websites read by teachers throughout the UK, e.g. The SENCO forum, the Early Years forum, the English as an Additional Language forum and some LEA websites in the UK. It was also advertised in 'Report', the magazine for members of the Association of Teachers and Lecturers in England and for Northern Ireland; through the researcher's personal links with teachers throughout the UK; through contacts with teaching unions; and through links with University research departments, including the Institute of Education, University of London, and Kingston University.

Questionnaires sent out

The emails sent to headteachers invited them or their staff to contact me directly for a copy of the questionnaire. The questionnaire was long and only teachers who were interested to participate were sent a copy. The University of Luton provided the stationery and funding for the costs involved in the distribution of the questionnaire. Although the vast number of headteachers contacted responded with interest, they expressed the need to protect their staff from more paperwork and felt unable to ask staff to participate in the study. Some asked if the request could be sent again at a later date and this was done. As a combined total from England and Scotland, 335 requests for questionnaires were made, and 154 completed questionnaires (46% of the 335 mailed out) were returned. The data from the 154 was analysed both quantitatively and qualitatively.

Quantitative Methods

Methods used in the statistical analysis of the questionnaire

SPSS version 11 and later 12.01 were used to provide a statistical analysis of the data. An initial dataset was made from all of the responses to all of the items on the

questionnaire. As will be described in the appropriate sections, further data sets and subsets were subsequently created.

The questionnaire allowed for and encouraged respondents to qualify their quantitative scores on Likert scales with comments or answer with comments rather than scoring or rating their responses to items.

Items 1 to 4

The four items 1 to 4 were each subdivided into a number of sub-items. Item 1: Background contained nine sub-items in addition to name, gender, and age. Item 2: Teaching Pupils with English as an Additional Language (EAL) had five sub-items. Section 3: Historical Context of Experience had two sub- items, along with three sub-items for only teachers in England and Wales or two sub-items for only teachers in Scotland and Northern Ireland. Item 4: Career Aspirations had six sub-items, along with two sub-items only for teachers over 55 years of age.

The data from these items were either on a continuous scale, e.g. age, or a categorical scale, e.g. *yes* and *no* responses to items. These items were initially analysed to provide descriptive statistics and frequency. The results are recorded in Chapter 6.

Items relating to background information

These were included in order to obtain general information such as name (optional), gender and age. The first sub-item (1a) was for respondents to list their formal academic qualifications. Respondents were then asked to give the type of school they worked in item (1b), their teaching roles (1c), whether they were full or part-time teachers (1d) and the country of the United Kingdom (UK) in which they currently taught (1e). Respondents were asked whether they had taught in other countries of the UK in case this proved to be of importance when the questionnaire data was analysed, e.g. the number of the Scottish respondents who might have had experience of the English system (Also 1e). The number of years they had been teaching per se (1f) was included because although a teacher might have been teaching for 20 years they may only have been teaching 5 to 8 year olds for 1 year (1g).tAnother teacher of 20 years experience might have been teaching the specific age group of this study for all of those 20 years. The item of the time spent working in their current school (1h) was designed to access the sense of personal stability in their work, and lastly the socio-economic situation of the catchment area in which

they worked (1i). The last item asked for an estimate of the percentage of parents of pupils in socio-economic groupings.

Some of the background information questions were straightforward, but others more complicated, for example, formal qualifications.

Formal Academic qualifications

The issue of teacher qualifications is complex. There is currently a variety of routes into the teaching profession and sample teachers in this study will have entry qualifications ranging from those required just after the end of the Second World War to the present day. The requirements of initial teacher training and the academic awards conferred have undergone many changes since 1945. Although pre-devolution in 1999 Scotland was ostensibly run from Parliament in England, there were distinct differences in the training of teachers north and south of the border. This is part of the discussion in Chapters 2 and 6.

Methods used in the analysis of the data

The variables used in analysis of Item 1a

The range of qualifications detailed by respondents was quite extensive. Eight variables related to *item 1a: Qualifications* were set up, and each type of qualification was sorted into one of the eight variables. The variable labels were: Qualification Certificate of Education; Qualifications Bachelor of Education; Qualifications Batchelor of Arts; Qualifications BSc; qualifications BTEC; Qualifications Post Graduate Diploma; Qualifications Masters and Qualifications Doctorate. A few qualifications had to be placed in a variable that did not match the variable label. For example, some respondents had two or even three post graduate qualifications, but only one could be placed under the variable label for Post Graduate qualifications. Thus the label 'BTEC' will have some specific post graduate qualifications shown in the 'BTEC' table (S6). Some respondents wrote numerous qualifications on their questionnaire, and there were a few respondents who did not write anything in answer to 1a. It will not be assumed that all participants listed all of their qualifications.

The variables used in the analysis of Item 2: Teaching Pupils with English as an Additional Language (EAL)

Items (2a) and (2b) were entered in the data set as categorical data. Respondents answered *yes* or *no* to the questions about their current and past experience of

teaching in schools with pupils who had English as an Additional Language (EAL). A respondent who replied positively to (2b) was asked to give the number of years experience of teaching EAL pupils they had (2c) and the proportion of EAL pupils in their current school (2d). The final item in Item 2 was to rank the dominant nationality/ies of EAL pupils in their school.

Methods used in the analysis of Items 5 and 6 to 12

Item 5 consisted of twelve items, each items having two polar statements, and participants were asked to rate their agreement with either statement by circling a number from 1 to 5. The number 1 was nearest to one statement, and the number 5 nearest to the other statement, with the number 3 mid-way between the two. An example is shown in Figure 5.1 below:

a) Purpose of schooling			
	(i) To educate pupils for the labour market	◄——————————►	(ii) To educate pupils as learners
	In my IDEAL situation:	1 2 3 4 5	
	In my ACTUAL situation:	1 2 3 4 5	
Comment.....i..i..i..i.....i.....i..i..i..i.....i.....i.....i.....i.....i.....i.....i.....i.....			

Figure 5.1: Example of Item 5 layout

Items 6-12 consisted of individual statements with 4-point Likert scales requesting respondents to indicate their degree of agreement or disagreement with the statement. In order to encourage an agreement or disagreement response and to minimize central tendency, the "No Opinion" option was provided as a separate option beside the scale. The statements were clustered into groups of three or more items with the categories under the following headings:

6. Priorities /Pedagogy
7. Assessment
8. Management
9. Ethos
10. Morale
11. Job and Career Satisfaction
12. Effect upon relationships, personal life and self-worth

Items 5 to12 were first analysed descriptively to find the mean and standard deviation of the scores given by teachers for each item in each question. Following

Sasaki's (1996) methodology, as supervised by Dr. J. D. Brown, replaced missing data with the mean for that item.

In Item 5, a series of two-way between-within analysis of variance (ANOVA) with repeated measures was then carried out to discover significant differences between the ideal and actual scores for the entire sample and each independent variable, and t-tests to further explore the statistically significant results.

Following an email from Professor Pennington after her discussion with Dr. J.D. Brown the items in sections 6 to 12 were analysed to determine the frequency of 'no opinion' in the items. There were sufficient 'no opinion' ticked to warrant transforming the Likert scale on sections 6 to 12 to a position as 3 on the Likert scale as Dr J.D. Brown advised (Gorsuch, 2001). One-way ANOVAs on the Likert scales as converted to 5-point by considering the 'no opinion' response as a central choice between the agreement and disagreement options, were used to discover significant differences for the subgroups in items 6 to 12, followed by Tukey tests to further analyse the statistically significant results. Tukey Post hoc tests were only carried out when the independent variable had more than two levels. Factor analysis was then applied for Item 5 and items 6 to 12 to discover the internal structure of the responses to these items.

The data were analysed by placing the respondents into groups to see if these groupings could be predictors or indicators of the ways in which teachers of 5 to 8 year-olds had responded to the questionnaire items. For this seven groupings were used.

Each respondent was to be included in each of the groupings (subgroups), or independent variables, which were intended to capture essential features of the educational life and work of teachers in the Infant and Primary 1 to 3 sectors. For example, whether a teacher was a headteacher, a deputy / depute, or a class teacher could affect the score and responses to items. Some teachers called themselves 'class teachers' but in fact were support teachers, supply teachers, advisory teachers, or teachers who taught small groups of English as an Additional Language pupils. The responsibilities involved in the role of total class teacher are different from these other teacher roles.

Again, as an example of the type of extra responsibility, in England class teachers who are not newly qualified (NQT) or in their first year of teaching (induction year) do not have to be subject co-ordinators and neither do those who teach EAL pupils. In some schools, however, teachers of EAL pupils are given co-ordinator roles for a subject, but these are roles that do not require the most work. So in a school with a number of NQTs and / or induction year teachers the whole responsibility for the co-ordination of all of the curriculum subjects could be placed onto the shoulders of a few class teachers, and possibly the deputy headteacher. Also, in some schools there are so few teachers that the headteacher has to teach for a great proportion of their time, whilst in others their role is limited to management. Headteachers who have major teaching responsibilities might have a different perspective from those who are no longer in the classroom.

Other elements that could affect the scoring of responses could have been whether the teacher had been teaching since or before the introduction of the Educational Reform Act (ERA) in 1988. If teaching after the ERA, they might only know about the teaching of 5 to 8 year olds since the time of the changes that the ERA introduction brought about. However, there were other historical events which affected teachers who have been teaching for different lengths of time, e. g. the introduction of the National Curriculum, SATs, and the Literacy and Numeracy Strategies, for example, in England, and the 5-14 Curriculum in Scotland. So variables needed to be created that could explore the data based on these factors. Some of the relevant variables already included all of the respondent teachers, whereas for others the relevant information was spread across several variables in the initial data set created from the responses to the questionnaire. Thus, in some cases, other variables needed to be created from the data in order to capture important distinctions among respondents.

Independent Variables for ANOVAs, t-tests, and factor analysis

As described in the next section, certain variables were recoded to create new variables. It was then possible to place all 154 participants into each of the new variables that were to be used as independent variables for the analysis of items 5 to 12, along with three variables that did not need recoding.

The un-recoded variables used were:

1. Nation participant teaches in (nattaut)
2. Teaching prior to Education Reform Act 1988 (teacera)

The recoded variables used were:

3. Summary: basic and additional qualification (sumqual)
4. Head or deputy/ depute teacher or not (smtnotsmt)
5. Full responsibility for class (fulrespo)
6. Group 5 to 8
7. Historical (eduhist)

Variable 1: Nation participant teaches in (nattaut)

Although Infant and Primary schools across all of the countries in the United Kingdom were invited to participate in the research only teachers in England and Scotland responded by requesting questionnaires and returning them. The variable therefore had only two levels. For those participants currently teaching in England, the code 1 was applied and for those participants currently teaching in Scotland the code 2 was applied. Data for this variable was categorised as nominal and obtained from Background Information, Section 1e, of the questionnaire.

Schools in England were targeted first, (a) because of the difference in the school holidays between England and Scotland and (b) because the procedure for approaching Headteachers in Scotland required the researcher to obtain permission from the appropriate regional Director of Education, which was a slightly longer process. As the researcher was a full-time teacher in England, schools in Scotland had already begun their summer holidays whilst English schools were still completing Standard Assessment Tests, writing reports to parents and involvement in all the end of term / year activities. Thus targeting schools at a time conducive to teacher's willingness to complete questionnaires was a consideration, i.e. in England, the school would have time to receive the questionnaires prior to going on holiday and teachers would have the longer summer holiday in which to complete their questionnaires. Also, sending questionnaires and inputting data was more conducive to the holidays. Due to these two factors, data from English teachers tended to arrive first (hence the designation code of 1). The fact that in Scotland schools could not be approached directly but each regional director was the first point of contact meant that the timing was unavoidably more conducive to the regional director's diary and time. All of the offices of Scottish regional directors were relatively quick in their responses to the initial request for schools to be approached and all asked for further detail. Some gave permission and some did not. Some gave email lists for their schools and some a list of the schools.

Variable 2: Teaching prior to Education Reform Act 1988 (teacera)

Data for this variable was categorised as nominal and was obtained from Historical Context of Experience, sub-item 3b, of the questionnaire. It had two levels, designated 'yes' and 'no'. Teachers teaching prior to the introduction of the Education Reform Act were designated 'yes' and those teaching after its introduction, 'no'.

Recoded variables used in the statistical analysis

Variable 3: Summary: basic and additional qualification (sumqual)

Data for this variable was based on responses obtained from Background Information, Section 1a, of the questionnaire. Sub-item 1a asked participants for their qualifications. Some participants included all of their qualifications when responding to this question, e.g. one who used the whole A4 blank side of the last page of the questionnaire to list all qualifications relevant to teaching. Others omitted qualifications from the designated questionnaire section but made them known in the qualitative comments given in their responses as they completed the questionnaire. Therefore, it cannot be assumed that participants only held the qualifications they included in the designated section of the questionnaire and did not in reality hold other qualifications which they did not include on the questionnaire.

In addition, the open-endedness of question did not anticipate the wide range of qualifications that teachers in the United Kingdom can obtain. It might have been better to have asked for the minimum and highest qualifications. However, asking the question in such a form would have had to take into account the many different optional qualifications which currently award Qualified Teacher Status and the many changes in qualifications required since 1960 both in England and Scotland. Nonetheless, there have been many more changes in England to the routes or ways in which qualified teacher status is achieved than there have in Scotland since 1960.

The table of the range of qualifications held by participants can be found in Appendix B. A brief look at this table shows the complexity that this question would have had to take into account in order to obtain somewhere near to an accurate survey of all of the potential qualifications held by the questionnaire participants. So it would have proved a somewhat complex, and in this case unnecessary, question to put into the questionnaire. It would also have been counterproductive to

encouraging teachers to complete an already long and time-consuming questionnaire.

Since having an accurate knowledge of all of the qualifications held by participants was not one of the objectives of the questionnaire but rather an idea of the range of qualifications held that was wanted, a new variable was created from the qualifications data. The new variable gave a designation of Minimum or Additional qualifications. The definition given to 'minimum' qualification was the basic level of qualification required for qualified teacher status in England or Scotland, and coded 1. The definition of 'additional' qualification was any qualification above the minimum required for qualified teacher status in England or Scotland, and coded 2.

Variable 4: Head or deputy / depute teacher or not (smtnotsmt)

Head or deputy/ depute teacher or class teacher (Two levels)

The data for this variable was categorised as nominal and obtained from Section 1 of the questionnaire. Initially variables were set up for each of the main roles in a school, some of those roles being only found in English schools, e.g. subject co-ordinator, or Special Educational Needs co-ordinator. Although that data was important as demographic data, those variables needed to be collapsed into a new variable in order to examine the whether the role that teachers played within a school influenced or affected the scoring given to sections 5 through to 12 of the questionnaire. A new variable was created to show whether a teacher had the role of Head teacher, deputy/ depute headteacher or class teacher.

Although almost all full-time class teachers in England also had additional roles, sometimes as many as four co-ordinator roles in addition to that of class teacher, this was not true in Scotland. Therefore, the role of co-ordinator was ignored as part of the criteria for this new variable.

Also, although it is labelled as Senior Management Team or Not Senior Management Team, (smtnotsmt), whether or not a teacher was actually part of the Senior Management Team of a school was not did not matter. For example, some class teachers in their real situations are part of a school's SMT. In all schools, the Head and deputy/depute are the management team. So in this variable, the label was shorthand indicating whether the person was or was not in the role of Head or Deputy. Descriptive analysis showed that only 11 of the participating teachers held the position of deputy/depute. This number was too small to use as a viable

separate group and consequently these individuals were combined with the headteachers, hence the *SMT / Not SMT* label for the new variable.

Variable 5: Full responsibility for class (fulrespo)

The sample of teachers from England and Scotland reported that 53% of participants from England and 42% of participants from Scotland were actually practicing class teachers. A proportion of the headteachers among the participants were also functioning as teachers within their schools, with 4.3% (3) of Scottish Headteachers combining both the role of Head teacher and that of a full-time class teacher. Those headteachers were in one-teacher schools. The 100% teaching time they reported meant that in practice they were teaching the full timetable when pupils were in school, with a part-time administrative assistant to help them. Consequently, these Headteachers had to fit the work of the Head teacher into the part of the day when no pupils were in school and their own time. Other Scottish headteachers reported teaching for 90% (2), 80% (1), 70% (4) and 60% (4) of their time. From the total sample of participants from Scotland, 24.5% were Headteachers, with responsibility for actually teaching a class of pupils.

Figure 5.2: Percentage of time that headteachers in the sample spent teaching

Role of Head teacher including Acting Headteachers	**nation participant teaches in**		Total number
	England	**Scotland**	
HT with 100% teaching (only teacher)	0	3	3
Teaching HT 90%	0	2	2
Teaching HT 80%	0	1	1
Teaching HT 70%	0	4	4
Teaching HT 60%	1	4	5
Teaching HT 30%	1	0	1
Teaching HT 20%	1	0	1
Teaching HT no percentage given	0	3	3
Acting headteachers (40%)	1	0	1
Total of headteachers in the sample	16	23	39

Amongst the English Headteachers, varying proportions of time was spent teaching pupils (from 26% to 60%). From the total sample of participants from England 4.8% (4) were Headteachers currently spent some proportion of their time teaching pupils. Figure 5.2 above shows the numerical distribution and the percentage of time spent teaching by Headteachers in both nations.

However, although 29.3% of the headteachers in the sample, which amounted to

25.3% of the entire sample of respondents, were teaching as well as functioning in a management role, that figure did not include the deputy headteachers. They actually had a full-time class teaching role and which they were expected to combine with their administrative duties. Figure 5.3 shows the frequency of the roles in the sample.

Figure 5.3: Frequency of teachers in the position of headteacher, deputy/ depute, or class teacher* across the whole sample

Role in school	Frequency	Percent
headteachers	37	24.0
Deputy headteachers	10	6.5
Acting headteachers	2	1.3
Acting deputy headteachers	1	.6
Class teachers*	98	63.6
Ex-headteachers or retired	5	3.2
Total	153	99.4
Missing	1	.6
Total	154	100.0

* All teachers, not necessarily those with full-time responsibility for a class

The role of the Head teacher who does not actually teach a class is different from that of a Head teacher who spends one hundred per cent of their time teaching pupils in a class situation. It could be argued that the non-teaching Headteacher has some responsibility for the class but this is more in their capacity as the person with overall managerial responsibility for the school. The teaching Head teacher – giving, say, 40% of their time to teaching – encounters some of the day-to-day issues of a class teacher but not all. Even the Headteacher who recalls their teaching experience may not be in touch with the effect that the current legislation or demands really impact upon the class teacher in the current educational climate.

In addition, the role of class teacher is different from that of support teachers, supply teachers, teachers of English as an Additional Language, peripatetic or class share teachers i.e. other teaching roles of participants, because the class teacher role includes a multitude of responsibilities and activities that those who are part-time or supply teachers do not have to take on. A total of 9.8% of the sample reported working part-time, ranging from 0.2 to 0.7 of a full-time position, and 90.2% reported working full-time. Note that the term 'teaching' does not mean solely the time spent in front of a class or group of children.

This new variable was recoded using 'responsibility' (fulrespo) as a factor to be

included in the analyses and had three levels: 1 = full responsibility for a class; 2= some responsibility for a class and 3 = no responsibility for a class. Statistical analysis using ANOVAs required groups to have similar numbers of subjects. There was a problem with variable 'fulrespo' because the participants in each of the three levels were not equal in number. Having the intention to regard the results with extreme care, this variable with its unequal levels was nevertheless retained and used in the subsequent analysis.

Two other important groupings were required for analysis that would be based upon the research into the historical events which have affected the teaching profession generally. The introduction of the Education Reform Act 1988 significantly impacted the teaching profession. Events that followed the introduction of the National Curriculum in England and the 5 to 14 Curriculum in Scotland have also been highly significant. With these important events in mind, two new variables were created, with one grouping based upon how long participants had been teaching pupils aged between five and eight years and the other grouping based upon how long participants had been teaching any age group.

Variable 6: Grouping on number of years teaching 5 to 8 year-olds (group 5 to 8)

The variable 'yearsks1s' was constructed from the questionnaire item 1g, i.e. the number of years respondent had been teaching 5 to 8 year olds. This variable was transformed and a new variable created, labelled 'Group 5 to 8'. The total number of participants was divided into three groups of similar size. This variable had three levels. The range set for 'group 5 to 8' was, those who had been teaching 5 to 8 year olds from 1 to 8 years were allocated the code 1; those teaching 5 to 8 year olds from 9 to 17 years were allocated the code 2; and those teaching this group more than 18 years allocated the code 3. The numbers in each group were distributed as: group 1, *n*=46 (31%); group 2, *n* =51 (34%), and group 3 *n*=52 (35%).

Variable 7: Grouping based on educationally historical events (eduhist)

Data for this variable was obtained from item 1f. The new variable was created by transforming the variable 'Number of years teaching any age group' ('yearstea') into a new variable based on chronological events in educational history that would have been experienced by participants, labelled 'eduhist'. Three fairly evenly distributed groups resulted. Using educationally historical dates the variable 'eduhist' was coded as follows:

Figure 5.4: Data on transformed variable 'eduhist'

Range set by transforming data in the variable 'number of years teaching any age group' (yearstea)	Codes for new variable 'eduhist'	Valid Percent
1 to 16 years	1	32
17 to 25 years	2	37
26 > years	3	31

Analysis of Item 5

The independent variables used in the analysis of Item 5 were:

1. Nation participant teaches in (nattaut)
2. Teaching prior to Education Reform Act 1988 (teacera)
3. Summary: basic and additional qualification (sumqual)
4. Head or deputy/ depute teacher or not (smtnotsmt)
5. Full responsibility for class (fulrespo)
6. Grouping on number of years teaching 5 to 8 year-olds (group 5 to 8)
7. Grouping based on educationally historical events (eduhist)

The numbers of levels in each variable were as follows and post hoc tests could only be carried out where the variable had three levels.

Figure 5.5: List of the Independent Variable labels and the number of levels

Variable name	Levels
nattaut	2
Teacera	2
Sumqual	2
smtnotsmt	2
Fulrespo	3
group 5 to 8	3
Eduhist	3

Dependent variable (score)

For Item 5, the dependent variable, labelled 'score', had two levels and was constructed from the ideal and actual scores for item 5a across the whole data set. A clustered box plot was generated to determine outliers for each item in item 5, i.e. (5a) to (5l), plotted against each of the seven independent variables.

A two factor mixed Analysis of Variance (ANOVA) with repeated measures was carried out to explore the possible impact that each of the seven independent variables might have upon the ideal and actual scores given by respondents when

rating the items labelled (5a)-(5l) on the 1 to 5 Likert scales for ideal and actual situations. Repeated measures ANOVAs were used because the measurement of the dependent variable is for the same person on two different occasions (i.e. an ideal and an actual situation). The outliers for each item were removed from the data set before each analysis was carried out. These outliers amounted to 154 – n.

Analysis of Variance (ANOVA)

Underlying assumptions for between-within subjects ANOVA with repeated measures

Homogeneity of Variance

Each of the seven grouping variables with the twelve items (ideal and actual scores) of Item 5 were submitted to Lavene's Test of Equality of Variance in order to determine their homogeneity of variance. There were some items that violated this underlying assumption of homogeneity (See table below).

Figure 5.6: Problems with homogeneity in Item 5

Grouping variable	Item number	Lavene's significance value	
		Ideal	Actual
Nattaut	5c	.002	.715
	5f	.009	.108
	5l	.022	.907
Era	5b	.000	.977
	5e	.006	.295
sumqual	5i	.019	.033
smtnotsmt	5l	.030	.584
	5i	.000	.000
	5k	.000	.000
fulrespo	5i	.007	.000
	5k	.009	.060
	5l	.600	.020
group 5 to 8	5b	.000	.150
	5i	.025	.243
eduhist	5d	.234	.323
	5e	.018	,560
	5f	.036	.074
	5g	.039	.006
	5i	.078	.020

Pallant (2002, p. 205) recommends that a more stringent significance level (e.g. .01) for evaluating the results of the ANOVA is set where a significant result on the homogeneity test (<.05) suggests that the variance of the dependent variable across the groups is not equal. In order to avoid inflated type II errors, this study used a Bonferroni procedure in Item 5 to adjust the alpha level, i.e. .05/12=.0042, setting an alpha level of .0042. Hence, the significance level used to evaluate the results of the between-within subjects ANOVA with repeated measures for Item 5 was well above that recommended to compensate for the few items that violated the underlying assumption of homogeneity.

Huck (2004) writes:

> In the situation where the sample data suggest that the population data do not conform to normality and/or equal variance assumptions, there are three options available to the researcher. These options include (1) using a special formula in the study's main test so as to "compensate" for the observed lack of normality or heterogeneity of variance, (2) change each raw score by means of a data transformation designed to reduced the degree of non-normality or heterogeneity of variance, thereby permitting the regular *t*-test, *F*-test, or *z*-test to be used when the study's main test focuses on the study's mean(s), or (3) using a test procedure other than t, F, or z – one that does not involve such rigorous assumptions about the populations. (p.257)

Sphericity

One of the tables in the output from SPSS for the mixed ANOVAs with repeated measures for the data in Item 5 gave results for Mauchly's Test of Sphericity. The data from all of the repeated measures ANOVAs with all of the independent variables were examined using this test, and some of the results showed that the assumption of sphericity was violated. To address the potential violations of the sphericity assumption in the ANOVAs, Greenhouse-Geisser values were used throughout following Huck (2004):

The Geisser-Greenhouse [sic] approach to dealing with significant departures from sphericity creates a conservative F-test (since the true Type I error rate will be smaller than that suggested by the level of significance).

If a researcher conducts a repeated measures ANOVA and does not say anything about the sphericity assumption, the conclusions drawn from that investigation probably ought to be considered with a big grain of salt. If the data analysis produces a statistically significant finding when no test of sphericity is conducted or

no adjustment is made to the critical value's df, you have the full right to disregard inferential claims made by the researcher. (p.367)

Bonferroni procedure

In order to avoid inflated Type I errors, the Bonferroni procedure was employed. This technique sets a more rigorous alpha value for each of the tests being conducted and makes the identification of statistical significance more difficult. The Bonferroni procedure was used in all of the tests applied to analyse Item 5 to 12. The potential for Type 1 errors is not eliminated by the use of this procedure, but the problem of inflated Type 1 error risk is. (Huck, 2004, p.199)

Effect size

Effect size (Partial eta squared), also called the 'strength of association', indicates the relative magnitude of the differences between the means (Huck, 2004, p. 174). According to Pallant (2000, pp. 175-176) criticisms have been directed at eta squared values; however, the statistic which SPSS actually calculates (but does not label as such), i.e. partial eta squared, overcomes many of those criticisms.

Post Hoc tests carried out

Post hoc comparisons were carried out using Tukey HSD and are reported in the results, where there were three levels for the independent variable and t-tests .

Analysis for Items 6-12

The same independent variables were used for Items 6-12 but one way -between groups ANOVAs were used to compare the means on all of the numbered sub-items in Items 6 to 12. The dependent variable was the rating given on the Likert scale. The underlying assumptions were considered. Bonferroni procedure was used increased risk of Type I error and Lavene's test was used to screen for homogeneity of variance.

Chapter 6

Participant Characteristics: Findings for Items 1 to 4

In order to answer the research questions, the information from the 154 questionnaires returned was submitted to both quantitative and qualitative analysis. A statistical analysis of the data was made using SPSS version 12.01. The following results are from the statistical analysis of the questionnaire data. The results for items 1 to 4 of the questionnaire are initially reported following the order of those questions as these are demographic statistics. Statistical methods, including two-way Analysis of Variance (ANOVA) with repeated measures, one-way ANOVA, t-tests and factor analysis are used in the analysis of data in items 5 to 12. Some of the information in the analysis of the data from items 1 to 4 is relevant to later analyses and some is linked to the history of education in the United Kingdom discussed in Chapter 2, for example data about the qualifications held by respondents in the sample.

Item 1: Background Information

Gender of participants

The proportion of males in the sample is 4% and that of females is 96% (n=148). The sample of participating teachers followed the pattern usually found in Infant Schools in England, with the overall distribution of gender showing very few male teachers (6). The frequency distribution is 5 males teaching in England, 1 male in Scotland, 80 females in England and 68 females in Scotland. Thus the comments from male teachers will be predominantly from the English education system rather than the Scottish whereas the more balanced numbers of females from the two nations allows for comparison of comments in the two groups.

Age of participants

The mean age for males in the sample is 45 years; for females it is 47 years. The age range of the males is 28 to 55 years of age, with median of 49; for females the age range is 25 to 70 years, with median of 49. The age range is thus greater for females than for males.

Formal Academic Qualifications

Differences between England and Scotland

In the process of initial teacher training, Scotland was able to maintain its own system, so some of the qualifications referred to in this analysis are required only in England and some only in Scotland. Reporting the results of Item (1a) is initially restricted to the analysis of those qualifications which teachers need in order to be awarded Qualified Teacher Status (QTS) in England or Scotland. The academic qualifications held by respondents that are additional to those accepted for the status of qualified teacher in England andi/ or Scotland will be reported subsequently.

Reporting on entry level qualifications

The list in Table B1 (Appendix B) has been extracted from the responses to Item 1a. It shows those qualifications necessary for the status of qualified teacher in England and / or Scotland. In addition to the qualification there was always a requirement in Scotland to be registered with the General Teaching Council for Scotland (GTC (S)) and in England a teacher had to serve a probationary year and received a registration number from the Department of Education. This has recently been changed and teachers in England are now required to be registered with the General Teaching Council for England (GTC (E)). There are basic academic qualifications teachers need to have. Those listed in Table B1 (Appendix B) are held by Questionnaire respondents and do not imply these are the only degrees accepted. The differences between the routes into teaching in England and Scotland are discussed in a later section. Some of the specific degrees listed, e.g. Bachelor of Physical Education plus Post Graduate Certificate of Education, indicate that some Scottish universities have a specific course designed to educate teachers with this combination of qualifications. It does not mean to imply that someone with a degree in Physical Education would not have to take the English Post Graduate Certificate of Education to achieve QTS.

The four types of qualification, Qualification Certificate of Education, Qualifications Bachelor of Education (B Ed), Bachelor of Arts (BA) and Bachelor of Science (BSc), are placed first because they are the basic qualifications needed to reach qualified teacher status, depending upon when the teacher began training. Some teachers with the Certificate of Education or the Diploma of College Education may have gained first degrees after achieving Qualified Teacher Status. Tables B3, B4 and B5 (Appendix B) show the number of respondents in each qualification category.

Qualification Certificate of Education

The category Certificate of Education contains only those qualifications teachers could obtain as the first step towards receiving the status of a qualified teacher in England before the degree of Bachelor of Education was introduced in 1968. Table B2 (Appendix B) gives the results of the analysis for the category Qualification Certificate of Education. The Certificate of Education (Cert.Ed.) in England and the Diploma of College Education (DCE) in Scotland were the most widely held qualifications.

Twenty-three percent (36) of respondents report holding the Cert. Ed; four of those are teachers in Scotland who had been trained and had taught previously in England. In Scotland the DCE is held by 19% (30) of the respondents In fact there are more Scottish respondents holding a Diploma of College Education than the Diploma of Primary Education (Table B2 Appendix B); but because the Scottish universities were able to name their own awards, it is not clear whether this was a separate award or an equivalent form of the DCE. Two respondents holding these diplomas also had Bachelor degrees, but it is not possible to say in which order these two qualifications were achieved by the respondents.

In Table B2 (Appendix B) 'none' denotes participants who have bachelor degrees and have obtained QTS as part of the course or who have obtained a PGCE subsequently in order to be recognised as qualified teachers. In subsequent tables 'none' denotes participants who did not report having the awards referred to in that table.

Qualifications: Bachelor of Education (B Ed), Bachelor of Arts (BA) and Bachelor of Science (BSc).

The three tables B3, B4 and B5 (Appendix B) show the frequency of Bachelor degrees held by participants in England and Scotland. The percentage is given for the combined total of the types of degrees held. The different degrees all require some form of additional certification and / or registration in order to fulfil the requirements to reach qualified teacher status. Some of these degrees may have been awarded after a participant had qualified as a teacher.

Other qualifications listed by respondents have been sorted into those that are additional qualifications but Post Graduate level (Table B6, Appendix B).

Post graduate qualifications reported by respondents are shown in Table B7 (Appendix B). The Post Graduate Certificate in Education is the most widely held

(11%; n=17). This is not surprising because it is an additional requirement for those holding a first degree and wanting to be teachers.

Higher and research degrees

Master of Arts (MA) degrees are not the same in England and Scotland. In Scotland[x] the MA is a first degree but the standard is slightly higher than for a Bachelor degree. The Scottish equivalent of the English MA would be Master of Letters (MLitt).

The data set shows that the three Scottish MAs reported in Table B8 are first degrees and the holders have no Bachelor degrees or teaching qualifications. Also the respondents have never taught in England. Therefore, unless they are degrees conferred by the Open University, they are most likely to be from Scottish universities and thus first degrees, albeit higher awards than Bachelor degrees and thus included in this table of higher degrees (Table B8, Appendix B).

Of the respondents who reported holding Masters level degrees, 11 of these were higher degrees and 3 were the Scottish MA degrees rated as slightly above the standard of Bachelor degrees (Table B8). No respondent reports having a qualification at Doctoral level although one teacher is currently studying for a Doctor of Philosophy (PhD) at the Institute of Education, the University of London.

Seven percent of the total sample report holding higher degrees (excluding the Scottish MA). Of the undergraduate degree holders, those holding the B Ed are in the majority (42), followed by BA (25) and BSc (10) holders. The BA Ed (Hons) is a new education degree included with the BA degrees. Thus 50% (77) of the total sample are at least first degree holders. However, this does not imply a 50:50 split between degree and non-degree holders because some teachers with Certificate of Education (England) or Diploma of College Education (Scotland) had added degrees to their qualifications. As Tables B6 and B7 show, many of the respondents chose to continue to develop their professional qualifications with certificates, diplomas and post graduate certificates and diplomas.

The characteristics of the sample summarised in Tables B1-B8 (Appendix B) is consistent with the current population of teachers in England and Scotland, where (in both countries) the largest age group in the Primary teaching force is aged between 45 and 55. The mean ages of both male (47) and female (49) respondents

fits within this age band. Many of those will have trained as teachers before the introduction of the B Ed degree, and this accounts for a sample of 53% (81) experienced teachers who choose teaching as a career and took courses that were designed with learning and teaching at the heart of the course (Plowden, 1967). There was no degree course available in England specifically designed with education at it centre for those who wanted to teach children under the age of eleven years until 1965. A further 27% (44) studied for the B Ed degree. The data set shows that none of those with the qualifications shown in Table B2 (Appendix B) also have B Ed degrees. Those with the pre-1965 qualifications (Table B2, Appendix B) chose to add to their qualifications with a BA degree.

The Certificate of Education qualification enabled non-degree holders to become teachers whilst at the same historical point degree holders could become teachers without any study relating to teaching. A Post Graduate Certificate of Education was available to degree holders but it was optional so a limited number of people pursued it. Thus degree holders could teach their specialised subject or any subject at secondary level without any knowledge of teaching and could teach the primary age group without training or learning about teaching primary children. This is in contrast to those with the two-year Certificate of Education who could only be assistant teachers whilst those with degrees and no teaching qualifications would be regarded as full teachers. This peculiarity was discontinued in the early 1960s as the three-year course came into effect.

The first B Ed courses were only available at a few Colleges of Education in 1965 but in 1989 students on the Certificate of Education course could continue for another year and obtain the B Ed degree. Access to that extra year was dependent upon achieving a distinction or credit in their final exams and the efficiency of the teaching staff at the Colleges of Education meeting the enrolment deadline of the covering university. Enrolment for the extra year had to be made before the final examinations for the Certificate of Education and some students who met the criteria were excluded from achieving the degree because of inefficient College of Education administrative procedures.

The Scottish Colleges of Education had a measure of collaboration with the universities of Scotland while the Scottish Education Department (SED) supported their role as specialist institutions for the education of teachers. As Kirk (1999) writes:

> One Secretary of the SED disparagingly referred to professors 'walled up in their impenetrable fortresses of academic seclusion' and suggested that, if what was wanted was a strong professional education for teachers, the universities would be the last place to look for it. (p.893)

It is the education of teachers as opposed to the training of teachers that identifies the notion of academic quality in the Scottish system of training teachers. Hence the qualification awarded is the Diploma of College Education or Diploma of Education.

According to this profile of qualifications, 80% (125/154) of those in the sample can be described as interested in continued learning that applies specifically to the practice of teaching and have added to their professional portfolio qualifications that are clearly directly related to subjects that would benefit pupils or practice. 15% (24) of participants are qualified at BTEC level in addition to and 5.5 (9) at Post Graduate level; the 11% (17) Post Graduate Certificate holders are considered as a separate, special category because the latter qualification is a necessity for some first degree holders to enter the teaching profession. Only 2% (3) of participants had completed the Scottish Qualification for Headship although a few participants mention beginning the course in their written comments.

As explained in Chapter 5, data from these variables was used as transformed data in the analysis of Items 5 to 12.

Types of schools in which participants teach

There are very few Infant schools in Scotland. Table B9 (Appendix B) shows the type and range of the schools listed by participants on the Questionnaire.
The Scottish equivalent of English Year R (Reception) to Year 2 pupils would generally be educated in a Scottish Primary School as Primary 1 to Primary 3 (P1-P3). The age range taught in a Scottish Primary school covers the English equivalent of Infant and Junior School, although there are also some Primary schools in England. Although there is a wide range of school types reported by respondents as their place of work, the largest type is the Primary school. This is due to the fact that Primary schools incorporate the age range of the Infant sector and there are very few schools in Scotland designated as 'Infant'. Thirty-five percent (54) of respondents are from schools where the 5 to 7/8 year olds are not with older pupils, i.e. Infant schools, and 65% (100) are from schools where there is some association with older pupils, i.e. Primary schools.

Teaching Roles

Head or deputy headteachers

Twenty-four percent (37) of the sample are headteachers, 6.5% (10) are deputy/ depute (depute is the equivalent Scottish term for the English 'deputy'), 1% (2) are acting headteacher, 0.6% (1) are acting deputy headteacher, and 3% (5) of the sample are ex-headteachers. For certain analyses the participants in all of these roles are combined, making up a total of 55 individuals (36%). For other analyses, those who are acting or ex-headteachers are counted as headteachers and those who are acting deputy/depute are counted as deputy headteachers. Thus 28% (44) of the sample are grouped as headteachers, 7% (11) as deputy / depute headteachers, and 64% (99) as not being in either of those roles. Thus, over a third of the sample had leadership roles at the time of completing the questionnaire. All headteachers in the United Kingdom will have had a number of years of classroom experience because this is currently part of the requirement for progression to headship. In addition most headteachers of schools in the Infant sector will cover classes on a day-to-day basis for absent teaching staff. This typical pattern is different from that of the headteachers who have a specific designated teaching time-table.

Class teachers

Somewhat less than two-thirds of the entire sample are class teachers, having no leadership role.

Different types of Teacher roles

The categories in the previous section capture how many, and what percentage, of the sample have or have not had the experience of being in a school leadership role. The categorisation includes those who have had leadership experience, i.e. current headteachers and deputy/depute head, acting headteachers and deputy/depute headteachers and ex-headteachers. Figure 6.1 shows the range of roles that participating teachers in England and Scotland took within their schools.

Most acting and deputy/depute headteachers are also full-time class teachers who sometimes have a short period of time allocated out-of-class for their deputy/depute duties. This is often one afternoon per week and is at the headteachers discretion. Some of the ex-headteachers from the previous categorisation are currently class teaching. Consequently, the class teachers group in Figure 6.1 includes acting,

deputy /depute and ex-headteachers currently class teaching and these individuals with dual roles are included in the sixty-two percent (95) of the respondents currently working as class teachers.

Figure 6.1: The frequency of the type of teaching roles in the sample of teachers from England and Scotland

Types of teaching roles held by participants	Frequency of teaching roles in each nation		Total frequency of teaching roles across the sample
	England	Scotland	
Class teachers	54	42	96
Support teachers	4	0	4
Supply teachers	2	1	3
None	11	6	17
Ex headteachers (none)	3	0	3
Class share teacher	1	2	3
EMAG teacher	4	0	4
Retired class teacher (none)	1	0	1
Advisory teacher	1	0	1
Peripatetic EAL teacher	0	1	1
Teaching head no % given	0	3	3
Head teacher teaching 20%	1	0	1
Head teacher teaching 30%	1	0	1
Head teacher teaching 40%	1	0	1
Head teacher teaching 60%	1	4	5
Head teacher teaching 70%	0	4	4
Head teacher teaching 80%	0	1	1
Head teacher teaching 90%	0	2	2
Head teacher also teaching 100%	0	3	3
Total	85	69	154

KEY: EMAG Ethnic Minority Achievement Grant

EAL English as an Additional Language

There are also headteachers working for an extensive time in the classroom. These are particularly from Scotland, where the headteachers are in schools on some of the small Scottish islands. The frequency of the headteachers' self-reported percentage of time allocated to class teaching is shown in Figure 6.1. The percentage refers to time spent teaching whilst pupils are in the school. Hence those headteachers who are teaching for 100% (3 individuals) of their time are occupied with teaching whilst pupils are in school. Their administrative work will be carried out at any other time. They may have the help of an administrative assistant but this will vary with individual school needs and circumstances. The percentage of time spent teaching in addition to administrative duties is reported as ranging from 20% to 60%

in England (4 headteachers, 26% of the English group) and from 60% to 100% in Scotland (14 headteachers, 60% of the Scottish group), with 3 headteachers (all from Scotland) giving no exact percentage of time spent teaching.

Of the group who are non headteachers, 2% (3) are class share teachers, i.e. they team-teach with another teacher(taking a shared responsibility for a class); 2% (3) are supply teachers, i.e. they are available to substitute for other absent teachers; 3% (4) are support teachers, i.e. support children with a Statement of Special Educational Needs, which brings specific additional funding to the school for part of the teacher's salary; 4% (4) EAL (English as an Additional Language) teachers; and under 1% (1) each are Advisory teachers, i.e. teachers who travel to other schools and give advice on education or teaching or demonstration lessons and retired class teachers.

The Nation participants currently teach in

The three participants (2% of the total sample) 'not currently teaching' have previously taught in England and two of the three are retired. The percentage of the sample currently teaching in England is 55%, and the percentage currently teaching in Scotland is 45%. Ten of the participating teachers who are currently teaching in Scotland have also taught in England and one teacher has also taught in Germany. These teachers are all grouped within the sub-sample of respondents from Scotland. One of the teachers currently teaching in England has also taught in Scotland. This respondent is classified in the sub-sample of respondents from England. Only one teacher is currently teaching in Wales; she has also taught in England for many years and prior to the introduction of the Education Reform Act (ERA 1988). Since she has also taught in England for over twenty years, she is included in the sample of teachers from England

Number of years participants had been teaching

The number of years that respondents have been teaching ranges from 1 to 38 years. The mean number of years participants have been teaching is 19.8 years, and the median is 20 years. 32% (49) of the sample have been teaching for between 1 and 16 years; 37% (57) have been teaching for between 17 and 25 years; and 31% (48) have been teaching for more than 25 years. When the data is analysed by nation in which participant currently teaches, the mean for England is 18.4 years with a median of 19 years, and the mean for Scotland is 21.5 years with a median of 21 years. Thus in general the respondents represent a group of highly experienced teachers.

Number of years participants had been teaching 5 to 8 year olds

The number of years that respondents have been teaching 5 to 8 year olds ranges from 1 to 36 years. The mean number of years participants have been teaching 5 to 8 year olds is 14.2 years, with a median of 13 years. Over 90% of the participants have taught this age group for more than two years, and over 75% have taught this group for more than six years. In the later analysis of Items 5 to 12, the number of years teaching 5 to 8 year olds is used as a grouping variable with three levels. Level 1 is those who had been teaching this age group from between 1 and 8 years, constituting 30% (46) of the total participants. Level 2 is those who had been teaching this age group from between 9 and 17 years, constituting 33% (51) of the total participants. Level 3 is those who had been teaching 5 to 8 year olds for more than 18 years, constituting 34% (52) of the total participants with 3% (5) missing.

Length of time teaching in their current school

The participants have been teaching in their current schools for between 1 and 29 years (6 missing). The mean number of years participants have been working in their current school is 9.1 years with a median of 8 years. Approximately 21% of those responding to this question (i.e. 31/148) have been in their current school as teachers for between 1 and 3 years and 35% (i.e. 51/148) for between 1 and 5 years. Some of the Newly Qualified Teachers NQT) would or could have been in their school for longer but in the role of teaching assistants (TAs) as opposed to classroom teachers. Less than 28% (24) in England, with 6% (5) missing, and 47% (33) in Scotland, with 1% (1) missing, have been at their current school for more than 10 years. After 6 years, 45% (36) in England 37% (25) in Scotland have moved school. This turnover rate in England could be due to the fact that the inspectorate, i.e. Ofsted, promote the idea that a staff turnover after five years spent in one school is professionally beneficial.

The socio- economic grouping of parents local to participant's school

This item did not provide reliable information because respondents did not answer according to the instructions. Respondents were asked to consider the parents in the school's catchment area and to place them by percentage in five socio-economic groupings. Headteachers usually provided percentages but teaching staff tended to put a tick next to the socio-economic grouping, if the item was answered at all.

Item 2: Teaching pupils with English as an Additional Language (EAL)

Participants who have taught EAL pupils

Almost two-thirds of participants have taught pupils with English as an Additional Language (EAL) during their career, specifically, 66% (101) had and 32% (49) had not taught EAL pupils, with data missing for 4 participants. However, only 3% (5) of the total sample are specifically employed to teach pupils with English as an Additional language. These are the Ethnic Minority Achievement Grant (EMAG) teachers and the English as an Additional Language (EAL) peripatetic teacher. (See Figure 6.1)

Participants who currently teach in a school with EAL pupils

The sample is almost evenly split between those who currently teach in a school with EAL pupils (49%; n=76) and those who do not (48%; n=74), with 4 missing.

Number of years that participants have spent teaching EAL pupils during their career

Almost half (49%; n=75) of the participants have less than 2 years experience of teaching EAL pupils and 69% (106) have less than 7 years experience. Of the participants working in Scotland, 49% (34) have never taught EAL pupils and another 29% (20) have taught EAL pupils for between 1 and 5 years, with data missing for 9% (6). Of those working in England, 22% (17) have never taught EAL pupils and another 29% (20) have taught between 1 and 5 years with data missing for 9% (8). Thus nearly half of participants have little or no experience with EAL pupils.

Proportion of EAL pupils in the participant's school

Out of those responding to this item the percentage is more than 78% (i.e. 112/136) report having less than 10% EAL pupils in their school, with 18 missing responses. From the 73 respondents from England responding to this item 69% (50) [i.e. 50/73] reported having less than 10% EAL pupils, and the remaining 31% (23) [i.e. 23/73] report having 25% to 98% EAL pupils in their schools.

Almost all (98%; n=63/69) of the respondents from schools in Scotland who completed this item report having less than 4% EAL pupils in their schools. With the exception of one school, reporting 30% EAL pupils on roll 78% (49) of the respondents from schools in Scotland report having less than 1% EAL pupils. The

response to this item confirms the response on the previous item that the exposure of the respondents to EAL pupils is not great.

The dominant nationality/ies of EAL pupils in their school

The data from this item on the questionnaire is not reliable. It was too open-ended, and if respondents answered the question they did not always rank the nationalities but made a list of them. However, there are nationalities written on questionnaires.

The original interest in EAL pupils was natural given the background of the supervisor (Professor Pennington) and associate supervisor (Professor Cline). It was also thought that high proportions of EAL pupils might lead to problems in implementing curriculum guidelines not specifically designed with this population in mind. However, because of the small number in the sample teaching in schools with significant numbers of EAL pupils and because of the inconsistent pattern and unreliable data on EAL pupils in the answers to some questionnaire items, teaching EAL pupils will not be used as an independent variable in further analysis.

Item 3: Historical Context of Experience

Number of schools participants have taught in

Of the 85 respondents classified as teaching in England, 79% (66) have taught in 1-5 different schools, 19% (16) in 6-9 different schools, and 2.4% (2) in more than 10 different schools, with 1 missing response. Of the 69 respondents classified as teaching in Scotland, 77% (53) have taught in 1-5 different schools, 19% (13) in 6-9 different schools, and 4% (3) in more than 10 schools. For respondents in England, the mean number of schools taught in was 4 and for those in Scotland 4, with the median for respondents in both countries as 4. As these distributions of respondents indicate, the groups when divided by nation taught in are quite balanced in terms of the number of schools they had taught in.

How many of the sample respondents were teaching prior to the introduction of the Education Reform Act (1988)?

Sixty percent (93) of participants have taught prior to 1988 and 40% (61) have not. Of the 85 teachers who taught in England, 56% (48) have taught prior to 1988 and 44% (37) have not. Of those 69 teachers who taught in Scotland, 65% (45) have taught prior to 1988 and 35% (24) have not. Hence, more of those in the sample from Scotland than England taught prior to the introduction of the ERA.

Only respondents in England and Wales were asked to respond to the following three questions:

1. ***Were you teaching 5 to 8 year olds prior to the introduction of the Standard Assessment Tasks (SATs) in 1990?***

The analysis was carried out on a complete data set and 57% of respondents answered 'yes' and 43% said they had not been teaching before the introduction of the SATs.

2. ***Were you involved in carrying out the first Standard Assessment Tasks (SATs) in 1990?***

The first SATs were carried out by teachers in England and Wales only. There was only one respondent from Wales, who was included with the English respondents. She had been teaching for twenty years in England, had been teaching before the introduction of the ERA and had carried out the SATs. She was therefore classified with the English group. The data set was split by 'nation participant teaches in' for analysis, with the Scottish group excluded from the analysis having to do with the SATs. Thirty percent (26) of the English sub-sample of respondents said they had been involved in the first SATs and 70% (59) said they had not.

3. ***How many years have you been involved in administering the Standard Assessment Tasks (SATs)?***

This question was only relevant for respondents in England and Wales. Thirty-six percent (32) of those respondents report never having been involved in administering the SATs. Another 34% (30) administered the SATs for between 1 and 3 years. Fourteen percent (12) of the English respondents had done so for between 4 and 9 years and 16% (14) for between eleven and sixteen years.

These next two items are related to the attitudes of participants and are not characteristics of the sample.

Only respondents in Scotland were asked to respond to the following two questions:

1. ***'Has '3-8' as a distinctive time of learning been eroded by the content press of 5-14 reforms?***

Responding to the question,13% (9) of the Scottish sub-sample gave no answer, 69% (44) said 'yes' and 23% (16) said they did not experience an erosion of the ways in which the teaching of 3 to 8 was a distinctive phase due to the curriculum reform in Scotland called '5-14'.

As discussed in Chapter 2 the changes to the curriculum have placed in Scottish schools a content based curriculum, i.e. 5 -14 programme. The SED Memorandum established the distinctiveness of the early years of education and centred it on P1 and P2. Hughes and Klienberg (1999) consider that the concept of 3-8 as a distinctive period of learning, the 5 -14 curriculum has the potential to alter the ways of teaching pupils in P1 and 2, by placing an inappropriate emphasis on assessment and standards. As discussed in Chapter 9, many teachers comment upon the increase in assessment. So although 30% of teachers in Scotland did not experience the effect of an increased content to the curriculum it seems to be a developing feature. The items in Chapter 9 relating to assessment explore this issue further.

2. *Do you experience education as of paramount importance in your local community?*

Scotland has always prided itself in having an education system seen as a part of each local community in which schools were located. Nine percent (6) did not answer, 61% (42) of the respondents from Scotland report that they do experience education as of paramount importance in their local community and 30% (21) said they do not.

It is possible that because some of the Scottish participants come from the Scottish islands, the sense of community could be greater than would be experienced in the large cities like Edinburgh. As discussed in Chapter 6, the Directors of Education in some of the large Scottish cities did not feel able to involve staff in their schools because of the research demands that they were already involved in.

Item 4: Career Aspirations

Would participants who were not already deputy/depute headteachers want to take on this role?

This question was applicable to one hundred participants. Of those, 13% (13) reported that they would want to be a deputy/depute headteacher and 87% (87) reported that they would not want to take on this role.

Would participants who were not already headteachers want to take on this role?

The data set was split and those who were currently headteachers were removed. Analysis was carried out on the remaining 117 respondents of whom 86% (100) of the non-headteacher sample reported that they would not want to be a headteacher,

8% (9) respondents would want to be headteachers and 6% (7) did not answer this item.

A large percentage of the sample did not want to take on school leadership roles. That could be due to the age of the sample or that many of the experienced teachers are unhappy with the system as indicated by the MORI (GTCE, 2002) survey of over 70,000 teachers.

Did those who were subject co-ordinators do planning for their curriculum/ curricula subject throughout the school?

The role of subject co-ordinator is found only in England; the Scottish system has the activity but does not give a specific title to the job. Consequently, only English participants responded to this item. Sixty participants were subject co-ordinators; 25% of this subgroup reported that they did do all the planning for their subject for the whole school. This adds a substantial amount of leadership experience to the sub-samples for both the English group and the class teacher group.

Would participants choose teaching as a career if they were beginning their career?

From an analysis of the complete data set (n=154), 53% (82) said they would choose teaching as a career if they were just beginning their career and 39% (60) said they would not, 3% (5) did not know and 5% (7) did not answer this question.

The teachers in the sample tended towards still having a positive attitude towards teaching as a career. However, data from the next item indicates that at least 39% (i.e. the proportion who answered that they would not choose teaching as a career if they were starting over) have had reasons to change their sense of enjoyment of teaching as a career.

Did participants enjoy teaching when they began their career?

Ninety-two percent (142/150) of those responding to this item enjoying teaching when they began their career and 5% (8) reported that they did not enjoy teaching when they began their career, with 3% (4) missing data.

How long did participants intend to remain teaching?

Eight percent (12) of respondents who responded to this item stated they did not know how long they would remain in teaching, and 3% (4) had retired and/or doing supply teaching. Twenty-eight percent (40) of respondents reported they would not remain in teaching for more than five years, and 29% (41) indicated that they would remain in teaching for between six and ten years. Twenty percent (29) indicated that

they would remain in teaching for between eleven and twenty years and 4% (6) for more than twenty years. Eleven (7%) did not answer this item.

For teachers over 55 years of age the questions were asked:

Would teachers take early retirement if it were available to them? Twenty-seven percent of the sample were over 55 years of age, and the question did not apply to 73% of the participants. Of those over 55 years of age, 25 respondents (61%) reported that they would retire early if they could and 15 respondents (37%) would not, showing a tendency among the majority to want to retire early. One person had already retired.

Are teachers who could retire or who are nearing retirement age continuing to teach in order to obtain their full pension rights?

Of those respondents over 55 years of age (27%; n=27) 45% (12) reported they were remaining in teaching for pension reasons, and 40% (11) were not; 4 (15%) participants did not answer this item

Chapter 7

Findings for Item 5

Results for the analysis of ideal versus actual teaching situation

Background to the analysis

Item 5 was analysed using the whole sample data set, $n = 154$. Not all 154 participants gave responses to all items (a) to (l). The number of participants responding to the items in Item 5 was a maximum of 154 and a minimum of 137, with the exception of the items referring to headteachers. In those items referring to headteachers, some participants declined to respond on the basis that they were the headteacher, whilst other headteachers only gave responses to the 'ideal' option and/or written responses using the 'comment' option.

As described in Chapter 5, Item 5 posed two opposing statements under each heading and respondents were asked to select from numbers from 1 to 5 on two different occasions, one being their ideal situation and the other their actual professional situation. Also described in Chapter 5 is the creation of the grouping variables used in the analyses conducted upon the Item 5 data. Tables D1 to D8 (Appendix C) give the mean, the standard deviation, and the lower and upper bound for the ideal and actual scores for each of the twelve scales of Item 5 and of the seven grouping (independent) variables, after all missing cells in each of the twelve response categories for the ideal and actual scales have had their means replaced with the mean of each relevant item (Carpenter and Kenward, 2005; Sasaki, 1996)

Analysis of Variance (ANOVA) with repeated measures

Underlying assumptions

In order to identify whether the differences between the ideal and actual scores could have happened by chance or were further apart than could have happened by chance, the data for the twelve scales of Item 5 were submitted to analysis using two-way between-within subjects ANOVA with repeated measures for the ideal and actual ratings on each scale. Prior to starting this procedure the data was checked to see that the underlying assumptions for this type of ANOVA were not violated.

Tests for normality, Levene's test of the homogeneity of variance and Bartlett's test of Sphericity were carried out. Although ANOVA with repeated measures is robust to departures from normality, it is not robust to departures from sphericity and so sphericity is not assumed. Therefore the Greenhouse-Geisser value is being reported for all items in Item 5 (See Chapter 6 for discussion about ANOVA assumptions).

Since ANOVA is sensitive to outliers, an analysis of the data to find outliers for each item was completed. All outliers that related to the item and the grouping variable were removed before each two-way ANOVA with repeated measures was carried out.

Bonferroni procedure

To compensate for the risk of an inflated Type 1 error as a result of using multiple tests, a Bonferroni procedure adjustment was made for each ANOVA. Thus an alpha value of .0042 (.05/12) was set for the seven sets of between-within subjects ANOVA with repeated measures for all statistical tests in Item 5. To identify whether a result is both of practical significance or only statistical significance, the partial eta-squared value for each effect is reported.

Seven sets of mixed ANOVAs with repeated measures on the dependent variable were conducted. The dependent variable was 'score'. The Grouping or Independent Variables used in the analyses (as fully described in Chapter 5) are:

1. Nation participant teaches in (nattaut)
2. Teaching prior to Education Reform Act 1988 (teacera)
3. Summary: basic and additional qualification (sumqual)
4. Head or deputy/ depute teacher or not (smtnotsmt)
5. Full responsibility for class (fulrespo)
6. Grouping on number of years teaching 5 to 8 year olds (group 5 to 8)
7. Grouping based on educationally historical events (eduhist)

Independent Variables numbered 1 to 4 have two levels; post hoc t-tests with Bonferroni adjustments for repeated tests were used to further explore significant between-subjects effects for these variables. Those variables numbered 5 to 7 have three levels, and post-hoc Tukey tests with Bonferroni adjustments were used to further explore significant between-subjects effects with these variables. The post hoc tests are reported following presentation of the ANOVA results.

Results of between-within ANOVAs with repeated measures

Independent Variable 1: Nation participant teaches in (nattaut)

Appendix C 1 gives the descriptive statistics for Item 5 using 'Nation participant teaches in' (nattaut) as the independent grouping variable. Figure 7.1 below summarises the ANOVA results for Item 5 with this variable.

Figure 7.1: Summary of Results of 2 way between-within ANOVA with repeated measures for Nation Participant teaches in (nattaut) as the Independent Variable and score as the dependent variable

	Within subject effect			Between subject effect			Interaction effects		
Item number / df	F value	Sig. *p* value	Partial Eta squared	F value	Sig. *p* value	Partial Eta squared	F value	Sig. *p* value	Partial Eta squared
5a (1,149)	115.751	.000*	.437	.371	.543	.002	1.768	.186	.012
5b (1,145)	599.471	.000*	.805	1.572	.212	.010	.447	.505	.003
5c (1,149)	149.931	.000*	.502	.196	.659	.001	17.14	.000*	.103
5d (1,148)	309.671	.000*	.677	.529	.468	.004	.147	.702	.001
5e (1,149)	343.487	.000*	.697	.019	.889	.000	1.482	.225	.010
5f (1,148)	214.118	.000*	.591	8.619	.004*	.055	8.300	.005*	.053
5g (1,146)	605.810	.000*	.806	.055	.815	.000	.370	.544	.003
5h (1,150)	71.695	.000*	.323	.005	.946	.000	.202	.654	.001
5i (1,150)	29.333	.000*	.164	.468	.495	.003	1.226	.270	.008
5j (1,149)	130.355	.000*	.467	.280	.597	.002	.017	.895	.000
5k (1,147)	21.366	.000*	.127	3.108	.080	.021	.308	.580	.002
5l (1,151)	59.350	.000*	.282	.329	.567	.002	.436	.510	.003

* p<.0042

The between-within ANOVA for 'Nation participant teaches in' (nattaut) and score reveals statistically and practically significant within-subject effects for score across all scales (a) to (l) in Item 5, indicating significant differences in ideal and actual scores across the whole sample. The values for partial eta squared ranging from .127 to .806 indicate a moderate to a very large effect size. A between-subjects effect is shown for scale 5f, [$F(1,148)=8.619, p=<.004^*, \eta=.055$], the value for partial eta squared indicating a small size effect (.06).[xi] There is also an interaction effect for 5f [$F(1,148)= 8.300, p =<.005^* \eta=.053$] and for 5c [$F(1,149)= 17.140, p=<.000^* \eta=.103$]. The value for partial eta squared for the former at .053 indicates a small effect and for the latter at .103 a moderate effect. These between-subject effects

indicate significant differences in scores between the two groups according to nation they teach in. These are further explored (see below) by post hoc t-tests with Bonferroni adjustments to determine the specific differences.

Independent Variable 2: Teaching prior to the introduction of Education Reform Act 1988 (teacera)

Appendix C2 gives the descriptive statistics for Item 5 using 'Teaching prior to the introduction of Education Reform Act 1988' (teacera) as the Independent Variable. Figure 7.2 below summarises the ANOVA results for Item 5 with this variable.

Figure 7.2: Summary of the results of 2 way within-between ANOVA with repeated measures for Teaching prior to ERA 1988 (teacera) as the Independent Variable and score as the dependent variable

	Within subject effect			Between subject effect			Interaction effects		
Item number / df	F value	Sig. *p* value	Partial Eta squared	F value	Sig. *p* value	Partial Eta squared	F value	Sig. *p* value	Partial Eta squared
5a (1,147)	112.280	.000*	.433	1.138	.288	.008	.638	.960	.329
5b (1,145)	575.000	.000*	.799	1.667	.199	.011	.001	.982	.000
5c (1,148)	135.197	.000*	.477	4.762	.031	.031	1.641	.202	.011
5d (1,147)	310.014	.000*	.678	.002	.969	.000	.002	.969	.000
5e (1,149)	285.046	.000*	.657	17.094	.000*	.103	3.085	.081	.020
5f (1,150)	186.125	.000*	.554	.997	.320	.007	.997	.320	.007
5g (1,145)	652.277	.000*	.818	.490	.485	.003	1.636	.203	.011
5h (1,151)	68.400	.000*	.312	2.749	.099	.018	2.749	.099	.018
5i (1,148)	29.383	.000*	.166	2.533	.114	.017	2.198	.140	.015
5j (1,148)	143.703	.000*	.493	6.688	.011	.043	2.686	.103	.018
5k (1,148)	17.654	.000*	.107	.032	.858	.000	.032	.858	.000
5l 1,150)	50.374	.000*	.251	1.488	.224	.010	1.133	.289	.007

* p<.0042

The between-within ANOVA for 'Teaching prior to the introduction of Education Reform Act 1988' (teacera) and score shows statistically significant and practically significant within-subject effects for score across all scales (a) to (l) in Item 5, indicating significant differences in ideal and actual scores across the whole sample. The partial eta squared values range from .107 to .818, suggesting a moderate to a very large effect size. A statistically significant and practically significant between-subject effect is shown for scale 5e [$F(1,149)=17.098, p=<.000^*$, $\eta=.103$], with a

moderate partial eta squared of .1i03. These between-subject effects indicate significant differences in scores between the two groups according to whether or not they taught before the introduction of ERA. These are further explored (see below) by post hoc t-tests with Bonferroni adjustments to determine the specific difference.

Independent Variable 3: Summary of basic or additional qualifications (sumqual)

Appendix C3 gives the descriptive statistics for Item 5 using 'Summary of basic or additional qualifications (sumqual) as the independent group variable. Figure 7.3 below summarises the ANOVA results for Item 5 with this variable.

Figure 7.3: Summary of the results of the 2 way within-between ANOVA with repeated measures for summary of qualifications (sumqual) as the Independent Variable and score as the dependent variable.

	Within subject effect			Between subject effect			Interaction effects		
Item number / df	F value	Sig. *p* value	Partial Eta squared	F value	Sig. *p* value	Partial Eta squared	F value	Sig. *p* value	Partial Eta squared
5a (1,147)	54.262	.000*	.270	.660	.418	.004	.092	.763	.001
5b (1,142)	223.561	.000*	.612	1.251	.265	.009	.996	.320	.007
5c (1,148)	72.832	.000*	.330	.573	.450	.004	.953	.331	.006
5d (1,146)	140.906	.000*	.491	.041	.839	.000	.673	.413	.005
5e (1,148)	155.622	.000*	.513	.238	.626	.002	.702	.404	.005
5f (1,149)	81.111	.000*	.352	1.563	.213	.052	.747	.389	.005
5g (1,147)	344.114	.000*	.701	5.813	.017	.038	1.292	.257	.009
5h (1,149)	17.634	.000*	.106	.141	.708	.001	3.590	.060	.024
5i (1,147)	11.262	.001*	.071	1.422	.235	.010	.110	.740	.001
5j (1,147)	62.344	.000*	.298	2.295	.132	.015	.822	.366	.006
5k (1,149)	3.620	.059	.024	.598	.441	.004	2.518	.115	.017
5l (1,150)	20.625	.000*	.121	.395	.531	.003	1.806	.181	.012

p<.0042

The between-within ANOVA for Summary of basic or additional qualifications (sumqual) and score shows statistically significant and practically significant within-subject effects for score across all scales other than 5k. The partial eta squared values for the significant ones range from .071 to .701i, suggesting a small to a very large effect size.

Independent Variable 4: headteachers, deputy/depute headteacher or neither (smtnotsmt)

Appendix C4 gives the descriptive statistics for Item 5 using Headteacher, Deputy/Depute Head teacher or neither (smtnotsmt) as the independent group variable. Figure 7.4 below summarises the ANOVA results for Item 5 with this variable.

Figure 7.4: Summary of the results of the 2 way between-within ANOVAs with repeated measures, using Headteacher, Deputy/Depute Head teacher or neither (smtnotsmt) as the Independent Variable and score as the dependent variable.

	Within subject effect			Between subject effect			Interaction effects		
Item number / df	F value	Sig. *p* value	Partial Eta squared	F value	Sig. *p* value	Partial Eta squared	F value	Sig. *p* value	Partial Eta squared
5a (1,145)	110.319	.000*	.432	.053	.818	.000	.123	.726	.001
5b (1,143)	503.794	.000*	.779	.717	.398	.005	.009	.924	.000
5c (1,148)	104.432	.000*	.414	.052	.820	.000	1.020	.314	.007
5d (1,145)	278.985	.000*	.658	.035	.851	.000	1.778	.184	.012
5e (1,144)	317.225	.000*	.688	3.565	.061	.024	.559	.456	.004
5f (1,147)	175.384	.000*	.544	3.566	.061	.024	5.202	.024	.034
5g (1,142)	587.029	.000*	.805	.399	.529	.003	.022	.882	.000
5h (1,148)	52.609	.000*	.262	.718	.398	.005	5.548	.020	.036
5i (1,144)	28.179	.000*	.164	1.980	.162	.014	.001	.973	.000
5j (1,146)	130.537	.000*	.472	1.389	.241	.009	.432	.512	.003
5k (1,142)	15.027	.000*	.096	1.681	.197	.012	.255	.614	.002
5l (1,149)	46.778	.000*	.239	.787	.376	.005	4.317	.039	.028

* p<.0042

The between-within ANOVA with repeated measures for Headteacher, Deputy/Depute Head teacher or neither, (smtnotsmt) and score shows statistically significant and practically significant within-subject effects for score across all scales (i.e. (a) to (l) in Item 5). The partial eta squared values range from .096 to .805, suggesting a small to a very large effect size.

Independent Variable 5: Full responsibility in the classroom (fulrespo)

Appendix C5 gives the descriptive statistics for Item 5 using Full responsibility in the classroom (fulrespo) as the independent group variable. Figure 7.5 below summarises the ANOVA results for Item 5 with this variable.

Figure 7.5: Summary of results of the 2 way between-within ANOVAs with repeated measures (fulrespo) as the Independent Variable and score as the dependent variable

	Within subject effect			Between subject effect			Interaction effects		
Item number / df	F value	Sig. *p* value	Partial Eta squared	F value	Sig. *p* value	Partial Eta squared	F value	Sig. *p* value	Partial Eta squared
5a (2,140)	79.196	.000*	.361	1.148	.320	.016	.583	.559	.008
5b (2,146)	374.159	.000*	.719	.263	.769	.004	.703	.497	.010
5c (2,141)	92.958	.000*	.397	2.254	.109	.031	1.149	.320	.016
5d (2,142)	202.598	.000*	.588	.207	.813	.003	.189	.828	.003
5e (2,141)	230.517	.000*	.620	1.929	.149	.027	.600	.550	.008
5f (2,145)	118.907	.000*	.451	2.048	.133	.027	.392	.676	.005
5g (2,143)	356.844	.000*	.714	1.293	.278	.018	.473	.624	.007
5h (2,144)	45.999	.000*	.242	.868	.422	.012	.105	.900	.001
5i (2,144)	18.903	.000*	.116	1.000	.371	.014	.296	.744	.004
5j (2,144)	85.691	.000*	.373	.680	.508	.009	.244	.784	.003
5k (2,143)	9.247	.000*	.061	.876	.418	.012	.766	.467	.011
5l (2,145)	30.884	.000*	.176	.686	.505	.009	.666	.515	.009

* p<.0042

The between-within ANOVA for Full responsibility in the classroom (fulrespo) and score shows statistically significant and practically significant within-subject effects for score across all scales (i.e. (a) to (l) in Item 5). The values for partial eta squared range from .116 to .714, suggesting a moderate to a very large effect size. There are no between-subject or interaction effects for any of the groups.

Independent Variable 6: Grouping based on the number of Years teaching 5 to 8 year olds (group 5 to 8)

Appendix C6 gives the descriptive statistics for Item 5 using Grouping based on years teaching 5 to 8 year olds (Group 5 to 8) as the independent group variable Figure 7.6 below summarises the ANOVA results for Item 5 with this variable.

Figure 7.6: Summary of the results of the 2 way within-between ANOVA with repeated measures for group 5 to 8

	Within subject effect			Between subject effect			Interaction effects		
Item number / df	F Value	Sig. *p* value	Partial Eta squared	F value	Sig. *p* value	Partial Eta squared	F value	Sig. *p* value	Partial Eta squared
5a (2,140)	120.793	.000*	.463	2.709	.070	.037	.943	.001*	.118
5b (2,141)	536.006	.000*	.792	1.798	.169	.025	2.074	.130	.029
5c (2,142)	137.226	.000*	.491	1.964	.144	.027	.723	.487	.010
5d (2,141)	368.963	.000*	.724	.359	.699	.005	.851	.429	.012
5e (2,141)	370.337	.000*	.724	1.319	.271	.018	1.759	.176	.024
5f (2,143)	184.954	.000*	.564	.754	.472	.010	1.669	.192	.023
5g (2,137)	705.534	.000*	.837	.060	.942	.001	3.147	.046	.044
5h (2,145)	59.614	.000*	.291	.287	.751	.004	.606	.547	.008
5i (2,143)	26.712	.000*	.157	.025	.975	.000	.340	.712	.005
5j (2,139)	125.880	.000*	.475	.928	.398	.013	.135	.874	.002
5k (2,141)	18.793	.000*	.118	4.032	.020	.054	.911	.405	.013
5l (2,145)	59.537	.000*	.291	.444	.642	.006	.388	.679	.005

* p<.0042

The between-within ANOVA for 'Group 5 to 8' and score shows statistically significant and practically significant effects for within-subject effects for score across all scales (i.e. (a) to (l) in Item 5). The partial eta squared values ranging from .118 to .837 suggest a moderate to a very large effect size. There are no between-subject effects. There is one statistically significant interaction effect for scale 5a (Purpose of schooling) with a moderate eta squared value of .118.

Independent Variable 7: Grouping based on educationally historical events (eduhist)

Appendix C7 gives the descriptive statistics for Item 5 Grouping based on educationally historical events (eduhist) as the independent group variable Figure 7.7 below summarises the ANOVA results for Item 5 with this variable.

Figure 7.7: Summary of the results of the 2 way within-between ANOVA with repeated measures for Grouping according to educationally historical events (eduhist)

	Within subject effect			Between subject effect			Interaction effects		
Item number / df	F value	Sig. *p* value	Partial Eta squared	F value	Sig. *p* value	Partial Eta squared	F value	Sig. *p* value	Partial Eta squared
5a	128.713	.000*	.474	.111	.895	.002	3.108	.048	.042
5b	598.285	.000*	.809	.051	.950	.001	2.945	.056	.040
5c	139.690	.000*	.496	.057	.944	.001	1.660	.194	.023
5d	380.708	.000*	.727	.772	.464	.010	.872	.420	.012
5e	355.045	.000*	.710	4.704	.010	.061	3.364	.037	.044
5f	197.133	.000*	.573	.502	.607	.007	1.467	.234	.020
5g	716.661	.000*	.836	2.036	.134	.028	4.580	.012	.061
5h	62.841	.000*	.299	.579	.562	.008	.039	.962	.001
5i	27.690	.000*	.159	.494	.610	.007	.886	.415	.012
5j	146.253	.000*	.504	1.389	.253	.019	.521	.595	.007
5k	210388	.000*	.131	3.025	.052	.041	1.177	.310	.016
5l	59.322	.000*	.288	1.324	.269	.018	.359	.699	.005

* p<.0042

The between-within ANOVA for Grouping according to educationally historical events (eduhist) and score show statistically significant and practically significant effects for within-subject effects for score across all scales (i.e. (a) to (l) in Item 5). The partial eta squared values ranging from .131 to .836 suggest a moderate to a very large effect size. There are no statistically significant between-subject effects.

Statistically significant within-subject effects in the ANOVAs

The results of the statistically significant within-subject effects needed no further statistical procedures.

Statistically significant between-subjects and interaction effects shown in the ANOVAs

The between-subjects items that were statistically significant, as shown in figures 7.1 to 7.7, were submitted to independent-sample and paired-samples t-tests for variables with two levels, as well as Tukey tests for variables with three levels. The

results of those t-tests is included in a later sections of the discussion of the results section of this chapter.

Discussion of results for Item 5

Introduction

The data was analysed using seven Independent Variables:

1. Nation participant teaches in
2. Teaching prior to ERA
3. Summary of basic and additional qualifications
4. Head or deputy or not
5. Full responsibility for class
6. Grouping on number of years teaching 5 – 8 year olds
7. Grouping based on educationally historical events

The results of the within-subject effect of the 2 way within-between ANOVAs with repeated measures carried out on the Item 5 data for each independent/grouping variable are given under the first main heading. These are followed by the results for the between-subject effects and then the interaction effects under subsequent main headings. The presentation of the results in each category is followed by general discussion of the trends in the overall sample.

The 2 way within - between ANOVAs with repeated measures: within-subject effect results

1. Independent Variable: Teaching in England and Scotland

Chapters 1 and 2 give an historical picture of the education systems in England and Scotland. There are reportedly distinct differences between the two systems, although as explained in Chapter 2 the differences of the past may not be the current experiences of teachers of 5 to 8 year olds.

The purpose of education (5a)

For this item, both groups have ideal means above 4.5 and actual means near 3.5. The partial eta squared value of .437 points towards a strong practical significance as well as a statistical significance. The high ideal scores indicate that UK teachers of 5 to 8 year olds would prefer that their role was more to educate pupils as learners rather than having to teach in a way which prepares pupils for the future

labour market. The significant discrepancy of this ideal with their actual teaching practice, coupled with an actual score that is above the mean, suggests more divided opinion as to what was actually happening in schools and that not all teachers feel they are realizing their ideal practice.

The type of learners produced by the current system of education (5b)

The ideal of producing independent learners is strongly held by teachers in England and in Scotland, both of whom have means for this item near the maximum value of 5. At the same time, the actual value for each group is near the midpoint of 3, showing that the groups have no definite trend towards either pole of the scale for their actual teaching situations and that many do not find themselves teaching towards this ideal. The partial eta squared value is .805 indicating a very strong practical significance as well as a highly statistical significance with a high alpha setting (.0042).

The emphasis of a balanced curriculum for 4 to 8 year olds (5c)

In this item, the ideal is 1.6 for the English group and 2.1 for the Scottish group, with a gap of more than 0.9 scale point for each group between this ideal and their actual teaching situation and a significant interaction effect for this scale (see below). The partial eta squared value is .502, indicating a strong practical significance as well as a highly statistical significance. Based upon the discrepancy between the ideal and actual means, teachers in both England and Scotland consider that the emphasis of a balanced curriculum for 4 to 8 year olds should be more inclusive of the development of the whole child.

The basis of a balanced curriculum for 4 to 8 year olds (5d)

The actual mean is 2.2 and the ideal mean is above 4.3 for both groups in this item. There is a gap of more than 2.1 scale points for each group between their ideal and actual teaching situations. The partial eta squared value is .677, indicating a strong practical significance as well as a statistical significance. The actual mean score suggests that the teachers' assessment of their current working situation is indeed one of following a curriculum dictated by allocation of time given to discrete subjects. That teachers of 5 to 8 year olds are generally discontented with this state of affairs is shown by the sizeable discrepancy between the ideal and actual means of both groups. The size of that discrepancy also indicates that teachers in both groups

consider that teachers should be allowed more freedom to decide the balance of the curriculum in response to what was happening in the classroom.

The evaluation of, and their discontent with, their current working situation is exemplified in some of the comments written by respondents in addition to the scores.

From the English group:

> *Due to the amount of content, and as it is very specific, it is much harder (impossible) to balance many aspects.*
>
> *I do sometimes use my own judgement but most of the time I try to balance by subject allocation because we have to cover it all sometime.*

From the Scottish group:

> *Day to day activities driven by 5 -14 and NT results. Teacher professionalism overtaken by political needs not pupil needs.*
>
> *We have to follow 'structure and balance' and put in subjects until the timetable is overwhelmed.*

It would seem that the impact of the National Curriculum, the SATs, and initiatives like the National Literacy and Numeracy strategies, the 5 – 14 Curriculum, and National Testing have been perceived as restrictive to teachers in England and Scotland.

The type of goals used for promoting pupil achievement (5e)

The mean actual and ideal scores are very similar for both groups, with the actual mean being close to 2.5 and the ideal being close to 4.4. The partial eta squared value is .697. Both groups consider that their current working environment is driven by goals that could be quantified in terms of measured performance. It seems that teachers want to see more balance in the type of goals used for promoting pupil achievement rather than dismissing performance goals. It is possible that the disparity between the actual and ideal means is a result of dissatisfaction with the over-emphasis upon these types of goals and a desire to see the balance redressed. There is also recognition that it has been government promotion of national test results that has been the instigator of imbalance. A few comments are given as examples.

From the English group:

> *With SATs/League Tables and Ofsted Inspection we are very committed in education to performance / ends-driven goals.*
>
> *Both are important, performance goals for celebration of achievement; learning goals for visible progress*

From the Scottish group:

> *5 -14 National testing – They say they are not important but we know differently.*
> *I believe that if all goals are 'in process' then we are misguiding and mis-preparing children for the future.*

The type of information for assessing a child's potential (5f)

The ideal mean for type of information for assessing a child's potential is 2.3 for the teachers in the Scottish group and 1.6 for those in the English group. The actual mean for the two groups is near 3.6. The partial eta squared value of .591 shows a large effect size. The gap between the means of the teachers in the Scottish group is 1.3 scale points whilst the gap between the actual and ideal means for the English group is 2 scale points. The teachers in both groups show a significant disparity between their view of the kind of assessment that is being used and that which they would prefer to use, with this disparity being greater for the English than the Scottish group as shown in the significant interaction effect of Figure 7.1 (see below). The tendency of both groups is to see the ideal mode of assessment as one that both concedes and attaches importance to the expertise of teachers, which includes selecting appropriate tests to be used, and the actual situation as tending more towards the standard assessment. Selected comments from the group of English teachers show their grasp of the issues without denying the need for assessment:

> *The frailty of exams is well known in providing valid assessments, but this is much greater with young children and in my schools case, poor environment, different culture and experiences and language.*

> *Consider all assessment info. To gain "whole picture" of child's potential - even used info. From stand. [standard] assessments for "error analysis" to analyse learning and teaching. E.g. maths - child's interpretation / approach to maths questions & answers.*

A similar understanding of the issues involved in assessing young children is also highlighted in the comments from the group of Scottish teachers. However, this group it seems are proactive even in the National Assessment process, because they have choices and their expertise is accepted:

> *We undertake National Assessment which is far less threatening to children. I like them and feel that they are a good back-up to the teacher's assessment of their children. The children like them too.*

> *I feel in Scotland there is a balance as pupils do not take tests until the teacher judges them to be ready.*

The impact of inspections (5g)

Teachers in both groups consider that a result of inspections is a tendency towards the promotion of an assessment culture. The actual mean score for both groups is 4 and the ideal mean is 1.3, indicating a preference for inspections to result in the promotion of educational quality. The partial eta squared value is extremely high (.806), showing that this result is not simply statistically highly significant but also highly practically significant.

The system for inspection of schools in England and Scotland is different. Both have Her Majesty's Inspectors (HMI) but only England has Office for Standards in Education (Ofsted). This is discussed elsewhere, but generally when teachers in England think about inspections they are thinking about the Ofsted type of inspection and teachers in Scotland have the Scottish HMI in mind. The Scottish HMI seems to be a more supportive body designed to work with schools in their work, though recently taking more of a model from the English system. In England, Ofsted has, until very recently, had a tight, unaccommodating structured approach. The strength of feeling can be seen from some of the comments made by the English group:

> *I agreed with inspection to 'encourage' and give help to improve but I went through 3 inspections in 4 and half years and they were totally artificial. One team had no primary teaching experience among any of them!!*
>
> *Inspections should be advisory and good practice acknowledged. Tendency towards nit picking - resulting in excess change and more pressure.*

Comments from teachers in the Scottish show their feelings about the actual situations they have experienced:

> *HMI inspections in an area like this with many small schools can be divisive and damaging even when quite good!*
>
> *Inspectorate in Scotland have become too obsessed with results, little attention paid to the socio-economic background of children. If I have children entering school on level A and get them to E by P7, this is seen as successful. But if I have children who have very little verbal experience, who can hardly speak, have never had a book read to them and whose sole stimulation has come from a TV set, I have a huge amount to make up before I reach a level where I can begin to teach the 5 - 14 curriculum.*

The type of expertise trusted in education (5h)

As shown by the ideal mean score for both groups of 2.2, in an ideal world teachers of 5 to 8 year olds would prefer more balance in the type of expertise trusted in education, including greater regard being given for the expertise they had gained

through experience in the classroom. The actual mean score for both groups is near 3.2 with a moderate partial eta value of .323. The actual score near the midpoint, combined with a standard deviation of near 1 show that there is no definite trend to either end of the scale in the actual ratings.

The relationship with headteacher (5i)

In both the English group and the Scottish group teachers experience more of a personal relationship with their headteacher than an impersonal one, shown by an actual mean score of 2.4. Teachers in both groups want this to be even more so, with the ideal mean score being near to 2 for both groups. Comments reinforcing this view from the English group are the following:

> *My current head is the most inspirational head I have worked for and values the schoohand teacher's own lives.*
>
> *Dependent on headteacher's personality. Experience has shown me situations from 1 to 5*

The comments of the Scottish group also indicate a positive view of a personal relationship with the headteacher:

> *Relaxed and compassionate HT - gains respect of staff through democratic means.*
>
> *I don't feel a sense of trust that would come with a personal relationship*

The headteachers priorities (5j)

The actual mean for both groups on the scale for the headteachers priorities is above 3.2, with a relatively high (above 1) standard deviation, and this contrasts with an ideal mean for both groups of 4.4. The partial eta squared value of .467 shows that there is a practical as well as a statistical significance for this scale. The ideal results indicate that respondents want to see headteachers concerned more with pupil and staff welfare than with government statistics and targets. The actual results show no definite trend to either of these poles of the scale. The way in which the teachers in both the English and Scottish groups view the headteachers' priorities may be linked to their preference amongst teachers of 5 to 8 year olds for a more personal relationship with the headteacher. Thus in the English group we find the comment:

> *She actually wants to put the welfare of pupils and staff first, but actually her actions are detrimental to the staff.*

Similarly, one in the Scottish group comments:

> *Head Teacher is now more business manager who, although cares deeply*

about staff / pupils, she is pressured to achieve government statistics/ targets.

The characteristics of your headteacher (5k)

The actual mean score for the English group on the scale for characteristics of headteacher is 2.3 and for the Scottish group is 2.5. The ideal for the English group is 2.7, and for the Scottish group it is 3. This is one of the smallest gaps between ideal and actual scores, and the partial eta squared value is also relatively low (.127) but still suggests a moderate effect (Cohen, 1988). The significant difference indicates that in their ideal situation teachers tend more to want a colleague with a headteacher qualification as opposed to a manager concerned more with performance. The actual scores show no definite trend either way.

The results from this item have to be considered with care and may not be valid because many of the headteachers answered this item with a written comment and /or gave no score. Many of the written comments are related to the fact that the respondents were the headteacher and therefore could not comment on their actual characteristics but could score their ideal ones. Representative comments are provided below.

> *From a class teacher: HT relates well with all staff and values everyone's contribution. Does not take unearned credit for himself.*
>
> *From a class teacher: My Head is also the first to praise her staff for the success of the school.*
>
> *From a headteacher: I didn't like the 'takes the credit' phrase. If a Head is not a good manager as well as being able to relate well to staff, then a school would not survive. Surely takes responsibility would be better?*

Staffroom atmosphere (5l)

The actual mean score of both groups on the scale for staffroom atmosphere is near 1.6 and the ideal mean score is 2.3 with the partial eta squared value of .282. Teachers in both groups feel their actual staffroom situations are fine and for the most part relaxed but could benefit from being a little more relaxed.

2. Independent Variable: Teaching prior to ERA

The introduction of the Education reform Act 1988 (ERA) is arguably the most significant piece of legislation in recent history to affect the lives of teachers. Those who have been teaching since its introduction may have a different view of educational issues from those teaching prior to its introduction.

The purpose of education (5a)

The actual mean score for both groups on the purpose of education scale is 3.5. The mean ideal score of those teaching before the ERA is 4.6 and 4.4 for those after the ERA. The partial eta squared value is .433. The ideal score indicates that teachers want to educate pupils as learners and do not see education for the 5 to 8 age group as providing pupils for the labour market. The actual score suggests that they are not necessarily achieving this in their practice.

The type of learners produced by the current system of education (5b)

The actual mean score is around 2.9 for both groups. Both groups have an ideal mean score above 4.8, with a low standard deviation (.3-.4) and a partial eta squared value ofs799. This suggests a very strong practical as well as statistical significance and a strong consensus of opinion that teachers of 5 to 8 year olds aspire to see an educational system that develops independent more than dependent learners but may not be achieving that ideal in their actual practice. Some comments are:

> *Independent learning does not take place in my school.*

> *Due to the sheer volume of content we are drilling the children and due to the extent of content we couldn't possibly resource it or manage volume of resource required for independent learning.*

> *Lack of curriculum flexibility - constraints in school timetable and targets do not give opportunities for children to be independent. I think we should encourage pupils to be predominantly independent learners but realise the need for input and asking for help from an informed facilitator. Time constraints and class numbers are not conducive to total independent learning curriculum.*

The emphasis of a balanced curriculum for 4 to 8 year olds (5c)

The ideal mean for both groups is near to 1.9. The actual mean for the group teaching before the ERA is 3.1 and 3.6 for the group teaching after the ERA, with a partial eta squared value of .477. The disparity between the actual and ideal mean scores for the group teaching before the ERA is 1.2 and for those teaching after the ERA is 1.7. This suggests that those teaching after the ERA may have a stronger perception of the curriculum emphasis being on the development of subject knowledge than those who taught before the ERA, though there is no significant between-groups difference for this scale (see below) and the actual scores do not show a strong trend in the direction of either end of the scale. Nonetheless the ideal

tendency in both groups of teachers is for a curriculum that emphasises the development of the whole child.

Historically those teaching before the introduction of the ERA were regarded by some government education authorities as 'child-centred' and ruining children by that method / style of teaching. The Plowden Report (1976) which suggested this way of teaching as appropriate for young children was robustly attacked by the writers of the Black Papers (Cox and Boyson, 1969 -87) and dismissed by subsequent legislation, notably the ERA and the introduction in England of a National Curriculum. Nevertheless, it seems that there is a consensus of opinion amongst teachers of the 5 to 8 year age group that a more child-centred curriculum is better than a curriculum which emphasises discrete subject based knowledge. Some of the respondents' comments reinforce this view:

> *Development of the whole child - wonder / exploration. One paramount [need] more opportunity for self expression is required. Limited opportunities for cross-curricula learning and thus problem solving / exploration. Needs to be a school policy to enable whole child development. Dare to be different!*
>
> *Fought against "individual subjects" perhaps contributed to my downfall. Always creatively planned NC (with LEA encouragement) for development of whole child.*
>
> *Pressure to perform in national tests (Level A by the end of P2) increases the amount of language/maths at any early age. Nursery has helped prepare children for earlier 'work' rather than play.*

The basis a balanced curriculum for 4 to 8 year olds (5d)

There is little difference between the opinions of those who had been teaching before or after the ERA as to what currently constitutes the basis of a balanced curriculum for 4 to 8 year olds and what should do so. The actual score mean of 2.2 is almost the same for both groups and the ideal mean is above 4.3 for them both. The strength of association in this finding is shown by the very large partial eta squared value of .678. No matter whether teaching before or after the ERA the ideal for teachers is being freer to balance the curriculum according to their classroom circumstances. Being able to adjust curriculum structure and materials to specific teaching circumstances is in fact widely recognised as an aspect of being a professional and a key feature of teacher education (Cockburn, 1999; Pennington, 1989, 1990; Woods, 1996). Representative comments are the following:

> *Need both for balance*

The timetable is broken into lots of rushed slots, with everything feeling disjointed and uncoordinated.

Timetabling has greatly reduced flexibility in the classroom, though as years progress becoming more confident in challenging timetable allocation.

These comments indicate a felt need for more control over timing of teaching events.

The type of goals should be used for promoting pupil achievement (5e)

Both groups assessed the current situation as tending to be oriented towards performance goals, as indicated by the actual mean of the two groups being near 2.5. Although both groups have an ideal mean above 4, the ideal mean of those who had been teaching before the introduction of the ERA is above 4.5, indicating slightly more of a trend – and in terms of the between-subjects results (Figure 7.2), this is also a significant difference – towards in-process/learning goals. Between this ideal and their actual teaching situation is a gap of more than 1.6 scale points for the group who had not been teaching before the ERA and one of 2 scale points for those who had. The partial eta squared value is very large (.657), signifying that the difference between the ideal and actual mean scores is both statistically highly significant and that the association between the variables has practical significance.

The type of information for assessing a child's potential (5f)

There is almost complete agreement between the two groups on the scale for type of information for assessing a child's potential, with an actual mean near 3.6 and an ideal mean near 2. The partial eta squared value of .554 shows a large effect size. Both groups have an ideal in which the primary type of information used for assessing pupil potential is the professional knowledge-base of teachers and both assessed the actual situation in schools as tending away from this ideal and more towards one in which the primary type of information used for assessing pupil potential is the standard assessment.

The impact of inspections (5g*)*

For the scale for impact of inspections both groups have ideal means near 4.0 and actual means near 1.3. The partial eta squared value of .818 points indicates a very strong practical significance as well as a statistical significance. The high ideal scores indicate that both groups consider that in their ideal situation the outcome of

inspections would be the promotion of educational quality. The actual mean points towards a view from both groups that the current inspection system has a tendency to promote an assessment culture within schools.

The type of expertise trusted in education (5h)

As shown by the ideal mean score for both groups of near 2.2, in an ideal world teachers of 5 to 8 year olds would prefer more balance in the type of expertise trusted in education. The actual mean score for both groups is near 3.2. The partial eta value is .312. The score near the midpoint and the standard deviation of around 1 for the actual value shows that there is a broad range of views. It seems that ideally, teachers want the expertise they have gained through experience in the classroom to be esteemed more highly than it actually is.

The relationship with headteacher (5i)

The actual means for the scale of relationship with headteacher is near 2.3 for both groups, and the ideal mean is near 1.9 for the group who had been teaching before the ERA and 2.1 for those teaching after. Hence the groups as a whole found themselves teaching in an actual situation that is close to their ideal. Both groups of teachers wanted a relationship with their headteacher that is more personal than it already is.

There may have been a history of experiencing headteachers in the 1950's and 1960's who functioned as something of a demi-god within schools. Thus as one respondent commented in

> *Always had a friendly respectful regard for my Heads. Always was treated with great consideration. This was so in Manchester Education Authority & Lancashire. In Manchester my mother was very ill and I was allowed to arrive late in order to attend her and no deduction was made from my wages. In Surrey a colleague was threatened with wage deduction for popping home in the dinnertime to check her mother!!*

The participant who wrote the following comment rated a 2 for both the ideal and the actual teaching situation, and that was in agreement with her sense of security with her current head.

> *I have worked for terrible heads in the past and am now lucky to have a professional, forward thinking but understanding head.*

The headteachers priorities (5j)

The actual mean of the sample teachers who taught before the ERA is 3, and it is 3.4 for the other group. These scores near the midpoint and the standard deviation

of 1 suggest divided opinion as to what is actually happening in schools in terms of the headteacher's priorities. More uniformity of opinion is suggested by the ideal mean of around 4.4 for both groups and a standard deviation of around .7. The partial eta squared value is .493. These findings indicate that both groups prefer headteachers who are concerned with the welfare of pupils and staff and that this is sometimes less the case in their actual world. One headteacher wrote:

> *One of my reasons for early retirement. I could no longer stem the flow of govt pressures for statistics and targets.*

And one teacher commented upon the tension that a headteacher lives with:

> *Our headteacher is very good at putting welfare of pupils and staff 1st, until Ofsted or SATs comes.*

The characteristics of your headteacher (5k)

The actual mean on the scale of characteristics of headteacher for both groups is above 2.5, suggesting a tendency to encounter the headteacher in respondents' schools as more of a colleague than a manager, and an ideal mean of around 2 indicates a preference for that tendency to be strengthened. The partial eta squared is the low value of .107, indicating a lesser practical significance than most other comparisons made. The personal response of the following participant shows the compassion and understanding of some teachers for their headteacher colleagues:

> *I think he lost his identity. Felt sorry for him really.*

Another comment shows a more detached professional observation about an effect a headteacher can have upon the staff of a school:

> *The attitude of the Head is the whole backbone of the school. A really good head makes life easy for the rest of the staff.*

Staffroom atmosphere (5l)

With an actual mean on the scale for staffroom atmosphere for both groups of around 2.3, teachers seem to find their staffroom to be generally relaxed. The ideal mean of 1.6 suggests that they would prefer an even more relaxed staffroom atmosphere. The partial eta squared value of .251 indicates a practically significant difference, but as some comments show there are factors which are not reflected in the scores given. This is possibly because teachers were rating the staffroom atmosphere on the whole without the presence of the headteacher, since just under a third of the comments stressed the negative effects of the headteacher on the staffroom atmosphere. For example:

Relaxed generally but sometimes head / deputy can (often unconsciously) make it feel tense / serious. I sometimes feel very uncomfortable and intimidated. I know another colleague feels the same.

The following are comments from two of the teachers who gave extreme scores, i.e. their ideal score is 1 and the actual score is 5:

Tensions and issues arising from conflicting issues between HT expectations for targets and teachers perceiving this as all encompassing to detriment of children. Staff still living through aftermath of OFSTED two years ago.

Gets worse when Head there - I was told I laughed too much, was too frivolous & too chatty with my support staff.

3. Independent Variable: Summary of basic and additional qualifications

Many of the teachers in this sample were trained before the introduction of the B Ed degree. There was a different emphasis in the content of the non-graduate courses and the graduate courses before the addition of the government benchmark standards for the award of Qualified Teacher Status.

The purpose of education (5a)

For this item both groups have ideal means for purpose of education above 4.5 and actual means near 3.5. The partial eta squared value of .270 points towards a moderate practical significance as well as a statistical significance. The discrepancy between the actual and the ideal means of teachers with minimum qualifications and teachers with additional qualifications is almost the same. This suggests that the ideal for teachers of 5 to 8 year olds, no matter whether they have minimum or additional qualifications, is to educate pupils as learners. In their actual situations the mean suggests for both groups that they are not always achieving this ideal.

The type of learners produced by the current system of education (5b)

For the scale of the type of learners produced by the current system of education, there is a gap of 1.9 scale points between the ideal mean of 4.9 and the actual mean of 3 for both groups, combined with a small standard deviation (.3) and a partial eta squared value of .612 These values suggest a strength of opinion about the ideal type of learner which respondents would like to see produced, an independent one, coupled with a less consistent opinion about the actual type of

learner being produced by the education system. No matter what the level of their qualification, some teachers feel that their ideal towards a system that produces predominantly independent learners has yet to be realised.

The emphasis of a balanced curriculum for 4 to 8 year olds (5c)

Irrespective of qualification level the ideal mean is near 1.8 suggesting that, in the view of respondent teachers, an ideal emphasis of a balanced curriculum for this pupil age group should include the development of the whole child. The actual mean for those with additional qualifications is 3.3 and for those without them is 3.6, showing that for both groups there is lack of a strong trend to one or the other end of the scale but some tendency for the actual teaching situation to be seen in terms of a curricular emphasis less on development of the whole child and instead toward discrete subject knowledge. The partial eta squared value is .330 suggesting a moderate effect of practical significance.

The basis a balanced curriculum for 4 to 8 year olds (5d)

As indicated by an actual score mean on the basis of a balanced curriculum for 4 to 8 year olds of around 2.2 for both groups, teachers are of the opinion that the curriculum in their experience is largely balanced by allocation of time. An ideal mean above 4.2 shows that in their ideal world, teacher judgement in response to classroom situation would have more prominence. This is true of both the more and the lesser qualified groups, suggesting a strong norm for teaching at all levels or stages of the career. The partial eta squared value is .491. Thus there is very little difference between views of the groups as to what is currently the basis of a balanced curriculum, and what should be the basis of it, irrespective of their level of qualification.

The type of goals should be used for promoting pupil achievement (5e)

Both groups show a consensus of opinion about the type of goals that should be used for promoting pupil achievement for the actual and ideal situations. The actual mean is near 2.5 and the ideal mean is 4.3, with a partial eta squared value of .513. The gap of nearly 1.8 scale points indicates a tendency in both groups, regardless of their level of qualifications, for replacing performance-based, end-driven goals by more in-process learning goals as the means of promoting pupil achievement.

The type of information for assessing a child's potential (5f)

The actual mean on the scale for the type of information for assessing a child's potential for the minimum qualifications group is 3.7 and for the additional qualifications group is 3.3. For their ideal situation both groups have a mean of 1.9. The partial eta squared is .352. The findings suggest that many respondents, no matter what their level of qualifications, want the use of teacher knowledge and expertise to be given more status as a valid assessment of pupil performance.

The impact of inspections (5g)

Although both groups feel that the impact of inspections promotes an assessment culture in schools, the minimum qualifications group's actual mean is .5 lower than the additional qualifications group's actual mean of 4.4. The partial eta squared value is .701. Both groups have an ideal mean of 1.3, indicating a trend towards a belief that the purpose of inspections should be the promotion of educational quality in schools.

The type of expertise trusted in education (5h)

The actual mean of 3.2 for the minimum qualifications group on the scale for the type of expertise trusted in education is 0.4 scale point higher than that of the additional qualifications group; both groups have an ideal mean near 2.2. The partial eta squared value is low, at .106. The ideal mean indicates that teachers in the two qualifications groups want both their classroom experience and their academic achievements valued, and the actual mean suggests that the actual situation does not always reach this ideal.

As stated in Chapter 6, 52% of participants have the Certificate of Education/ Diploma of College Education qualification, which counts as a minimum qualification. The Certificate of Education is regarded as a lesser qualification than the B Ed yet as explained in Chapter 6, teachers with this qualification focus upon teaching and learning in a way that is child-centred and reflective. This focus is opposed to that of teachers trained with the emphasis on competencies and standards, which has become the norm of the B Ed degree because of Government directives. Thus many of those with the minimum qualification, especially in the Infant sector, have a knowledge-base about teaching and learning that is less acceptable than that of those with degrees in education. This sense of disparagement was endorsed by the attitude of the Chief Inspector of Schools, Chris Woodhead, when he publicly promoted recently qualified teachers as better trained

than those trained before the introduction of the B Ed degree – an attitude one teacher confirmed:

> *Some of my colleagues with many years experience had low self-esteem because they didn't have a degree, especially when inspectors were about.*

Many comments, although regarding academic expertise as significant, emphasised the overriding importance of experience. However, one disillusioned and frustrated teacher who had left the state system to teach in an independent school 'in order to regain her joy in teaching'[xii] wrote:

> *I am probably a real academic and I feel that my current school values my further study. Teaching does not value extra qualifications.*

This comment was connected to the fact higher qualifications are not rewarded financially in the state system of education.

The relationship with headteacher (5i)

The actual mean of both groups for relationship with headteacher is near 2.2 and the ideal mean is close to 1.9, with a partial eta squared value of .071 indicating low practical significance. Both the actual and the ideal means indicate that having a more personal than an impersonal relationship is the preferred situation, a tendency which is perceived as not far from the ideal and which does not seem to be affected by the level of qualifications held by teachers. Out of all the comparisons made, this gap of .03 is the smallest significant difference.

The headteachers priorities (5j)

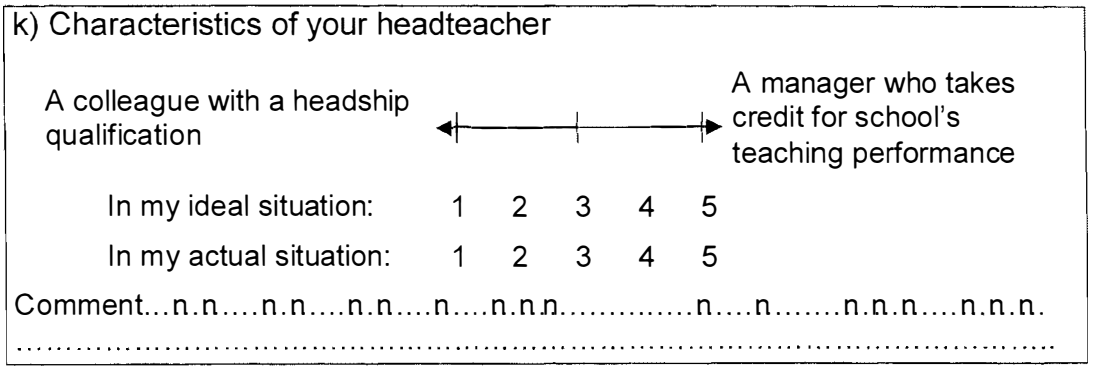
The actual mean of 3.2 for the minimum qualifications group is 0.4 scale point lower than that of the additional qualifications group on the scale for headteachers priorities, and both groups have an ideal mean of near 4.5. The partial eta squared value is .298, indicating a moderate degree of practical significance. No matter what the level of qualifications held, both groups seem to be close agreement with a view that headteachers should give more priority to the welfare of pupils and staff less to government targets and statistics.

The characteristics of your headteacher (5k)

The characteristics of headteacher is the only scale that did not show a statistically significant result for the within-group comparison, meaning that there is no difference in the ideal and actual scales. A possible reason for the lack of significant difference for (5k) is the number of headteachers who had basic qualifications (33) as compared with the number (11) having additional qualifications combined with

the relatively large number of headteachers who either did not answer or who gave a comment instead of a score for the item 'characteristics of your headteacher' (ideal) and (actual) score. The scale item 5k from the questionnaire is given below for reference:

Figure 7.8: Scale item 5k from the questionnaire



Since so many headteachers (not including ex- or acting headteachers) did not answer this question with a rating (i.e. for ideal, n=24/37; for actual, n=25/37), it would be expected that there would not be any significant difference identified. However, there are also comments given by headteachers who wanted to clarify why they had not given a score even though they had also written 'not applicable' near the scale. The main thrust of those comments was to emphasise their conviction in collaborative leadership, for example:

> *I think there are threads which could be drawn from both these statements to provide the best characteristics of a headteacher.*
>
> *I would like to think that we could all take credit for the quality of our school.*
>
> *I don't feel I can judge myself but I feel it needs to be a balance between two, but I would change credit to responsibility.*
>
> *We work as a team and credit is given and taken by all.*

One headteacher gave a rating of 3 for both the actual and ideal scales but also wrote:

> *Can't really comment on this since I am the Head. I have got the SQH (Scottish Qualification for Headship).I would also like to think that since taking over as head I have had an influence on the teaching performance of the school.*

The comments of headteachers cited above indicate the balance that teachers professionally try to maintain. Teachers have sets of principles, values and ideals which underpin their practice. Although these may not be overtly considered as they act and react in the classroom, the very ability to deal with large numbers of other

individuals, often involving intense interaction and moral dilemmas, is evidence of underpinning beliefs and motives upon which they base their actions. Teachers see their primary role as being the facilitator of children's learning. The high level of self-investment brings a sense of identity in primary school teachers and this in turn is linked to the fulfilment of ideals, (Nais, 1992).

Staffroom atmosphere (5l)

As regards staffroom atmosphere, teachers with minimum qualifications have an actual mean of 2.4, 0.4 scale point higher than the additional qualifications group. The ideal mean for both groups is near 1.6. The partial eta squared value is .121. Both groups experience a relaxed environment in their staffroom and want this to be even more the case as their ideal. Two comments suggest an example of what their ideal would be:

> *Should be a place where people can be relaxed but also somewhere where good educational debate can take place if people so wish.*
>
> *Needs to be stress free and a place to relax but more serious when appropriate.*

4. Independent Variable: Head or deputy/depute headteacher or not

The role of the headteacher has become one of being a school manager which is partly due to the various legislative responsibilities placed upon headteachers and the managerial training given to them. The deputy supports the headteacher is a bridge between the headteacher and the rest of the staff. Head or deputy/depute will be referred to as HT or DHT and teachers not in those roles non HT or DHT.

The purpose of education (5a)

An ideal mean on the scale for the purpose of education is close to 4.5 for the administrator and classroom teacher groups, with a standard deviation of .7 on all scores. The actual mean for both groups is close to 3.5. The partial eta squared value is .432. No matter what role the respondents hold in the school, educating pupils as learners is the trend for the ideal, and in both groups the actual situation does not always match that ideal.

The type of learners produced by the current system of education (5b)

The actual mean for both the administrator and classroom teacher groups for the type of learners produced by the current system of education is close to 3. The ideal

mean is above 4.8 for both groups, with a standard deviation of between .3 and .4 on the ideal scores. The partial eta squared value is high, at .779. These values indicate close agreement in opinion on the type of learners, i.e. independent ones that are ideally produced by the current system of education. The actual scores of both groups show no definite trend in this direction in practice.

The emphasis of a balanced curriculum for 4 to 8 year olds (5c)

The ideal mean for both groups on the emphasis of a balanced curriculum for 4 to 8 year olds is near 3.2 and the actual mean is near 1.9, with a partial eta squared value of .414. Whatever their role in school respondents seem to believe that the current emphasis in the curriculum is a tendency towards the development of knowledge as discrete subject areas. The ideal mean near 3 indicates no definite tendency in either direction of the scale. It is notable that this is one of the few instances of an ideal rating being near the midpoint of the scale, as in most of the comparisons there is a definite trend for an ideal rating to tend towards one or the other endpoint of the scale under consideration. This contrasting finding suggests a range of points of view as to what the ideal is among the school leader and class teacher groups.

The basis a balanced curriculum for 4 to 8 year olds (5d)

That the curriculum for 4 to 8 year olds is thought to be balanced by allocation of time for subjects is indicated by an actual mean of near to 2.2 for both groups. The ideal mean of above 4.3 indicates a trend in the direction of the curriculum balance as including the teacher's assessment of pupils needs in the classroom. The partial eta squared value is .658. A disparity between the two groups' actual and ideal mean scores of 2.3 scale points for the administrator and class teacher groups indicates that many of those working in the infant sector are not experiencing their practice in terms of a balanced curriculum for 5 to 8 year olds.

The type of goals should be used for promoting pupil achievement (5e)

The ideal of using in-process learning goals as a way to promote pupils achievement is held by respondents irrespective of school role, as both groups have means for this item of 4.4. In contrast, the actual value for each group is near 2.5, showing that the administrators and class teachers as a whole do not find themselves teaching towards this ideal and that some consider that they are working in a system which tends toward the use of end-driven, performance-measurable

goals. The high partial eta squared value of .688 indicates a practical as well as a statistical significance.

The type of information for assessing a child's potential (f)

In this item, the ideal is 1.7 for the classroom teacher group and 2.2 for the leadership group, with a gap of more than 1.9 scale points for the former and 1.4 for the latter between this ideal and their actual teaching situation. The partial eta squared value is .544. Based upon the small but significant discrepancy between the ideal and actual means, teachers and school leaders in both England and Scotland consider that the type of information used to assess a pupil's potential should be, to an even greater extent than it is perceived to be, inclusive of the teacher's expertise and knowledge base.

The impact of inspections (5g)

Both groups' actual mean of above 3.9 and ideal mean of near 1.3, combined with an ideal score standard deviation of below .6 for both groups and a very high partial eta squared value of .805, suggest agreement of views about the impact of inspections ideally and to a lesser extent in actuality. The ideal score near 1 and the disparity between the actual and ideal scores of both groups of near 2.6 scale points suggests that regardless of role, respondents consider that the ideal is for inspections to promote educational quality but that in actual practice the current tendency is less in that direction and sometimes for inspections to promote an assessment climate in schools.

The type of expertise trusted in education (5h)

The ideal mean for both groups of around 2.2, coupled with higher ideal scores near 3 and with a partial eta squared value of .262, indicates a trend for classroom expertise to be trusted more than it currently appears to be in practice. The actual mean of 2.9 for the head or deputy/depute headteachers group and of 3.3 for those not in those roles shows no clear trend in the direction of either end of the scale for respondents' perceptions of current practice, though it can be noted that the administrator group has a somewhat closer match between their ideal and actual scores than does the classroom teacher group. This observation must however be tempered by noting that the difference between the groups on this scale did not achieve statistical significance and so might be due to chance.

The relationship with headteacher (5i)

For relationship with headteacher, the ideal mean of both groups is near 1.9 and the actual mean is near 2.3. The partial eta squared value is .164. These values indicate that both groups tend to experience a personal style of relationship and have this to an even greater extent as their ideal.

The headteachers priorities (5j)

For headteachers priorities, as indicated by the actual mean near 3.3 and the ideal mean for both groups above 4.4, with a partial eta squared value of .472, ideally pupil and staff welfare are considered by both the administrators and class teachers to be the headteachers priority. However, this ideal is not necessarily realised in practice.

Characteristics of your headteacher (5k)

There is an ideal mean of 2.2 for the classroom teacher group and 2.5 for the headteacher or deputy headteacher group, compared with an actual mean for the former group of 2.7 and for the latter group of 2.9, combined with a low partial eta squared of .096. This seems to show an ideal trend away from headteacher as a manager concerned with performance and more towards one with a persistent palpable care for staff and pupils, with the actual situation being less so.

Staffroom atmosphere (5l)

The actual mean is near 2.3 for both groups and the partial eta squared is .239 on the scale for staffroom atmosphere. The ideal mean for the class teacher group is 1.5 and it is 1.8 for the administrator group, suggesting that both groups consider staffroom atmosphere relatively relaxed for the most part, but both groups on the whole would like it to be more so.

5. Independent Variable: Full responsibility for class

Although the headteacher has overall responsibility for what happens in a school this variable is concerned with the class teacher who has the day-to-day whole year responsibility for teaching a class. The teacher of 5 to 8 year olds tends to teach the whole curriculum, although lessons may be negotiated where teachers with particular expertise, e.g. music or physical education might have class exchanges timetabled.

The following codes were used for this variable:

Full = full responsibility for a class

Some = some responsibility for a class

None = no responsibility for a class

The purpose of education (5a)

There is very little difference in the actual mean of three groups (near 3.5) for the purpose of education. The ideal mean is near 4.4 for teachers with some and full responsibility for a class of pupils and 4.8 for teachers with none. Thus there is a gap between the two means of between 1.4 and 1.8 scale points. There is a partial eta squared value of .361. These findings suggest that, irrespective of the amount of actual time spent in the classroom, teachers perceive the purpose of the current system to be educating pupils as learners but that this is not necessarily the case in practice.

The type of learners produced by the current system of education (5b)

As indicated by the ideal mean for all groups of above 4.7 – the group with no responsibility for a class having the highest mean of nearly 5 – their ideal is for independent learners. As indicated by the actual mean near 3, all three groups showed no trend in terms of the perception of the actual situation as producing dependent or independent learners. The gap between the ideal and actual means of both groups is more than 1.7 scale points, and a very high partial eta squared of .719 indicates a large practical as well as statistical significance.

The emphasis of a balanced curriculum for 4 to 8 year olds (5c)

All groups have an actual mean near 3.3 on the scale for emphasis of a balanced curriculum for 4 to 8 year olds, indicating no strong trend towards either end of the scale. A mean of 1.5 for the ideal and a difference of 1.8 scale points is shown between the actual and ideal of the group with no responsibility for a class. The group full has a mean of 1.8 for the ideal and the Some group has a mean of 2.3 for the ideal, with a gap of 1.5 scale points between actual and ideal means for those two groups. The partial eta squared value is .397. The ideal scores suggest that whatever the amount of actual classroom teaching done, there is a belief that the development of the whole child should figure more effectively as an emphasis in the curriculum for this age group.

The basis a balanced curriculum for 4 to 8 year olds (5d)

For the three groups, the ideal mean is near 4.4 and the actual mean is close to 2.1, with a high partial eta squared value of .588, for the basis of a balanced curriculum. Thus between the two means is a disparity of around 2.2 scale points in all three groups. These findings indicate that, irrespective of the amount of actual time spent in the classroom, teachers experience a significant difference between their actual and ideal beliefs about the basis of a balanced curriculum for 4 to 8 year olds. They assess the current situation as one where the basis of the balanced curriculum tends to be centred upon the time allocation of the subjects required to be taught and believe that more teacher judgement in the decisions of what is taught should be the case.

The type of goals for promoting pupil achievement (5e)

All groups have an actual mean of near 2.5 for type of goals for promoting pupil achievement. The ideal means are:

Fulls= 4.2867

Somes= 4.6213

None = 4.3889

The disparity between the actual and ideal means for each group is from 1.7 scale points for those with no class responsibility to 2 for those with some responsibility. The partial eta squared value is .620, indicating that the relative extent of the difference between means of subjects is high. This indicates that the mismatch between teachers' experience of using performance-focused, end-driven goals in classroom practice and their ideal of using more in-process learning goals is practically as well as statistically significant.

The type of information for assessing a child's potential (5f)

The actual means on the scale for type of information for assessing a child's potential range from 3.6 to 3.9 for the responsibility groupings, and their ideal means range from 1.9 to 2.1, making for a gap between the ideal and actual means of between 1.8 and 1.5 scale points. The partial eta squared value is .451. The ideal shows a desire for information from teacher's expertise playing a bigger part in pupil assessment, whereas the actual scores show some tendency for standard tests to be used more for pupil assessment.

The impact of inspections (5g)

The actual mean for impact of inspections is in the range of near 3.9 to 4.2, with an ideal mean near 1.4 for all groups and a gap between the actual and ideal situations of 2.5-2.8 scale points for the different responsibility groups. The partial eta squared value is .714 for this item, showing high practical significance of the findings. The results indicate that the contrast between their experience of the impact of inspections promoting an assessment culture and the ideal of inspections promoting educational quality is practically as well as statistically significant.

The type of expertise trusted in education (5h)

On the scale for type of expertise trusted in education, the actual mean for each responsibility group is near 3.3 and the ideal mean ranges between 2.0 and 2.4. There is a disparity of more than 0.9 scale point for each group between this ideal and their actual teaching situation. The standard deviation of around 1 shows that there is a broad range of views as regards respondents' actual situations. The partial eta value of .242 shows a moderate effect. The actual value for each group is near the midpoint of 3, showing no definite trend in respondents' practice, coupled with an ideal of classroom expertise being trusted more than expertise gained by academic study.

Relationship with headteacher (5i)

As regards relationship with headteacher, the three responsibility groups have actual means near 2.3 and ideal means near 2, with partial eta squared value of .116. The desire is for a professionally personal relationship with headteachers in schools where 4 to 8 year olds are taught, with the actual situation being not far from the ideal.

Head teacher's priorities (5j)

All groups have an actual mean near 3.3 and an ideal mean near 4.4. The partial eta squared value is .373. There is a gap between the ideal and actual means of 1.1 scale points in each of the groups. The findings suggest that irrespective of the amount of time they are involved in class teaching, the ideal is for headteachers to make the welfare of their pupils and staff their priority, though this is not being experienced by all teachers.

Characteristics of your headteacher (5k)

The actual means for characteristics of headteacher of the full responsibility group is 2.7, the some responsibility group 2.5, and the no responsibility group 3. All groups have an ideal mean near 2.4. Thus the full and some responsibility groups have actual means close to their ideal, which is weakly in the direction of wanting to experience the head as leader rather than a manager, as is the ideal for the no responsibility group, which however shows no trend for their actual teaching situation. The partial eta squared value of .06 is very low and so the practical significance has to be regarded with care.

Staffroom atmosphere (5l)

The actual means for the responsibility groups are near 2.3 and the ideal means are near 1.6 for the scale of staffroom atmosphere. The partial eta squared value is .176. The disparity between their ideal and actual situation is .7 scale points, showing a strong desire for a relaxed staffroom and a somewhat weaker trend in that direction in practice.

6. Independent Variable: Number of years teaching 5 – 8 year olds

The participants were grouped according to the number of years of teaching 5 to 8 year olds as an indicator of experience with teaching the age group.

The following codes are used for this variable:

Group 1 = 1 – 8 years teaching 5 to 8 year olds

Group 2 = 9 – 17 years teaching 5 to 8 year olds

Group 3 = 18> years teaching 5 to 8 year olds

The purpose of education (5a)

The actual means of Groups 2 and 3 (9 – 17 and 18> years teaching 5 to 8 year olds) is near 3.6 and it is 3.3 for Group 1 (1 – 8 years teaching 5 to 8 year olds) on the scale for the purpose of education. The ideal means of Groups 2 and 3 is 4.6 and for Group 1 it is 4.3. The partial eta squared value is .463. Thus for all groups there is a gap between the two means of 1 scale point. All three groups have the same ideal for the purpose of education, i.e. educating pupils as learners. Those with the least teaching experience show a less extreme value for their ideal and also have a less definite pattern in their perceptions of their actual teaching situation than those with more teaching experience. These patterns are further explored below in relation to the experience groups' interaction effect for this scale.

The type of learners produced by the current system of education (5b)

The actual mean for all three groups is near 3; the ideal means of Groups 2 and 3 are almost at 5 and that for Group 1 is also high, at 4.6. The high partial eta squared value of .792 combined with the high ideal means and the gap between the ideal and actual means of all groups of over 1.6 scale points indicates that teachers of 5 to 8 year olds hold similar ideals about developing pupils as independent learners, but may not always be working in a system where they see that ideal realised.

The emphasis of a balanced curriculum for 4 to 8 year olds (5c)

The actual mean of groups 2 and 3 is near 3.2 and that of Group 1 is 3.5 for emphasis of a balanced curriculum for 4 to 8 year olds. The ideal mean for Groups 1 and 2 is 2 and for Group 3 is 1.6. The partial eta squared value is .491o The disparity of scale points between the ideal and actual situation of 1.5 to 1.6 indicates that irrespective of how long they have been teaching the 5 to 8 age group, the desire is for incorporating the development of the whole child as part of the emphasis in the curriculum for this age group, but this ideal may not always be achieved.

The basis a balanced curriculum for 4 to 8 year olds (5d)

All groups have an actual mean of near 2.1 and an ideal mean of above 4.3 for the basis of a balanced curriculum for 4 to 8 year olds. The partial eta squared value is .724. These results show that no matter how many years they have been teaching 5 to 8 year olds, teachers identify the current basis of a balanced curriculum as balanced by time allocated to curriculum subjects. The relatively high ideal means, and a gap between their actual and ideal means of more than 2.2 scale points, point to a desire to allow teachers to play a part in judging the appropriateness of the curriculum relative to specific circumstances.

The type of goals should be used for promoting pupil achievement (5e)

The ideal mean of 4.5 for Groups 2 and 3 and 4.2 for Group 1 indicates that each experience grouping believes that in-process learning goals would better endorse pupil achievement. The actual mean of near 2.5 for each of the three groups, and the mismatch between their ideal and actual situations as shown by the difference of more than 1.7 scale points between the ideal and actual means in each group, indicate a trend for respondents – no matter how long they had been teaching the 5 to 8 age group – to perceive the goals used for promoting pupil achievement to be

oriented away from their ideals and in the direction of measurable, end-driven performance goals. A high partial eta squared value of .724 points towards a strong practical significance.

The type of information for assessing a child's potential (5f)

The actual mean of each of the groups for type of information for assessing a child's potential is 3.6, their ideal mean is near 2, and the partial eta squared value is .564. According to these findings, no matter what their experience in teaching the 5 to 8 age group, the tendency is for teachers to consider their own expertise more than standardised tests as an important source of information for assessing a child's potential. A gap of more than 1.6 scale points between the actual and ideal means of each group indicates that not all teachers are experiencing their own expertise as being satisfactorily regarded in pupil assessment.

The impact of inspections (5g)

The actual means of the three groups on the impact of inspections are near 4 and the ideal means near 1.3. The gap of 2.7 scale points between the actual and ideal means within each group, combined with a high partial eta value of .837, indicates that, notwithstanding the different number of years teaching 5 to 8 year olds, teachers consider that the current inspection systems are generating an assessment culture that is not their ideal.

The type of expertise trusted in education (5h)

The actual means for each experience group are near 3.1 and the ideal means are near 2.2 on the scale for type of expertise trusted in education. There is a disparity of more than 0.9 scale point for each group between the ideal and actual teaching situation. The partial eta squared value is .291, indicating a moderate effect. The standard deviation of around 1 for the actual scores, coupled with the actual means near the midpoint of the scale, shows that there is a broad range of views of respondents' actual situations, with the ideal for all levels of experience tending to be in the direction of viewing expertise gained from experience in the classroom more as more valued than that gained from academic study.

Relationship with headteacher (5i)

There is agreement across the groups as regards relationship with headteacher, with the actual means near 2.3 and the ideal means near 2. The partial eta squared value is .157. The number of years teaching 5 to 8 year olds makes no difference to their views about the type of relationship with their headteacher that is important to

them, i.e. a personal one, with this view somewhat less in evidence in practice than as an ideal.

Head teacher's priorities (5j)

As indicated by the actual mean near 3.3 and the ideal mean above 4.4 for each of the groups, ideally the welfare of pupils and staff is seen as part of the headteachers priority which is not always met in practice. Teachers of 5 to 8 year olds want headteachers to be proactively concerned with the people in the school rather than with statistics and government directives. The partial eta squared value is .475, which suggests a moderate effect.

Characteristics of your headteacher (5k)

The actual means of Groups 2 and 3 are near 3 and the ideal means are 2.5. For Group 1 the actual mean is 2.4 and the ideal mean is 2.1. The partial eta squared value is .118. The group who has been teaching 5 to 8 year olds for the shortest time tends have both their actual and ideal situation one of experiencing their headteacher as a colleague. The disparity between their ideal and actual situation is wider though not significantly so for those who have been teaching 5 to 8 year olds for more than 9 years, and there is a less strong desire to have the head as a colleague, with a greater range of actual experience as to whether the head is a colleague. However, irrespective of how long they have been teaching the 5 to 8 age group, the ideal trend is towards wanting headteachers to be colleagues.

Staffroom atmosphere (5l)

For all groups the actual mean for staffroom atmosphere is near 2.3 and the ideal mean is near 1.6. The partial eta squared is .291s The number of years respondents have been teaching 5 to 8 year olds makes no difference to either the mean for their current actual experience or their ideal: they all perceive a relaxed staffroom as an ideal and want an increasingly relaxed staffroom.

7. Independent Variable: Grouping based on educationally historical events

Teachers with more experience are more dissatisfied with the current teaching situation because they have had more direct experience with the historical changes that have taken place (GTCE, 2002). The following codes are used for this variable:

Group 1 = 1 – 16 years teaching

Group 2 = 17 – 25 years teaching

Group 3 = 26> years teaching

The purpose of education (5a)

The actual means of the three groups for purpose of education are near 3.5; the ideal means of Groups 1 and 2 are near 4.4 and for Group 3 is 4.7. The partial eta squared value is .474. Irrespective of how many years the participants have been teaching, their ideal is to educate pupils as learners, an ideal not necessarily matched in their actual teaching situations. Between the actual and ideal means of the group who had been teaching for more than 26 years is a gap of 1.4 scale points, indicating a possible tendency to want this ideal slightly more though this difference did not achieve statistical significance within this study.

The type of learners produced by the current system of education (5b)

The actual means of the three groups are near 3 for type of learners produced by the system of education; the ideal mean of Group 1 is near 4.6 and for Groups 2 and 3 it is 4.9. The partial eta squared value is .809. All of the groups have strong values in favour of the system producing independent learners as their ideal, with no definite pattern found as to whether their actual situations are producing dependent or independent learners. Teachers in the groups who had been teaching for more than 17 years may be even more tied to the value of independent learners than the other two groups, though no significant between-groups differences were found for this comparison.

The emphasis of a balanced curriculum for 4 to 8 year olds (5c)

For emphasis of a balanced curriculum, all groups have ideal means above 1.8 and actual means near 3.3. The partial eta squared value of .496 points towards a practical significance as well as a statistical significance. The ideal scores indicate that the number of years teachers have been teaching does not affect their ideal of a curriculum balanced by emphasising the development of the whole child. The actual scores near the midpoint show that respondents' actual teaching situations do not always achieve this ideal.

The basis a balanced curriculum for 4 to 8 year olds (5d)

For the three groups, the ideal means are near 4.3 and the actual means are near 2.3, with a high partial eta squared value of .727. Hence between the two means is a disparity of approximately 2 scale points. This pattern of response indicates that despite the numbers of years teachers have been teaching, they perceive a significant difference between their actual experience and their ideal regarding the basis of a balanced curriculum for 4 to 8 year olds. Their ideal is in the direction of

following their professional judgment and freely side-stepping the time-tabling as they see fit, and their actual situation is in the direction of lessons tied to a subject-based timetable.

The type of goals should be used for promoting pupil achievement (5e)

The actual means for each group are near 2.5; the ideal means for Group 1 is 4 and for Groups 2 and 3 is above 4.4. Groups 2 and 3 have a disparity of more than 1.9 scale points between their actual and ideal means and the disparity for Group 1 is 1.5. The partial eta value is .710. The actual means of each grouping suggests a view that performance goals rather than process goals are more in evidence in actual school practice no matter how long teachers have been teaching. A belief that in-process learning goals are better promoters of pupil achievement is shown by the ideal mean being closer to the opposite end of the scale, especially for the longer serving groups, though no statistical significance can be attributed to the findings for this comparison.

It is in groups 2 and 3 that the widest disparity between means is seen, possibly because many of these teachers have not only experienced changes over their teaching careers but had also taught in a different kind of teaching environment. Many would have seen the effects of government intervention that has improved the learning environment but would also have seen performance being measured in a way that could be detrimental to pupil achievement, since the focus is on the number of pupils achieving rather than pupils achieving the best they could individually and such individual achievement being the mark of distinction. Some of the comments suggest this sort of orientation:

> *The type of work that we do now is more easily measured than more open ended tasks.*
>
> *To the extent that children are pushed forward in linear ways little breadth - need an awareness of direction and targets but not as an end.*
>
> *Whatever works for individuals.*
>
> *I don't like to measure very young children's performance as a class.*

The type of information for assessing a child's potential (5f)

Teachers who have been teaching for more than 26 years, have an actual mean of 3.8 and an ideal mean of 1.9 on the scale for type of information for assessing a child's potential. Those who have been teaching for less than 26 years have actual means near 3.5 and ideal means near 2. The partial eta squared value is .573. The

ideal means of the groups show a trend towards the ideal of information from teacher's expertise playing a bigger part in pupil assessment than it does on average in practice, where the stress is more on standardised tests, as seen in the following comment:

> *Too much formal assessment being carried out in schools which often detracts from quality.*

The teachers who have been teaching for the greatest number of years have a divergence of 1.9 scale points, which is the biggest gap though not statistically different from that of the other two groups, as shown by the lack of between-subject effect for this comparison.

The impact of inspections (5g)

The actual means of Groups 1 and 2 on impact of inspections are near 3.8; for Group 3 it is 4.3. Each group has an ideal mean near 1.4. There is a very high partial eta squared value of .836. The disparity between the actual and ideal situations is as high as 2.9 scale points for Group 3 and 2.4 for the other groups. An impact of inspections as promoting an assessment culture in schools seems to be a trend linked to the actual experience of teachers whatever their length of service, with those who have been teaching for more than 26 years possibly identifying this trend slightly more (though without statistical significance). In this item, the disparity between the actual purpose as experienced by teachers is far from their professional ideal about inspections promoting education quality. This professional mismatch may be especially so for the teachers who have been teaching for more than 26 years (though again with the proviso that statistical significance has not been achieved). The following comments are from teachers in that longest-serving group:

> *It totally demoralises me, knocks the school back, before and after the inspections and does not detect poor teachers or teaching.*
>
> *What a waste of time, energy and resources!!*
>
> *Was absent for last inspection - injured. One due within the next 12 months - Hope I'm not there.*
>
> *In my experience HMIs in Infant Schools have no experience of actually teaching infants.*

The type of expertise trusted in education (5h)

Each of the groups has actual means for type of expertise trusted in education near 3.1 and ideal means near 2.2. The partial etaisquared value is .299. The number of years teaching does not seem to affect the view that classroom expertise should be

trusted more than academic expertise nor to affect the lack of a definite trend in perception of the actual teaching situation.

Relationship with headteacher (5i)

Actual means near 2.4 and ideal means near 2 suggest that the number of years of teaching does not affect the attitude of teachers towards the importance of a personally relating head as their ideal, with a relatively small gap in perceived practice. The partial eta squared value is .159.

Head teacher's priorities (5j)

An actual mean near 3.2 and an ideal mean near 4.4 for all experience groups suggest that the length of teaching service does not greatly affect the actual and ideal views regarding headteachers priorities. The gap between the actual and the ideal situation on this scale is 1.2 scale points in each group and the partial eta squared value is .504. The findings suggest that in teachers' ideal situation, the welfare of pupils and staff should have a higher priority than is sometimes the case.

Characteristics of your headteacher (5k)

Groups 2 and 3 have actual means for characteristics of headteacher near 3 and ideal means near 2.5; Group 1's actual mean is 2.5 and their ideal mean is 2.1. The partial eta squared value is .131. The trend is for all groups to want a headteacher as a colleague. However, examination of the actual and ideal means of the group who had been teaching for less than 16 years suggests that they may already have a relationship with a head who is a colleague but want this relationship to strengthen. The ideal means of the other two groups shows a range between the head as a manager and a colleague in their experience. Again, these group differences are only suggestive as they did not reach significance.

Staffroom atmosphere (5l)

As regards staffroom atmosphere, the actual means for Groups 1 and 3 are near 2.4 and for Group 2 it is 2.1. The ideal means for Groups 1 and 2 are near 1.5 and for Group 3 is 1.8. The partial eta squared value is .288. The disparity between the actual and ideal is widest (.9 scale points) for those who have been teaching for less than 16 years, though there is no significant between-groups difference. However, both the actual and ideal means in all of the experience groups are towards the scale points denoting a relaxed staffroom atmosphere. Thus although teachers in all of the groups report experiencing a relatively relaxed staffroom, they would nevertheless like it to be even more relaxed.

General discussion of within-subjects comparisons

The data shows a statistically significant difference between the ideal and actual scores for all respondents in relation to the teaching situations identified in item 5 no matter which Independent Variable is considered. The only exception is in the scale, 'characteristics of your headteacher' (5k), where an Independent Variable of basic and additional qualifications shows no statistically significant difference for ideal and actual scores.

The fact that the ideal and actual scores are significantly different for all teachers, with only one exception across all of the groupings of respondents and all of the scales in item 5 shows that there is a strong tendency for all of the respondent group to see their actual teaching situation as substantially removed from their ideal. There is also a tendency for the different respondent groups to have similar ratings for their ideal situation and more dispersed ratings for the actual teaching situations, suggesting a high degree of unanimity of perception of ideals coupled with a less uniform view of actual teaching situations. Whether or not this state of affairs, i.e. of perceived or actual diversity of teaching situations, should be expected under a regime of a national curriculum is an interesting point to ponder. One could just as well imagine that teachers would show more diversity in their ideals than in their actual job situations within a strongly centralised system, but this is not the case in general for the respondents of this study.

As a general conclusion, these results suggest that teachers, no matter what nation they teach in, number of years they have taught, level of qualification they have attained, post and responsibility they hold, number of years they have taught 5 – 8 year olds, or how long they have been teaching have a disparity between their ideal and their actual teaching situation indicating a disparity between their professional aspirations and the realities of their professional life.

In 1996 a volume of the *Cambridge Journal of Education* was devoted to papers about the significance of affectivity to teachers and how it impacts their professional and personal lives. In that issue, Nais (1996) writes:

> Prominent among the causes of frustration and guilt mentioned by the teachers cited here were activities and incidents which took teachers away, either literally or mentally, from what they defined as their central purpose, helping children learn. Such 'distractions'...were not always directly caused by the presence of other adults, but resulted from their policies or requests for action (e.g. disciplinary interventions, record keeping, running INSET

activities and, in the case of headteachers, paperwork and site managing activities. (p. 300)

My own experience in school confirms that teachers of 5 to 8 year olds are increasingly experiencing a turbulent emotional conflict between their ardent conviction about what and how they should teach, on the one hand, and what they are being seemingly compelled to teach, on the other. This gap between their ideal and their actual experience is affecting their commitment to their profession. However, the question is whether this happening only in England or across the United Kingdom. Analysing the disparity between the current and ideal teaching situations of teachers of 5 to 8 year olds is the basis of the methodology used in Item 5. Areas of practice which have been identified as affecting the teachers of this age group were used in developing the survey scales, each with two alternative options used as a focus for thinking about the respondents' practice from the point of view of both their ideality and their actuality.

These findings validate Pennington's methodology of comparison of ideal and actual scales as a way to probe teachers' perceptions of their current job situation in relation to their underlying vision and goals for teaching work. They also underscore the findings of previous studies referred to in Ch. 2 that teachers have a rather high level of dissatisfaction with their current situations as not matching their beliefs and values about what their teaching situations could or should be. Most importantly, the findings add to the literature on teachers' perceptions of their jobs in the UK a robust indicator of job dissatisfaction specifically for the 5 to 8 year old group, on which little prior research has focused.

The 2 way within - between ANOVAs with repeated measures: between-subject effects

The between-subjects effect of the ANOVA shows statistically significant responses in relation to only two comparisons, one for the subgroups of nation in which the respondent teaches and one for the subgroups of whether or not the respondent taught before the introduction of the ERA.

As regards the national comparisons, Scottish and English teachers respond in a statistically significantly different way to sub-item 5f, which refers to the type of information available for assessing a child's progress. In England, the discrepancy between the means is greater than in Scotland:

England actual mean 3.6435 ideal mean 1.6202 discrepancy= 2.0233
Scotland actual mean 3.6056 ideal mean 2.2479 discrepancy= 1.3577
Partial eta squared value is .055.

According to the post-hoc t-test comparisons, the difference for the two groups in the actual scores is not significant but that between the ideal scores is, as is the comparison of ideal vs. actual scores. The statistically significant difference on the repeated measure, i.e. ideal vs. actual scores, as seen in the larger discrepancy for the English group, suggests that standardised tests are causing more of a problem to teachers in England than in Scotland, as the Scottish group's ideal is not as far removed from their perception of their actual teaching situation and not strong as that of the English group in their preference for using the teacher's expertise and integrated knowledge base for assessing a child's progress.
The value for partial eta squared, at .055, indicates a small effect.

As regards the pre-/post-ERA comparisons, there is a statistically significant difference in relation to sub-item 5e, which refers to the type of goals to promote pupil achievements:

Before ERA actual means 2.5741 ideal means 4.5446 disparity 1.9705
After ERA actual means 2.3942 ideal means 3.9933 disparity 1.5991
Partial eta squared value is .103.

These differences between mean scores suggest that teachers who taught before the introduction of the ERA find a greater discrepancy between their ideal and actual situations in relation to the goals they have to work towards in order to promote pupil achievement, compared to teachers who have only taught since the ERA.

The 2 way within - between ANOVAs with repeated measures: Interaction effects

There are 3 interaction effects of significance:

1. The purpose of schooling (5a), ideal and actual scores, and the Independent Variable 'Group 5 to 8';
2. Emphasis of a 'balanced' curriculum for 4 to 8 year olds (5c), ideal and actual scores, and the Independent Variable 'nation participant teaches in';
3. Type of information for assessing a child's potential (5f), ideal and actual scores, and the Independent Variable nation participant teaches in'.

Figures 7.9 and 7.10 show that after Bonferroni adjustment is made there are no significant differences for the interaction effects between groups for Items 5a and 5c.

Figure 7.9: Results from paired-sample t-tests and independent sample t-tests on Independent Variable Group 5 to 8 (3 levels) on 5a.

Pair	t	n	Sig. (2-tailed)	99% confidence interval of the difference	
Group 1 - 8 ideal Group 1 – 8 actual	4.101	46[xiii]	.000*	.435	1.274
Group 9 -17 ideal Group 9 -17 actual	6.027	51	.000*	.680	1.359
Group 18 > ideal Group 18 > actual	7.722	52	.000*	.824	1.403
Group 1 – 8 ideal Group 9 -17 ideal	-2.42	97	.017	-.960	.040
Group 1 – 8 ideal Group 18> ideal	-2.61	98	.010	-.935	.003
Group 9 -17 ideal Group 18> ideal	-.042	103	.966	-.379	.367
Group 1 - 8 actual Group 9 -17 actual	-1.323	97	.189	-.862	.285
Group 1 - 8 actual Group 18> actual	-1.118	98	.266	.794	.320
Group 9 -17 actual Group 18> actual	.262	103	.794	-.466	.569

* p<.0055

Figures 7.10: Results from paired-sample t-tests and independent sample t-tests on Independent Variable Nation participant teaches in (2 levels) on 5c.

Pair	T	n	Sig. (2-tailed)	99% confidence interval of the difference	
England ideal England actual	-13.547	85	.000*	-2.156	-1.604
Scotland ideal Scotland actual	-4.943	69	.000*	1.305	.555
England ideal Scotland ideal	-2.368	154	.019	-.868	-.078
England actual Scotland actual	2.319	154	.022	.054	.673

* p<.0125

However, Figures 7.9 and 7.10 show significant differences for the ideal vs. actual comparisons for the groups in both cases. This suggests that the emphasis placed upon the curriculum by the government in each nation is significantly different, albeit they are both nations in the United Kingdom, and/or that teachers perceive such a difference. This difference links to the results of the two additional items discussed

in Chapter 6 for Scottish teachers about the distinctiveness of Scottish education and also to the discussion in Chapter 2 relating to the specific historical differences between the education of teachers in Scotland and in England. It will be further discussed in Chapter 9.

Figure 7.11: Results from paired-sample t-tests and independent sample t-tests on Independent Variable Nation participant teaches in (2 levels) on 5f

Pair	t	n	Sig. (2-tailed)	99% confidence interval of the difference	
England ideal England actual	-12.419	85	.000*	-2.237	-1.620
Scotland ideal Scotland actual	-7.611	69	.000*	-1.689	-.987
England ideal Scotland ideal	-3.403	154	.001*	-.957	-.141
England actual Scotland actual	.265	154	.791	-.352	.434

* p<.0125

Figure 7.11 shows a statistically significant difference between the ideal scores of teachers who teach 5 to 8 year olds in England and those in Scotland, coupled with differences in both groups between their ideal and actual scores, concerning the type of information teachers consider appropriate for assessing a child's potential (5f).

The ideal mean for the group of teachers in England is 1.6 (SD .76) and for the group of teachers in Scotland is 2.2 (SD 1.12). Results of the t-tests suggest that teachers of 5 to 8 year olds in both nations tend to lean towards the teacher's expertise and integrated knowledge base as being the type of information that provides the better means of assessing a child's potential, and away from information gained from standard assessments. The tendency of teachers in England to be stronger in their view on this issue may relate to their longer experience of standard[xiv] tests being officially and publicly regarded as superior to their own expertise.

Discussion of between-groups and interaction effects

Through conservative tests of significance, two differences were found between the English and Scottish groups on the ideal vs. actual scales in Item 5 of the study. One is in the perception of the English group to believe more strongly than the Scottish group that standard assessments are less valuable than the teacher's

knowledge and expertise for assessing a child's potential. This is an especially noteworthy finding given how crucial it is to properly assess, and on that basis to nurture, the potential of the youngest pupils, as this will set the course of their entire educational experience. The other significant difference for Scottish and English teachers came out of the interaction effects, showing that those in England are stronger than those in Scotland in their view that the teacher's expertise and integrated knowledge base is the type of information that provides the best means of assessing a child's potential, rather than information gained from standard assessments. These results taken together suggest that teachers in England are working in situations where they feel that their expertise is undermined by government emphasis upon national standard tests, publicly declaring by default that teachers' judgments are secondary in importance in the assessment of pupils.

Teachers in England have experienced over many years government ministers and Ofsted inspectors declaring national standard tests as the most effective means of assessing pupil potential, contrary to their own professional experience. Their professional judgment is in line with that of Scottish teachers but they are unable to change their situation. Whereas the Scottish teachers would not regard the use of standard assessments as a problem because: (a) they are not undermined by them and (b) they are in control as to when to give individual pupils the national tests. Therefore, they are using their professional judgment and seen to be supported by the government giving a strong professional picture to parents. Teachers in England have the same views as to what should be the basis of assessment as teachers in Scotland, yet they are constrained in ways that teachers in Scotland do not currently seem to be. However, there are additional comments from teachers in Scotland (as given above) stating that this freedom is being eroded. Noticeably, since devolution, England is the only country in the United Kingdom retaining these tests.

General findings for the scales of item 5

Across the whole data set there is close agreement in how teachers perceive their current actual teaching situations and also in what is the ideal in those same situations. This unity indicates that teachers of the 5 to 8 age group, and even those teaching the 4 to 8 age group, have a great unity in their perception and views about what their role is and how this age group of pupils is best served. The agreement about assessment between the groups further amplifies the strength of opinion within the groups.

The purpose of education

In terms of what teachers regard as the purpose of education, there is something of a divided opinion within the group of teachers in England and Scotland as to the actual situation. This item provoked many additional comments, many of which relate the current curriculum as the link between schools and the market economy. Although they do not see education for the 5 to 8 year old age group as providing pupils for the labour market overtly, they do see that is part of their remit in the current actual situation. In their comments, some teachers are blatantly honest about their situation and write:

> *'I educate pupils for the labour market.'*

Some are pragmatic and write:

> *People have to do various jobs though or else where would we be?!*

There are those who see the current education system as directly being concerned with the labour market and question how that could work for all children:

> *My field is disability and because careers are not obvious there seems no focus for their education.'*

Or if it is viewed as a curriculum preparing pupils for the labour market, then some activities are considered not to be appropriate for example:

> *Subjects such as imaginative writing are of no real use to a child who wants to be a fisherman!'*

and

> *In theory if children were educated as learners then they would be suitable for the labour market at a variety of levels. In practice disaffected by the current system many secondary pupils would probably be better having vocational education early.*

Teachers who are responsible for a class of pupils experience the purpose of the current system to be marginally educating pupils as learners. This idea is exemplified by comments such as the following:

> *For 3 - 8 yrs the concept of all round development has diminished in favour of targets & children reaching goals at certain ages irrespective of other skills/ needs / contributions they have and need.*

Others maintain their own ideals:

> *Labour market never concerned me - as too long term view - tried to maintain "learner" even in current' climate.*

However, no matter what role teachers hold in the school, years of experience teaching per se or teaching 5 to 8 year olds, the disparity between the means for the actual situation and their ideal within each of the groupings indicates an ideal

purpose of education to be educating pupils as learners.

An educational system product: dependent or independent learners?

The product of the current education system in terms of dependent or independent learners is an item which gives strong indicators of conformity of opinion. The partial eta value for every item is above .719 and the highest is .809. Such high values indicate that the statistical significance has practical significance too. The Ideal of producing independent learners is strongly held by teachers in England and in Scotland, both of whom have means for this item near the maximum value of 5. The same high score for the ideal is given by teachers whether or not they have taught before or after the introduction of the ERA and whether or not they have full responsibility for a class.

The teachers in the groups who have been teaching for more than 17 years seem to be the least convinced that independent learners are being formed by the current education system, as shown by comments such as: 'Due to the sheer volume of content we are drilling the children and due to the extent of content we couldn't possibly resource it or manage volume of resource required for independent learning' and 'Lack of curriculum flexibility - constraints in school timetable and targets do not give opportunities for children to be independent. I think we should encourage pupils to be predominantly independent learners but realise the need for input and asking for help from an informed facilitator. Time constraints and class numbers are not conducive to total independent learning curriculum'. Others regarded the very same situations as fostering independent learners, for example: 'Often have to become independent learners (or non-learners) because of large class sizes - not enough individual time to foster independence and confidence' and 'It seems to me that in KS1 children are encouraged to be independent learners, the further they get through the education system, the more this is knocked out of them'.

It seems that teachers have different definitions of what independent learning means to them. Nevertheless, there is an association with the idea that non-teacher led learning in varying degrees that teachers are characterising as 'independent learning.' This is typified by comments like:

> *'With all targets children no longer given time to experiment & play' and 'Far more directed tasks now*
>
> *We encourage independence in even our youngest children, but there is a need for some direct teaching.*

In Scotland it seems that there is a drive towards independent learning since one teacher added a rejoinder that children need nurturing towards being independent learners with the need for more adults to be facilitators:

> *More and more push for independent learning but many children don't have the level of maturity to achieve this - class sizes Max. 30. Not enough teaching assistant coverage.*

Another Scottish teacher stated:

> *I find because numbers are small in our school children are very dependent on one to one relationship which does not always help independence.*

Whether or not they are the headteacher or deputy/ depute and whether or not they have minimum or additional qualifications, there are some teachers who regard the current system of education tending towards the production of both dependent and independent learners, though they still have an ideal that is not being achieved in practice. Given the strength of teachers' ideal of educating pupils as independent learners, it would seem that teachers will try to make this happen for pupils in their own classrooms as far as they are able, given the constraints of the system and the management of the school in which they teach. If so, they would experience, to some degree, the system producing independent learners. The teachers with most experience of working through educational changes are the least convinced that independent learners are the product of the current system, perhaps because they will have known teaching when it was in its most 'progressive' phase and when teachers did have choice in the way they could realise their educational ideals for their pupils.

The issue of what is or should be the emphasis of a balanced curriculum

A curriculum that emphasises the development of the whole child is the ideal of participating teachers whether or not they teach in England or Scotland, are in the leadership of a school, have full responsibility for a class, have minimum or additional qualifications, or have taught before or during educationally significant historical events. Those who have been teaching 5 to 8 year olds for the most years have the widest gap between their actual and ideal ratings. Teachers' evaluation that government guidelines and strategies have intensified the subject based curriculum is shown in comments like:

> *QCA guidelines forcing more and more teaching of individual subjects*

and

HUGE emphasis on numeracy and literacy in recent years but this is improving and now more time for arts and P.E.

Those who have been teaching after the introduction of the ERA seem to have a slightly stronger perception of the curriculum emphasis being on the development of subject knowledge than those who taught before the ERA. That could be because the early years lobby and the emphasis in the Foundation Stage curriculum guidance has brought learning through play into the contemporary educational debates. Therefore, many of the younger teachers will have a stronger argument with their experience in schools, where the ideal of learning through play conflicts with the Key Stage 1 curriculum ethos.

Due to the rural nature of some communities, the Scottish education system has focussed upon learning in the community where children of different ages have to be in the same class and where the emphasis has to be on each child within a class age grouping. However, it seems that the recent developments in Scottish education have elicited similar comments to those from English teachers of 5 to 8 year olds, such as:

Scottish Curriculum overloaded - unrelated. Topic web planning much more suited to children's needs - abilities should be more tailored for children's needs

and

Pressure to perform in national tests (Level A by the end of P2) increases the amount of language/maths at an early age. Nursery has helped prepare children for earlier 'work' rather than play.

One headteacher who had tried to resist the curriculum of individual subjects, and who seems to have paid a price for 'running against the tide' wrote:

Fought against "individual subjects" perhaps contributed to my downfall. Always creatively planned National Curriculum (with LEA encouragement) for development of whole child

Nevertheless, irrespective of how long they have been teaching per se or teaching the 5 to 8 age group the survey trend is towards incorporating the development of the whole child as part of the emphasis in the curriculum for 4 to 8 year olds, summed up in one comment as follows:

Development of the whole child - wonder / exploration. One paramount [need] more opportunity for self expression is required. Limited opportunities for cross-curricula learning and thus problem solving / exploration. Needs to be a school policy to enable whole child development. Dare to be different!

What is or should be the basis of a balanced curriculum?

Following a curriculum constrained by allocation of time given to discrete subjects is clearly the situation in schools according to participating teachers. The sizeable discrepancy between the ideal and actual means of the English and Scottish groups of teachers of 5 to 8 year olds indicates that they are generally discontented with this situation. They assess the current situation as one where the basis of the balanced curriculum is centred upon the time allocated to subjects required to be taught. Some teachers feel strongly that being inhibited by following a fixed timetable is not what a professional should be doing as one Scottish teacher states, 'We are lucky here as we are allowed to vary timings. Many schools are timetabled to the last minute - that is not teaching.' Other teachers take the centre line and emphasise balance by comments such as: 'Both ends of spectrum are important' and

There does need to be time allocation, otherwise emphasis could be misleading'.

However, some feel there is not a balanced curriculum anyway because there is a bias and an emphasis is upon literacy and numeracy. As one teacher comments:

> *Not sure how to answer this one. There is curricula imbalance as PE and Arts are squeezed out*

and another wrote,

> *Fortunate that the curriculum is more balanced in my current situation than in the last one where LIT & NUM were the emphasis.*

This view is not restricted to England as one Scottish teacher remarks, 'Day to day activities driven by 5-14 and NT results. Teacher professionalism overtaken by political needs not pupil needs.'

It is quite probable that those who had taught before the introduction of the ERA would have had experience of balancing their own curriculum to some extent. This individual balancing of the curriculum is not approved of by some teachers:

> *I would like to rate 'ideal' as 5 but have met sufficient teachers I would not trust to make an unguided programme.*

Interestingly, there is not a big difference between that group and those who had entered teaching after the ERA. It seems that there are factors leading teachers to question the control over them. Irrespective of the amount of actual time spent in the classroom or where they teach, teachers' ideal for the basis of a balanced curriculum for 4 to 8 year olds includes the freedom to use their professional skills

and to decide the balance of the curriculum in response to what is happening in the classroom.

The type of goals used for promoting pupil achievement

It seems that teachers want to see more balance in the type of goals used for promoting pupil achievement rather than dismissing performance goals. It is possible that the disparity between the actual and ideal means is a result of dissatisfaction with the over-emphasis upon these types of goals and a desire to see the balance redressed. There is also recognition that it has been government promotion of national test results that has been the instigator of imbalance:

> *There is no doubt that National Testing leads this process at "crunch" times in the year*

and

> *Particularly in Yr 2 heading towards SATs targets', are two comments referring to the effect of national tests.*

Acknowledgment of the adherence in education to goals that drive teaching and the measurement of learning by performance testing is exemplified in one comment which states: 'With SATs/League Tables and Ofsted Inspection we are very committed in education to performancer/ ends-driven goals. Working with the types of goals used in the SATs seems to have been one of the reasons for teachers not wanting to move into Year 2. One teacher writes:

> *The end performance goal is much more in evidence in Y2. I have made great efforts to remain in Y1 and R for the past few years for this reason.*

The scoring identified this kind of mismatch between teachers' experience of using performance-, end-driven goals in classroom practice and their ideal of using more in-process learning goals. Those in the group who had been teaching before the ERA have a 2 scale point gap between their actual experience and their ideal of using more in-process learning goals for promoting pupil achievement. Each grouping of the teachers who have been teaching 5 to 8 believes that in-process learning goals would better endorse pupil achievement. The mismatch between their ideal and actual situations is shown by the difference of more than 1.7 scale points between the means within each group. As one teacher comments:

> *The 1 I've awarded isn't **quite** deserved as rewards are given for improvements.*

The scores that teachers selected do not mean that in-process goals are not being used in schools, but the tendency is not strongly in that direction, especially if school achievement is being measured nationally.

The type of information for assessing a child's potential

Teachers, no matter how long they have been teaching, what level of qualification they have, or whether they had been teaching before the ERA or after deem the primary type of information used for assessing pupil potential to be the standard assessment. Baseline, SATs, Scottish National Tests and Cognitive Assessment Tests are amongst the standard assessments used or referred to by participating teachers.

In their comments on this scale, some teachers express views about the standard assessments such as:

> *I do think SATs assessment information is very interesting and a goal to work towards but don't want targets for % of children to reach certain levels.*

Insight into the value awarded by some teachers as to the practical use of standard assessments to year group or Key Stage progression can be gained by considering comments such as:

> *When teaching Year 3 I found it most helpful to disregard SATs results and do my own initial assessment.*

These would not be isolated individuals because teachers are aware of the limitations of these tests, the design of them, and the differences between the purported purposes to parents and the purpose to LEAs and government bodies. One of the respondents who teaches in a private school was interested in considering them and comments:

> *My school do not do any standardised tests and feel these may be useful to an extent.*

There has been a negative by-product upon teachers from the use of standard assessment in national systems of assessment, as expressed by one teacher in the following way:

> *We really only did baseline assessment which I thought was a good thing because it identified the 'add on' progress. <u>But</u> it did make us more paranoid about measuring on paper progress and that wasn't easy to show with such young children. Produced anxiety in the teacher to 'prove' they've done a good job and element of competition between teachers.*

The gap between the actual and ideal means of the teachers in the Scottish group is 1.3 scale points whilst the gap between the actual and ideal means for the English group is 2 scale points. This would indicate that teachers in the Scottish group seem to be closer to their ideal than those in the English teacher group. However, one teacher from the Scottish group writes:

National tests, CAT tests etc. are boring and do not show children's knowledge and understanding in a true light.

The teachers who have been teaching for the most years and have seen the most change in education have a divergence of 1.9 scale points between their actual and ideal means on this item, which is the biggest gap for that Independent Variable. The same scale point difference is shown in both groups for the level of qualification held by teachers. The Ideal means within each group using each of the Independent Variables shows a strong trend towards the ideal of information from teacher's expertise playing a bigger part in pupil assessment. As if to strengthen her scoring, one teacher felt the need to make her own categorical statement, which sums up the ideal trend of the sample:

Not enough value put on expertise of teacher in assessing individuals - far too much emphasis on standard assessments.

The impact of inspections

All the results of the within-subjects groups scores for this scale have very high partial eta squared values, all above .706 and most above .800 with the highest being 837. The gap between the actual situation and the ideal situation is spread between 2.5 and 2.8 scale points. Combined, these findings suggest that there is a meaningful difference between the ideal and actual means across the groupings. This indicates that the variance between respondents' experience of the impact of inspections promoting an assessment culture and the ideal of inspections promoting educational quality is practically as well as statistically significant.

The group of teachers from Scotland and that from England have a high (.806) partial eta squared value and high ideal scores on this scale, indicating that both groups consider that in their ideal situation the outcome of inspections would be the promotion of educational quality. The actual mean points towards a view from both groups that the current inspection system has a tendency to promote an assessment culture within schools. Thus inspection systems in England and Scotland seem to be achieving similar outcomes. Comment from the Scottish group:

Standards at time of inspection not realistic. Change post inspection' and 'Disastrous on staff morale - the work suffered for months.

These are similar to comments that would have been, and still are, heard in English schools, along the lines of:

The present system promotes spasmodic spurts of working towards good results not improving teaching skills.

Even when the evaluation of the actual situation from the Scottish group is positive there are provisos, for example,

> *HMI inspections in an area like this with many small schools can be divisive and damaging even when quite good!*

The outcome of inspection seems to have an unnecessary impact upon teachers that will impact upon pupils post inspection: whether the inspections are considered to be good or bad, teachers are emotionally and professionally affected by the current styles of inspection. This impact of inspections is seen in the comments, for example: 'We had an Inspection in November and although I did very well I found it a negative experience' to 'Promotes total stress!!!'

Teachers are not convinced about the relevance of inspections as noted in the following comment:

> *In actual situation I don't think either of these are the case - it promotes a lot of panic and work at the time but not big changes afterwards*

and possibly that some good teachers are so stressed by being inspected because they care about the quality of what they do and how they teach, whilst others have a *laissez-faire* attitude but can cope with the inspection process more effectively. One teacher expressed this in the comment:

> *It totally demoralises me, knocks the school back, before and after the inspections and does not detect poor teachers or teaching*

The prospect of inspections also seems to have an impact upon teachers, and as a corollary, upon pupils' learning. Some experience teaching to become narrowed to the inspection framework, e.g. 'All teachers that I know are trying to teach what inspectors are expecting to see - no 'take us as you find us'.

Notwithstanding the different number of years teaching 5 to 8 year olds, teachers consider that the current inspection systems are generating an assessment culture that is not their ideal. The groups have almost the same number of teachers (as opposed to heads and deputy/deputes) in them. Yet, there is a gap of 2.7 scale points between the actual and ideal means within each group and a high partial eta value of .837. Thus, it seems that there is agreement that respondents are not experiencing inspections as promoting educational quality. Despite that, there are a few comments suggesting that some teachers have experienced inspections that did promote educational quality, e.g. 'I have been through 3 good Ofsteds which were for quality rather than assessment'. However, this is not the general tone of the

additional comments to this scale.

There are some comments about being inspected by inspectors who have no experience of teaching in the type of school they are inspecting, such as:

> *In my experience HMIs in Infant Schools have no experience of actually teaching infants.*

This and other similar comments indicate that there is a way of teaching younger children that is different from the way of teaching those older than 8 years of age which is not taken into account, i.e. the framework used for inspections in Infant schools is designated 'Primary'. Since the time of the survey in this study was completed Ofsted has been asked to devise a framework for inspecting nurseries and early years' settings. However, this is not being used in schools for Year 1 and above.

The overall response from teachers of pupils aged from 5 to 8 years across all groups within all Independent Variables is that current practice serves, in general, to promote an assessment culture and that the ideal purpose of inspections should be about educational quality.

The type of expertise trusted in education

There is a link with the previous section about inspections made by some teachers and included in the comments for this scale such as:

> *Some of my colleagues with many years experience had low self-esteem because they didn't have a degree, especially when inspectors were about.*

There are those who seem to regard that learning by teachers gained from academic books is questionable and that the ability to teach comes with practice, as indicated by the comment:

> *We can all read a book on how to drive a car, yet this does not mean we are all able to drive a car!*

This comment also indicates that there is a distrust of, and perhaps a feeling of chagrin about, the expertise that is being recognised by those outside the profession. Others take the line that academic study could improve practice as in the following comment: 'Feel there needs to be a balance and collaboration of both [leads to] [arrow] Need academic study to improve professionalism & professional development and improve practice by in depth reflection'. Although there is a broad range of views, teachers' ideal teaching situation would include greater regard being given for the expertise they had gained through experience in the classroom no

matter whether they are teaching in England or Scotland.

The relationship with headteacher

The last four items seem to be linked together. The relationship with the headteacher, and their priorities and characteristics affect how staff felt about their work and staffroom. The response to these items irrespective of which Independent Variable is considered is almost the same, notably participants feel the headteacher should be more observably connected with the people in the school as associates rather than supervising and managing the people in the school. This finding indicates that changes in the role of the headteacher, with the emphasis upon imposed government targets and objectives, has or can affect the sense of cohesion in a school. It may be creating divisions between the leadership of a school and the staff. If there is a 'them' vs. 'us' ethos being created in schools where the pupils are 5 to 8 years old, it could be a serious factor in the disaffection that teachers are feeling, as shown by the disparity between their actual experiences of teaching and their ideal. The results of the scales related to headteachers need to be taken with care because of the numbers who did not give any rating; but there are enough comments written to indicate that the issues surrounding the headteacher are important to teachers. These are a few of the comments from teachers who rated their actual and ideal scores as 1:

> *My current head is the most inspirational head I have worked for and values the school and teacher's own lives.*
>
> *My head is very approachable and supportive.*
>
> *Relaxed and compassionate HT - gains respect of staff through democratic means.*
>
> *Wonderful, supportive Head*
>
> *A good leader makes all the difference. This is the reason I have stayed in the same school for so long.*

The vocabulary used in these few comments is notable, 'inspirational, approachable, supportive compassionate, respectful and wonderful'. Almost all of the additional comments about the headteacher's priorities berate the fact that targets, government and LEA initiatives have taken priority over people, not always by choice:

> *Sometimes feel it's thought that the school would be far better without its pupils and parents*

She actually wants to put the welfare of pupils and staff first, but actually her actions are detrimental to the staff.

It seems that given the current educational climate of targets and initiatives, headteachers are caught in a cleft stick. They must produce results following a managerial framework but also must deal with staff as people.

The impact of the diversity of or ways in which headteachers work in their schools may be related to the finding that there is a tendency for the different respondent groups to have similar ratings for their ideal situation and more dispersed ratings for the actual teaching situations. Thus the perception of a less uniform view of actual teaching situations and a high degree of unanimity of perception of ideals could be related to the power that headteachers have to run a school according to their headteacher ideals, which in turn will be the actual situation for the staff in the school. The ideal of the headteacher may correspond to the ideal of the government and LEA by design or default. The problems teachers have with the strongly centralised system of curriculum and testing may be exacerbated by the creation in practice in some schools of a leadership - staff divide. The tentative results of these linked items suggest that further research into the role of the headteacher in the disaffection of teachers could be worthwhile.

Chapter 8

Findings for Items 6 to 12

Results for the analysis of views on teaching experience

Background to the analysis

All of the Items 6 to 12 consisted of sub-items (quotation statements) that respondents rated on a Likert scale from 1 to 5 with no opinion rated as 3. This data was transformed from the original data where 'no opinion' was placed as 5 in the data set.

One-way between groups analysis of variance (ANOVA) were conducted on all of the numbered sub-items in each of the Items from 6 through to 12. The same seven Independent Variables applied to Item 5 were applied to Items 6 to 12. Each Item contained a different number of sub-items. The increased risk of Type I errors was corrected by the use of the Bonferroni procedure. The data were screened for homogeneity of variance using Lavene's test. Any violations, in most cases, have been addressed by setting a high alpha level. Sphericity is not assumed; therefore, the Greenhouse –Geisser value is reported for all items in Items 6 to 12.

Outliers were found for each statement in each Item using each of the Independent Variables (See Appendix D). The outliers were removed before the one-way between groups ANOVAs were carried out.

The relevant descriptive data and results of any post hoc tests (i.e. used with those Independent Variables with more than two levels) are given for the independent and dependent variables that reach statistical significance in the discussion on page 237. Details of the statistical procedures and any statistically significant results each Item from 6 to 12 are reported in Chapter 5. Only the statistically significant results for Items 6 to 12 will be reported and discussed together following a summary table of the individual Item results.

Results of 1 way between groups ANOVAs

Results of Analysis of Item 6 Priorities / Pedagogy

Item 6 is composed of eight sub-items and using the Bonferroni adjustment .05/8 = .005 the alpha level for the between-groups ANOVA was set at .005. Outliers were removed for each item with each Independent Variable. The outlier table is given in Appendix D1. Fifty-six one-way ANOVAs were carried out on the Item 6 data (i.e. 7 x 8=56) to compare the mean score of the two /three groups on each of the statements relating to the views of teachers of 5 to 8 year-olds on educational priority or pedagogy. As shown in Figure 8.1, three of the seven Independent Variables reached statistical significance on sub-items in Item 6 at the p<.005 level.

Figure 8.1: Independent Variables reaching statistical significance on sub-items in Item 6

Independent Variable	Dependent variable showing statistical significance
Nation participant teaches in (nattaut)	Priority/pedagogy (i)
Grouping based on educationally historical events (eduhist)	Priority/pedagogy (c)
Grouping on number of years teaching 5 to 8 year-olds (group 5 to 8)	Priority/pedagogy (c)

Results of Analysis of Item 7 Assessment

Item 7 is composed of five sub-items and using the Bonferroni adjustment .05/5 = .01 the alpha level for the between-groups ANOVA was set at .01.
Outliers were removed for each item with each Independent Variable. The outlier table is given in Appendix D2.

Thirty-five one-way ANOVAs were carried out on the Item 7 data (i.e. 7 x 5 =35) to compare the mean score of the two /three groups on each of the statements relating to the views of teachers of 5 to 8 year-olds on educational assessment in their schools and the national systems of assessment. As shown in Figure 8.2, three of the seven Independent Variables reached statistical significance on sub-items in Item 7.

Figure 8.2: Independent Variables reaching statistical significance on sub-items in Item 7

Independent Variable	Dependent variable showing statistical significance
Nation participant teaches in (nattaut)	Assessment (a) (b) and (e)
Head or deputy/ depute teacher or not (smtnotsmt)	Assessment (c)
Grouping based on educationally historical events (eduhist)	Assessment (d)

Results of Analysis of Item 8 Management

Item 8 is composed of nine sub-items and using the Bonferroni adjustment .05/9 = .0055 the alpha level for the between-groups ANOVA was set at .0055. Outliers were removed for each item with each Independent Variable. The outlier table is given in Appendix D3.

Fifty-six one-way ANOVAs were carried out on the Item 8 data (i.e. 7 x 8 = 56) to compare the mean score of the two /three groups on each of the statements relating to the views of the participating teachers of 5 to 8 year-olds on the educational management systems in their schools. As shown in Figure 8.3, three of the seven Independent Variables reached statistical significance on sub-items in Item 8.

Figure 8.3: Independent Variables reaching statistical significance on sub-items in Item 8

Independent Variable	Dependent variable showing statistical significance
Nation participant teaches in (nattaut)	Management (a)
Head or deputy/ depute teacher or not (smtnotsmt)	Management (a) (e) (f) and (g)
Full responsibility for class (fulrespo)	Management (e) and (h)

Results of Analysis of Item 9 Ethos

Item 9 is composed of three sub-items and using the Bonferroni adjustment .05/3 = .0016 the alpha level for the between-groups ANOVA was set at .002.

Outliers were removed for each item with each Independent Variable. The outlier table is given in Appendix D4.

Twenty-one one-way ANOVAs were carried out on the Item 9 data (i.e. 7 x 3 = 21) to compare the mean score of the two /three groups on each of the statements relating to the views of teachers of 5 to 8 year-olds about ethos in their schools. As shown in Figure 8.4, one of the seven Independent Variables reached statistical significance on sub-items in Item 9.

Figure 8.4: Independent Variables reaching statistical significance on sub-items in Item 9

Independent Variable	Dependent variable showing statistical significance
Head or deputy / depute teacher or not (smtnotsmt)	Ethos (b)

Results of Analysis of Item 10 Morale

Item 10 is composed of seven sub-items and using the Bonferroni adjustment .05/7 = .007 the alpha level for the between-groups ANOVA was set at .007. Outliers were removed for each item with each Independent Variable. The outlier table is given in Appendix D5.

Forty-nine one-way ANOVAs were carried out on the Item 10 data (i.e. 7 x 7 = 49) to compare the mean score of the two /three groups on each of the statements relating to the views of participant teachers of 5 to 8 year-olds on morale in school and the educational system. As shown in Figure 8.5, one of the seven Independent Variables reached statistical significance on sub-items in Item 10.

Figure 8.5: Independent Variables reaching statistical significance on sub-items in Item 10

Independent Variable	Dependent variable showing statistical significance
Head or deputy / depute teacher or not (smtnotsmt)	Morale (d) and (e)

Results of Analysis of Item 11 Job and career satisfaction

Item 11 is composed of nine sub-items and using the Bonferroni adjustment .05/9 = .0055 the alpha level for the between-groups ANOVA was set at .006. Outliers were removed for each item with each Independent Variable. The outlier table is given in Appendix D6.

Fifty-six one-way ANOVAs were carried out on the Item 11 data (i.e. 7 x 9 = 63) to compare the mean score of the two /three groups on each of the statements relating to the views of participant teachers of 5 to 8 year-olds on job and career satisfaction. As shown in Figure 8.6, four of the seven Independent Variables reached statistical significance on sub-items in Item 11.

Figure 8.6: Independent Variables reaching statistical significance on sub-items in Item 11

Independent Variable	Dependent variable showing statistical significance
Head or deputy / depute teacher or not (smtnotsmt)	Job and Career Satisfaction (i)
Teaching prior to Education Reform Act 1988 (teacera)	Job and Career Satisfaction (b)
Grouping on number of years teaching 5 to 8 year-olds (group 5-8)	Job and Career Satisfaction (b)
Grouping based on educationally historical events (eduhist)	Job and Career Satisfaction (b)

Results of Analysis of Item 12 Relationships, personal life and self-worth (f)

Item 12 contains ten sub-items and using the Bonferroni adjustment .05/10 = .005 the alpha level for the between-groups ANOVA was set at .005.

Outliers were removed for each item with each Independent Variable. The outlier table is given in Appendix D7.

Seventy one-way ANOVAs were carried out on the Item 12 data (i.e. 7 x 10 =70) to compare the mean score of the two /three groups on each of the statements relating to the views of teachers of 5 to 8 year-olds concerning the effect of the current situation in their schools upon their relationships, personal life and self-worth. As shown in Figure 8.7, two of the seven Independent Variables reached statistical significance on items in Item 12.

Figure 8.7 Independent Variables reaching statistical significance on sub-items in Item 12

Independent Variable	Dependent variable showing statistical significance
Nation participant teaches in (nattaut)	Effect upon relationships, personal life and self-worth (f)
Head or deputy / depute teacher or not (smtnotsmt)	Effect upon relationships, personal life and self-worth (g) (j)

Discussion of results for Items 6 to 12

Introduction

Bonferroni adjustment was used for all of the items for each set of statements within one subgrouping. This resulted in different alpha values being set for each subgrouping, as reported in the summary Figure 8.8 for the ANOVAs. The variation in the number of participants for variables and items is due to missing data, which is more apparent when the Independent Variable has been transformed using data from two other variables.

The high alpha level set will have excluded some items that might have otherwise achieved significance, but it does mean that those items that have been identified are statistically highly significant. SPSS does not provide the option to change the confidence level in one-way ANOVAs unless post hoc tests are carried out, and this can only be done with variables that have more than two levels. Only those items which reached the alpha level set for each set of statements under one grouping/heading with the Bonferroni adjustments were considered statistically significant and have been included in the summary Figure 8.8 below.

In the analysis of Items 6-12, as for those of Item 5, results are reported in the order that the dependent variables occurred in the questionnaire. In the discussion of the results, the labels of the Independent Variables are used as main headings followed by the item number and statement

Independent Variables showing statistically significant results

Six of the seven Independent Variables, show statistically significant results across items in Items 6 to 12 when they were submitted to one-way ANOVAs.

Figure 8.8a: Summary of the results of between groups 1-way ANOVAs on Items 6 to 12

Independent Variable	Dependent variable	Alpha value set after Bonferroni adjustment	Sum of Squares	df	F	Sig.
nattaut	#6 (i) Priority/pedagogy	.006	19.868	1, 151	15.832	.000
	#7 (b) Assessment	.01	13.996	1,150	13.106	.000
	#7 (e) Assessment	.01	13.436	1,151	11.757	.001
	# 8 (a) Management	.006	15.846	1,151	11.935	.001
	#12 (f) Effect upon relationships, personal life and self-worth	.005	10.670	1,151	8.891	.003
era	#12 (b) Job and Career Satisfaction	.0055	8.282	1,150	7.867	.006

The Independent Variable that gave the largest number of statistically significant results is whether or not the teacher is a head or deputy/ depute headteacher or not in these roles (11), followed by the nation in which the respondents teach (5). Four of the other five Independent Variables each provided some statistically significant results (1 or 2). Whether respondents hold minimum or additional qualifications yielded no statistically significant results across all of the sub-items in Items 6 to12. The discussion will follow the same sequence of the Independent Variables as used in Item 5.

Figure 8.8b Summary of the Results of Between-groups 1-way ANOVAs on Items 6 to 12 continued

Independent Variable	Dependent variable	Alpha value after Bonferroni adjustment	Sum of Squares	df	F	Sig.
smtnotsmt	#7 (c) Assessment	.01	12.822	1,148	9.170	.003
	#8 (a) Management	.0055	11.724	1,150	8.414	.004
	#8 (e) Management	.0055	11.882	1,148	10.784	.001
	#8 (f) Management	.0055	12.660	1,149	9.964	.002
	#8 (g) Management	.0055	8.367	1,148	10.994	.001
	#9 (b) Ethos	.002	10.278	1,147	12.774	.000
	#10 (d) Morale	.007	16.691	1,149	10.696	.001
	#10 (e) Morale	.007	12.751	1,147	9.842	.002
	#12 (i) Job and Career Satisfaction	.0055	16.551	1,149	11.753	.001
	#12 g) Effect upon relationships, personal life and self-worth	.005	20.735	1,150	14.494	.000
	#12 (j) Effect upon relationships, personal life and self-worth	.005	23.713	1,149	13.640	.000
fulrespo	# 8 (e) Management	.0055	27.269	2,145	13.391	.000
	#8 (h) Management	.0055	25.894	2,146	10.468	.000
group 5 to 8	#6 (c)priority / pedagogy	.0055	16.796	2,143	12.436	.000
	#12 (b) Job and Career Satisfaction	.0055	13.127	2,144	6.466	.002
eduhist	#6 (c) Priority/pedagogy	.0055	7.929	2,145	6.071	.003
	#12 (b) Job and Career Satisfaction	.0055	13.802	2,145	7.820	.001

In order to make it easier for the reader, the sub-item statements are provided and the ratings are repeated here:

1 = strongly agree
2 = agree
3 = no opinion
4 = disagree
5 = strongly disagree

1. Independent Variable: Teaching in England and Scotland

Item 6: Priority / pedagogy:

(i) *"I do think it has had an impact upon behaviour because I think a very structured day for some children is just not an appropriate way for them to be taught all the time."*

The mean score for teachers in England is 1.85 (n=84; SD=0.94) and for teachers in Scotland 2.57(n=69; SD=1.30).The higher mean falling within the agreement range of the scale combined with the lower standard deviation indicates that teachers in England agree with this statement to a greater extent than do teachers in Scotland. Teachers in both groups consider that too much of a certain kind of structure is detrimental to the education of young children. This is particularly so in relation to concerns about the education of younger children. For example, a respondent from the English writes:

> I think that all children need routine and structure. I do think that being subjected to rigid structure from reception could be symptomatic of a wider behaviour problem.

A respondent from the Scottish group concurs:

> Very strongly agree. Too much structure causes behaviour problems. Too much pressure for some children to cope with.

The mean falling within the agreement range from the group of teachers from England may be related to their actual experience of working with a prescribed and/ or structured curriculum. It is apparent that teachers from both groups are aware of the issues of increasingly unacceptable pupil behaviour in schools (Mori, 2001; Galton and Macbeth, 2002; SOED, 2003).

Item 7: Assessment:

b) *"I came into teaching to teach. I have always assessed children's' learning to help them to learn better, but now we assess for assessment's sake. The school environment is now an assessment culture and not a learning culture."*

The mean score for teachers in England is 1.68 (n=84; SD=1.01) and for teachers in Scotland 2.10 (n=69; SD=1.00). As shown by their higher mean within the agreement range of the scale, teachers in England tend to agree with this statement

and to a greater degree than teachers in Scotland, who had a lower mean but still close to the 'agree' point on the scale and with a lesser standard deviation than the English group. The professional understanding of the differences between the imposed testing and the way in which teachers use assessment to promote learning was stressed by some participants, with comments such as:

> *Maybe need to put "testing culture" rather than "assessment culture" - cos I feel there is still assessment that promotes learning by teachers.*

Whilst another in the Scottish group identifies the situation as a reality with the unemotional comment:

> *Unfortunately true*

It would not be surprising for teachers in the English group to have a higher mean since previous studies on teachers views have concluded that in the view of teachers, learning has been interrupted or substantially affected detrimentally by the introduction of SATs testing. (Campbell *et al*; 1991; Campbell, 1993; Campbell *et al*, 1994; Campbell and Neill, 1994; Evans *et al*, 1994; Clarke and Gipps, 1995; Galton and MacBeath, 2002) The interim report of the research from the National Debate on Education in Scotland also found teachers and parents were concerned about the increasing emphasis on national testing. (NFO 3, 2002; MacDonald, 2004; SEED, 2003a, b)

Item 7: Assessment:

e) "We're expecting children who are learning English to understand and answer questions at the same speed as children who already know English."

The mean score for teachers in England is 2.24 (n=85; SD=1.19) and for teachers in Scotland 2.83 (n=69; SD=0.90). Teachers in England agreed with this statement to a greater extent than did teachers in Scotland, though the English group had a more dispersed response than the Scottish group as shown by their higher standard deviation, and neither group had strong agreement with the statement. The lack of strong agreement is likely to be related to the fact that in this sample of teachers over 78% (112/136 with 18 missing) report having less than 10% of EAL pupils in their school.

In the Scottish group 98% [i.e. 63/69] of the respondents teach in schools with less than 4% EAL pupils; 78% (49) in schools with less than 1% EAL pupils. Whereas 69% (50) [i.e. 50/73] of the respondents from schools in England report having less than 10% EAL pupils, and 31% (23) [i.e. 23/73] report having 25% to 98% EAL pupils in their schools. Only in one school do the respondents who teach in Scotland

encounter the kind of proportions of EAL pupils taught by the English group i.e. 30% EAL pupils

Item 8: Management

a) *"The introduction of Appraisal has been quite helpful. It's given me a chance to talk about my problems and successes.*

The mean score for teachers in England is 2.96 (n=85; SD=1.19) and for teachers in Scotland 2.31 (n=69; SD= 1.11). Teachers in Scotland agreed with this statement to a greater extent than did teachers in England, though the English group had a less uniform response than the Scottish group as shown by their higher standard deviation, and neither group has strong agreement with the statement.

A headteacher who had experience of the process in both England to Scotland responded with this comparison:

> *Having just done my Scottish HT appraisal I found it a more positive and useful on[e] than the English system*

The less uniform response from the English group could indicate that they have experienced a range of personal events during the process. Despite the mean suggesting a tendency that teachers are in agreement with the item statement there are very few comments that are as positively in support as the following one:

> *Performance Management brilliant!*

Item12: Effect upon relationships, personal life and self-worth

f) "I feel I'm letting myself down because I teach against my own values."

The mean score for teachers in England is 3.09 (n=85; SD=1.20) and for teachers in Scotland 3.62 (n=68; SD=0.94). Neither group agreed with this statement. The English group, with mean close to 3 and high standard deviation, showed neither agreement nor disagreement with the statement, whereas the Scottish group, who have a mean above 3.5 with a lower standard deviation show a greater tendency to disagree with the statement. Interestingly, one participant who 'strongly disagreed with the statement asked the question:

> *How?*

This was not the attitude from other respondents who gave comments in addition to their rating of the item. Some respondents from the English group indicate that there is a personal struggle in progress as one respondent from the English group wrote:

> *I'm still striving to teach from my values.*

In the Scottish group there are different responses, some adamant that there is no issue to be considered, for example:

I don't teach against my own values

This could be because teachers in Scotland have the sense that they are freer to teach as they believe they should do albeit with a curriculum framework.

Summary of Pattern

In general, although both groups usually agree with the statements, in every case, the English group have a higher mean score and in all but one case a higher standard deviation than the Scottish group. Thus, the teachers in England as a group tend be less unified in their response than the Scottish group but also tend as a group to agree to a greater extent with the questionnaire statements.

Four of the statements that showed significant differences for nation in which participant teaches had negative affect and one had positive affect. Both groups tend to agree with the one positive-affect statement (about the introduction of appraisal being helpful in allowing for expression of problems and successes) and with the negative-affect statements (expressing distress at various aspects of the educational culture), with one exception – the statement expressing the view that they were letting themselves down by teaching against their own values. While the Scottish teachers tend to disagree with this statement, this trend to disagreement is not a strong one, and the English teachers show no trend to agreement or disagreement with this statement, and have a widely varying response pattern for this item.

The statistical responses to these items indicate that there are perceived differences between teachers' professional practice relating to the structure of the day and discipline, the purpose and implementation of assessment and of the assessment of EAL pupils within the systems of education in England and Scotland. There is also a perceived difference in the ways that teachers respond to the nationally designed processes relating to their professional advancement.

2. Independent Variable: Teaching prior to or after the ERA

Item 11: Job and Career Satisfaction

b) *"I think there is a danger of taking away teachers creativity as well and I see newly qualified teachers coming through now and they have no experience of that. Brilliant at delivering literacy hours and very slick and great you know, something I'll never be able to do and I've got something to learn from them about that, but they've not been exposed to other ways of doing things and there is more than one way to get an end product."*

The mean score for teachers teaching before the ERA is 1.73 (n=91; SD=0.97) and 2.21 (n=61; SD=1.10) for teachers teaching after the ERA. Teachers teaching before the introduction of the Education Reform Act 1988 are more strongly in agreement with the need for a wider range of teaching methods and that there is a tendency for everything to become less creative and structured than those who began teaching after the introduction of the ERA. They are all, however in agreement with the statement. A lack of creativity in the curriculum seems to be connected with the content of the curriculum in the view of some teachers and they are also concerned about the professional development of new teachershh

> *They will not see any other methods or styles because to deliver at speed the volume of content, experienced teachers have to become clones. How will NQT s develop?*

The sense of conflict between the demands of the current styles of a transmission method of teaching and the desire for freedom and creativity is implicit in the comments of some teachers who rated the item with 1:

> *Totally agree. I feel like I am an anachronism*

The issue of compromised creativity in teaching has been raised in the study by Galton and MacBeath (2002) and creativity was also one of the five important factors that continued to motivate teachers identified by the MORI research (GTCE, 2002).

3. Independent Variable: Summary of basic and additional qualifications

There are no significant results for this Independent Variable.

4. Independent Variable: Head or deputy/depute headteacher or not

Item 7: Assessment

c) "*We are not dealing with an individual student or a class these days, but a collection of benchmarks and targets. It is the relationship with your students that matters and it is now given scant regard.*"

The mean score for head/deputy/depute teachers is 2.53 (n=51; SD=1.39) and 1.92 (n= 99; SD=1.06) for teachers not in these roles. As shown by their higher mean within the agreement range of the scale, teachers in the non headteachers, deputy and depute headteachers group (called 'non-headteachers group' for the rest of this section) are in agreement with the ideas in this statement that the importance of relationships with students is being eroded by the importance being given to

performance scores and targets. Headteachers, deputy and depute headteachers group (called 'headteachers group' for the rest of this section) have a lower mean but still close to the 'agree' point on the scale, are in agreement but to a lesser extent. The headteachers group is possibly less in agreement with the statement although close to the 'agree' point on the scale because they know they *have* to promote the Department for Education and Energy benchmarking and target setting (DfEE,1998). Respondents who are headteachers want to explain they have conflicts with the issue of targets and that the relationship with pupils is still the important factor, making comments such as:

> *As a H/T I have benchmark / targets but I don't hold these over teachers heads. Relationships remain vitally important- It's a balance*

Nevertheless some in the non-headteacher group expressed how much of an effort it was to maintain the strong pupil relationship:

> *Very important to have time to develop a good relationship & to be able to relax with class - this becomes less possible*

Item 8: Management

a) *"The introduction of Appraisal has been quite helpful. It's given me a chance to talk about my problems and successes*

The mean score for head/deputy/depute teachers is 2.30 (n=51; SD=1.21) and 2.90 (n=101; SD=1.17) for teachers not in these roles. Headteachers, deputy and depute headteachers agree with this statement to a greater extent than do teachers not in those roles. Many of the comments from those who are not heads or deputies convey an attitude of 'it's another thing that we have to go through' rather than one of belief in a valuable process. These are some of the comments from respondents, in the non-headteachers group:

> I have has appraisals in industry 20 years ago. A complete waste of time. If I have concerns, or the head does, we discuss [them] straight away-when it matters

> I ['ve] not really been in a school where it has been totally effective and used throughout.

Whereas the headteacher group conveyed the view of appraisal as a valuable process for staff and gave them opportunities to voice their opinions and views, for example:

> *I felt the way we did appraisal gave every member of staff a voice in the school and value of their jobs.*

Item 8: Management

e) *"Lesson plans! It used to take me three days to plan one day's lessons doing it the way I was taught at college. It's madness to write all they want you to write down to plan lessons."*

The mean score for head/deputy/depute teachers is 2.17 (n=51; SD=1.42) and 1.58 (n=99; SD=0.79) for teachers not in these roles. The higher mean falling within the agreement range of the scale combined with the lower standard deviation indicates that teachers in the non-headteachers group agree with this statement to a greater extent than did the headteachers group.

The additional responses of members of those in the non-headteachers group indicate a range of expectations from headteachers regarding the writing of lesson plans:

> *Yes, detailed lesson plans are waste of time. At our school we are trusted to have it in our heads.*
>
> *We have to do quite a bit of planning, like 3 A4 sheets a week, plus half-termly plans. When we get R kids, we have to do additional planning for them in all subjects. That's hard!*
>
> *I do feel a simpler system could/should be evolved. I find the Hamilton trust difficult to follow – too full. We do share the load with planning Medium term plans and daily plans. It's a great help.*
>
> *As long as you know what the [lesson] objective is and there is room for differentiation, too much wastes time.*

Some also thought it was useful for new teachers to learn the process of writing lesson plans e.g.

> *For probationer lesson plan is vital - now much more confident in teaching (although still learning!)*

However some in the headteacher group seem to miss the point of the quoted teacher's statement that it was not planning per se but excessive planning and recording of planning that was an issue. They wrote comments which could be interpreted as a little supercilious:

> *QCA makes MT [medium term] plans easy, this informs ST [short term] plans. If it is madness it is not being done right.*
>
> *When I was in the classroom – planning helped me to be a better teacher. I still plan when I do one off lessons as a headteacher.*

The suggested use of pre-planned QCA lesson plans by a headteacher is another point that alludes to some schools expecting teachers to follow structured systems that stage a well-ordered up-to Ofsted standard school whilst potentially reducing teachers' sense of professional creativity.

Item 8: Management

f) *"I've tried stepping up the management ladder a little bit and found that incredibly stressful and really difficult to manage. The way to get more money is to take on unbearable levels of stress in teaching and I couldn't do it so I've stepped down."*

The mean score for head and deputy/depute teachers is 3.09 (n=51; SD=1.31) and 2.48 (n=100; SD=1.02) for teachers not in these roles. The mean score of the Headteachers, deputy and depute headteachers group indicates no definite tendency to agreement or disagreement with the statement. However, the standard deviation could suggest that the clustering near point 3 is only because the response is very dispersed across many different scores. The non-headteachers, deputy and depute headteachers group are more in agreement with the statement. The agreement from the headteacher group might be more related to the part about stress in the sub-item statement rather than the possibility of stepping down, for example:

> *It is stressful in management but I am the breadwinner in the family with a disabled husband -no way out.*
>
> *I am considering handing in my resignation within the next year, as a full-time teaching Head teacher is extremely stressful*

Others in the same group did not see the issue of stress as a problem:

> *I enjoyed headship despite local and national interference and seeking 2nd. headship!*

Whilst another implied the stress was related to the expectation of following government directives:

> *I'm acting Deputy Head at the moment, but wouldn't want it full time. I think I'm not happy enough to toe the party line to do it well.*

Item 8: Management

g) *"Yes I know it's wrong that the true picture hasn't been fed back, but I think the very nature of teachers and people in education, is that we will make it work."*

The mean score for head and deputy/depute teachers is 1.66 (n=51; SD=0.80) and 2.16 (n=100; SD= 0.91) for teachers not in these roles. As shown by their higher mean within the agreement range of the scale, the Headteachers, deputy and depute headteachers group tend to agree with this statement and to a greater degree than teachers not in these roles, who have a lower mean but still close to the 'agree' point on the scale.

Headteachers, deputy and depute headteachers are more strongly in agreement with this statement than non heads and deputies. That could be because as school

managers they are constantly confronted with issues that they are compelled to make work. The nature of the teacher's role in school did not affect their overall clear agreement with the statement as shown by the following comments:

> *In general it'srthose sort of people who go into teaching. It's what you do in class all the time. Also as teaching seems largely a female job, it is less militant and much more "we'll sort it".*
>
> *And thereby stands the problem. More of the front line, [i.e. teachers in practice] need to be involved to decide necessary administration*
>
> *We always end up making it work, but it's not right that the true picture should be unknown*

The issue of the public not understanding the nature of teachers' work is one of the factors identified in the MORI (GTCE, 2002) study that teachers want to see addressed in the future.

Item 9: Ethos

b) "*I mean, people who come to us from other schools, their first thought when they walk in is "What a happy place.*"

The mean score for head and deputy/depute teachers is 1.45 (n=50; SD=0.61) and 2.01 (n=99; SD= 1.01) for teachers not in these roles.

The higher mean falling within the agreement range of the scale combined with the lower standard deviation indicates that teachers in the Headteachers, deputy and depute headteachers group agree with this statement to a greater extent than did teachers not in these roles.

The non-headteachers are in agreement with the statement and the headteacher group are more strongly in agreement with this statement. As a number of respondents commented the headteacher has a big role to play in setting the ethos of a school. Several headteachers make this point themselves:

> *This is the case where the Head and his/her team have worked hard to establish a good ethos where adults and pupils are valued.*
>
> *This of course depends on the Head.*

The higher mean of the headteacher group being in agreement with the item statement seems to indicate they are more likely to believe that their stated school ethos is the reality for staff. In the comments some did put qualifying phrases such as, 'I hope they think...' or 'I think...'.

Item 10: Morale

d) *"It's the lack of consultation. It's all being done without me saying anything, and I find that insulting because I'm a teacher. We're just told to get on and do it."*

The mean score for head and deputy/depute teachers is 2.65 (n=51; SD=1.48) and 1.95 (n=100; SD= 1.12) for teachers not in these roles. The non-headteachers group agree with this statement whilst the Headteachers group only tend to agree, as shown by their lower mean within the agreement range of the scale. Comments about the difference between internal and external consultation were made. Those in the headteachers group often made reference to the fact that they consult with their staff and some of the non-headteacher group agree that there was some consultation in school:

In my environment we are all consulted - we work as a team.

Not within my school, but probably at a national level.

Although others felt very strongly that they had not been consulted and wrote:

I totally agree with the above comment.

It may be that the headteacher group experience consultation overload because of their position and that could account for their tendency to agree with the statement. So headteachers are under pressure to conform to government or LEA directives and to introduce those initiatives or directives to staff and in that sense they also are 'told what to do'.

Item 10: Morale

e) *"Our morale is high most of the time, as we are a very small school and have created our own ethos and environment...Our children are happy, productive and there are no discipline problems. There is no staff turnover."*

The mean score for head and deputy/depute teachers is 1.91 (n=49; SD=1.01) and 2.53 (n=100; SD=1.20) for teachers not in these roles. The higher mean falling within the agreement range of the scale indicating that Headteachers, deputy and depute headteachers agree with this statement to a greater extent than do teachers not in these roles. Many of the respondents who made written comments identified with the school in this statement and were in both groups. Others were concerned to make a link between discipline, staff morale and ethos. Some respondents not in the headteacher group felt that although they do not have staff turnover, the ethos in the school is not as described in the statement, for example:

No staff turnover but the lottery is done every week and every week people talk about leaving. No-one seems to want to be there!

There is staff turnover in most schools because that is encouraged - I am against it as I think big staff movement is bad for discipline

A few made the point that an Ofsted inspection had an adverse ons effect the morale of a school:

> *Until we have to pamper to all that an OFSTED brings along*
>
> *We are a really good staff who work together but often feel tired and overwhelmed, especially with the threat of OFSTED hanging over us.*
>
> *We have many serious disciple problems. Staff morale is very low This is what I hope to achieve and have made inroads during the last 2 terms.*

From the headteacher group, nine Scottish respondents comment upon morale, discipline and staff turnover. A number of them comment upon the fact that in small schools they experience staff turnover but that it is not generally linked to discipline problems. Out of the 17 comments from the Scottish non headteacher group, 6 comment upon increasing discipline problems. However, generally they feel that morale in their school was fine bar one who wrote:

> *We have many serious disciple problems. Staff morale is very low*

Item 11: Job and Career Satisfaction

i) *"I really wanted to do this job but I've been made to feel so negative after such a short time. They keep changing little bits....and it's all so superficial.*[11]

The mean score for head and deputy/depute teachers is 3.08 (n=51; SD=1.26) and 2.38 (n=100; SD= 1.15) for teachers not in these roles. The mean score of the Headteachers, deputy and depute headteachers group indicates no definite tendency to agreement or disagreement with the statement but the non headteacher group tend to agree with this statement, commenting upon some of the changes:

> *Remember all those changes to the miles of pieces of paper that were the National Curriculum documents with "Thousands" of maths/ science etc targets? Just one example.*

The difference between change and constant change was highlighted by two comments:

> *Yes it's the constant change that is so draining. The latest is the Foundation Stage Profile. What a load of rubbish!*
>
> *I think change is good - it keeps us all more alert, more critical, more switched on. It is the rate of change which is causing stress. We need time to consolidate what we've done.*

The headteachers group seemed to have no strong opinion about the effect of continual change making enthusiastic staff become more disillusioned.

Item 12: Effect upon relationships, personal life and self-worth

g) *"I just constantly feel stressed by the fact that you know what you want to do, you know how you want to achieve it but you can't. It's sort of a feeling of failure, I suppose."*

The mean score for head and deputy/depute teachers is 3.24 (n=51; SD=1.26) and 2.45 (n=101; SD= 1.16) for teachers not in these roles. The mean score of the headteacher group indicates no definite tendency to agreement or disagreement with the statement. Within the agreement range of the scale the non-headteacher group tend to agree with this statement.

There were no additional comments from the headteachers group. One respondent from the non-headteacher group strongly agree with the statement but wanted to add:

> *and frustration*

and another wrote:

> *This happens when confidence is chipped away by others who have no regard for their colleagues. Shouldn't be allowed to happen!*

A possible reason for the difference between the two groups could that of being in control. The headteacher has to some extent, certainly more than those not in that group, control over their time. Those not in that group have to be in class at certain times and they cannot just decide to take some time off. That does not imply that the headteacher group has no pressures, but there is an ability to control situations and it is this lack of control that can be seen in the comments from the non-headteacher group.

Item 12: Effect upon relationships, personal life and self-worth

j) *"I am begrudging the time I spend on school now because I am not enjoying the work and I don't see a lot of point to what I am doing.."*

The mean score for head and deputy/depute teachers is 3.85 (n=50; SD=1.25) and 3.00 (n=101; SD= 1.35) for teachers not in these roles. Within the range of the scale, the lower mean of the headteachers, deputy and depute headteachers is close to the 'disagree' point on the scale but the mean of the non headteachers, deputy and depute headteachers group indicates no definite tendency to agreement or disagreement. The standard deviation in both groups indicates a wide dispersal of scores.

There are however, comments in complete agreement with the statement and these could indicate why the mean scores are as above. There is a distinction between

begrudging time in the job for its own sake and begrudging time that could be spent upon things that teachers think matter:

> *I don't begrudge time well spent but an awful lot of time is spent on things that don't help me be a better teacher.*
>
> *I do not begrudge what I do for the children but I do begrudge the pointless paper exercises*
>
> *I don't see the value of all the paperwork involved as I feel it is detracting from valuable time which could be used better.*

So if the headteacher group believe that what they are doing is valuable then they would have a tendency to disagree with the statement, as one wrote:

> *I am tired of being a government clerk with more and more data being sent via email, and computer.*

However, the non-headteacher group seems to make a distinction between work which is teaching or pupil centred and 'school work' which is paperwork, as this comment seems to indicate:

> *I do still enjoy my work but I do begrudge the time I spend on my school work.*

Summary of Pattern

In general, the groups agree with the statements but varied in the strength of their agreement. In four cases the headteacher group have a higher mean and in five cases the mean is higher for the non-headteacher group, the higher mean indicating agreement with or a tendency to agree with the statement. In one statement the headteacher group mean tends towards disagreement.

The standard deviation tends to be similar in all but one statement where scores in the non-headteacher group cluster tightly around the mean. That item is about the ethos of the school being happy. The non-headteacher group tend to be less unified in their response than the headteacher group but also tend as a group to agree to a greater extent with the questionnaire statements.

Six of the statements that show significant differences for head or deputy/depute headteacher or not have negative-affect and four have positive-affect. The non-headteacher group tend to have a higher mean with the five of the six negative-affect statements and the headteacher group tend to have a higher mean with the four positive-affect statements with one exception – the statement about begrudging the use of their time, where both groups indicate no definite tendency to agreement

or disagreement, and this trend to disagreement is a strong one. The trend of those in the non-headteacher group is to agree more (higher mean) with the negative-affect statements on the subject of target setting, lesson plans, lack of consultation, feeling negative and stressed because of time constraints upon achieving their objectives.

5. Independent Variable: Full responsibility for class

Item 8: Management

e) *"Lesson plans! It used to take me three days to plan one day's lessons doing it the way I was taught at college. It's madness to write all they want you to write down to plan lessons.5*

For teachers in group 1(full), $\underline{X}$= 1.66 (n=97; $\underline{SD}$=0.91) and in group 2 (some) $\underline{X}$ = 1.43 (n=30; $\underline{SD}$=0.56) and group 3 (no) $\underline{X}$ = 2.81 (n=21; $\underline{SD}$=1.72). Post hoc tests (Tukey HSD) show that the mean difference is statistically highly significant at the 0.005 level group 1 and group 3, and between group 2 and group 3. Teachers who had full responsibility for teaching a class are less in agreement with this statement, with a mean close to 3 and a high standard deviation, than teachers with full or some responsibility for a class. These latter groups are within the agreement range, with mean scores close to 1.5 and lower standard deviations than the other group. It is notable that teachers who have some responsibility for teaching a class show a slightly stronger trend to agreement, with a smaller standard deviation indicating a more uniform response, as compared to those with full responsibility.

The results suggest that those with responsibility for teaching a class do not like having to complete detailed lessons plans. Those who are supply teachers or part-time teachers are only partially responsible for the class, and often have more time to write these plans, yet the same degree of detail is often not required from them by the headteacher. Those with some responsibility for a class often come to teach lessons. They do not engage in all of the other activities that are required by the teacher responsible for the class. Those who do not have responsibility for class teaching, and have full-time administrative roles, do not have the same strongly negative reaction to lesson plans. Since these are the people asking for the lesson plans it is not surprising that this is the case. The person who requests the lesson plans from the teachers and defines the degree of detail that should be in them is the headteacher, and as Galton and MacBeath (2002) report many of those headteachers making these requests did so 'in case Ofsted appeared' (p.15).

Item 8: Management

h) *It's a case of the SENCO trying to sneak out of Assembly to talk to the psychologist and the ICT co-ordinator trying to get someone to read her class a story whilst she talks to the technician."*

For teachers in group 1(full), $\underline{X}$= 2.01 (n=99; $\underline{SD}$=1.04) and in group 2 (some) $\underline{X}$ = 1.83 (n=29; $\underline{SD}$=0.97) and group 3 (no) $\underline{X}$ = 3.15 (n=21; $\underline{SD}$=1.55). Post hoc tests (Tukey HSD) showed that the mean difference was statistically highly significant at the 0.005 level between groups1 and 3 and groups 2 and group 3.

Teachers who had no responsibility for teaching a class appeared to have no opinion about the statement, but they will be the managers who implement these types of systems within schools. Teachers who had full responsibility for teaching a class clearly agreed with the issues in the statement. Those who had some responsibility were even more strongly supportive of the statement than those who had full responsibility for teaching a class. The practical likelihood is that many of the support teachers or supply teachers will have provided short-term cover for the SENCO in their school. This could have occurred whilst the support teacher was teaching a group in the classroom and the class teacher as SENCO could have left the support teacher in charge of the class for a short time. The ways in which the headteachers manage the time given to the SENCO varies. There is no statutory time laid down, there are just guidelines for the headteacher to chose to use or not. The guidelines, suggest that the role of the SENCO is highly important and they should be a member of the Senior Management Team in England but this is not often implemented. There were many comments indicative of the fact that this was not unusual. For example:

> *This is the reality of school life. The inspectors miss this sort of things in school.*
>
> *Gosh. They have a technician!!?? My Head releases me to talk to the Ed Psych and I do the computers in my own time after school and at weekends*
>
> *My boss is very understanding / realistic and so this doesn't happen to us - but I'm sure it does elsewhere.*
>
> *No excuse for this- comes down to poor leadership and management.*
>
> *Have you been to our school!! [IT coordinator]*

This is again the issue of not enough time to deal with all of the issues that teachers are required to deal with.

6. Independent Variable: Number of years teaching 5 – 8 year olds

Item 6: Priorities /Pedagogy

c) "*I think the chopping and changing from one thing to another isn't helpful. It's the crowded curriculum, there's no time...this time slippage. In some ways does it really matter for an eight year old child? It seems that the rigidity of time is not quite right for children.*"

For teachers in group 1(1 to 8 years), $\underline{X}$= 2.23 (n=46; $\underline{SD}$=1.24) and in group 2 (9 to 17 years) $\underline{X}$ = 1.39 (n=50; $\underline{SD}$=0.53) and group 3 (18> years) $\underline{X}$ = 1.41 (n=50; $\underline{SD}$=0.53). Post hoc tests (Tukey HSD) showed that the mean difference was statistically highly significant at the 0.005 level group 1 and groups 2 and 3.

Teachers who had been teaching for more than 9 years were in much stronger agreement with this statement than were those who had been teaching for between 1 and 8 years. The mean scores of groups 2 and 3 were also tightly around the mean showing a consistency in their view. The mean scores of group 1 were more spread out with some teachers more in agreement with the statement and others slightly tending towards no opinion.

The experience of teaching before the introduction of the National Curriculum is likely to have affected the response from groups 2 and 3. Campbell *et al* (1991) found that teachers reported a lessening of pleasure in teaching lessons during the years soon after the introduction of the National Curriculum. This was because there was 'a more instrumental approach and a more cognitively pressurised relationship between teacher and pupil' (p.37). The pressure of current National Curriculum is now compounded with the Literacy and Numeracy Strategies together with many other government initiatives that have to be fitted into the timetable. Some of the respondents in Group 3 and teaching in England wrote:

> *It doesn't promote learning. I have also stopped thinking as a teacher. I read the schemes from books and deliver. I hate it!!*
>
> *Sometimes question the usefulness of doing 20 min. on religious symbols etc in between PE & music!*
>
> *Yes. I find that they [pupils] don't get the satisfaction of finishing work properly, 20 minutes is not really enough time for them. I've stopped sticking to the prescribed times now.*

Teachers in Scotland had similar views:

> *Teachers should be able and free to judge how much time to spend on each subject as long as the curriculum is balanced at the end of session.*
>
> *I do feel we're trying to teach a little about a lot of different things. Ideally I*

feel Infants would benefit from learning their basics well.

Also the experience of teachers who have been teaching for less than eight years will not have involved planning a day where subjects are integrated as opposed to a solely subject-based day with discrete periods of time allocated to specific subjects. This will have been the experience of groups 2 and 3, although to a greater extent those in group 3.

Item 11: Job and Career Satisfaction

b) *"I think there is a danger of taking away teachers creativity as well and I see newly qualified teachers coming through now and they have no experience of that. Brilliant at delivering literacy hours and very slick and great you know, something I'll never be able to do and I've got something to learn from them about that, but they've not been exposed to other ways of doing things and there is more than one way to get an end product.ë*

For teachers in group 1(1 to 8 years), $\underline{X}$= 2.37 (n=46; $\underline{SD}$=1.20) and in group 2 (9 to 17 years)s$\underline{X}$s 1.74 (n=50; $\underline{SD}$=0.94) and group 3 (18> years) $\underline{X}$ = 1.70 (n=51s $\underline{SD}$=0.88). Post hoc tests (Tukey HSD) showed that the mean difference was statistically highly significant at the 0.005 level and that the mean difference between group1 and group 3 did not happen by chance.

Teachers who had been teaching for moresthan 18 years tended to be in agreement with this statement as shown by a mean score below 2 and standard deviation below 1. Those who had been teaching for between 1 and 8 years showed a weaker tendency to agree with this statement, as evidenced by a mean above 2 and a standard deviation above 1.

Those who had been teaching for the longest period of time seemed to consider that there had been a narrowing of teaching methods in use and a tendency for everything to become less creative and more structured:

> *I was becoming book dependent. Like following an instruction book instead of trusting my own ways.*

> *Plans straight off the net. Cross-curricular? What's that?*
> *How do you do it? No time for each subject though!*
> *Certainly NQTs are often very disillusioned by the workload and lack of time.*

This same perspective was less pronounced for those who had been teaching for a much shorter period of time. As one respondent commented:

> *Yes, but unless you're very brave as an NQT, you'll end up staying with 'stick' and delivering the Government goods sadly.*

However, some respondents in group 1 felt there were still opportunities for creativity.

7. Independent Variable: Grouping based on educationally historical events

Item 6: Priorities /Pedagogy

c) *"I think the chopping and changing from one thing to another isn't helpful. It's the crowded curriculum, there's no time... this time slippage. In some ways does it really matter for an eight year old child? It seems that the rigidity of time is not quite right for children."*

For teachers in group 1(1 to 16 years), $\underline{X}$=1.94 (n=47; $\underline{SD}$=1.03) and in group 2 (17 to 25 years) $\underline{X}$ = 1.39 (n=55; $\underline{SD}$= 0.52) and group 3 (26> years) $\underline{X}$ = 1.54 (n=44; $\underline{SD}$= 0.85). Post hoc tests (Tukey HSD) showed that the mean difference was statistically highly significant at the .005 level between group 1 and group 2.

Teachers who had been teaching for between 17 and 25 years were in strong agreement with this statement and the scores were tightly around the mean indicating uniformity in their view. They wrote comments such as:

> *Time and the crowded curriculum are 2 major issues.*
>
> *There are few opportunities to develop perseverance, taking your time and develop work discussing and developing child's interests*

This was also true of the group who had been teaching for more than 26 years, although they were very slightly less clustered to the mean. Some wrote:

> *At present the curriculum does not allow for children to form meaningful relationships within peer groups. Bring back the Wendy House!*
>
> *As a Special Needs teacher, the idea of jumping from one thing to another is terrifying - it just highlights the problems "my lot" have*

Those who had been teaching for less than 16 years were in agreement with the statement.

> *Every child is an individual some quick and some slow. The slow children suffer because the pace has to be fast*

A deputy headteacher who had been teaching for less than eight years wrote:

> *Children generally find structure helpful I have found*

Item 11: Job and Career Satisfaction

b) *"I think there is a danger of taking away teachers creativity astwell and I see newly qualified teachers coming through now and they have no experience of that. Brilliant at delivering literacy hours and very slick and great you know, something I'll never be able to do and I've got something to learn from them about that, but they've not been exposed to other ways of doing things and there is more than one way to get an end product."*

For teachers in group 1(1 to 16 years), $\underline{X}$= 2.30 (n=49; $\underline{SD}$=1.03) and in group 2 (17 to 25 years) $\underline{X}$ = 1.73 (n=55; $\underline{SD}$= 0.92) and group 3 (26> years) $\underline{X}$ = 1.59 (n=44;

SD= 0.87). Teachers who had been teaching for between 17 and 25 years were in strong agreement. Post hoc tests (Tukey HSD) showed that the mean difference was statistically highly significant at the .005 level between group 1 and group 3 and this did not occur by chance.

Teachers who had experienced more of the historical changes in education were more strongly in agreement with this statement. Those who had been teaching for 17 to 25 years also showed a tendency towards being more strongly in agreement too. The group who had been teaching for 1 to 16 years were also in agreement, but they were slightly more conservative in their scores.

This result is in line with the findings of the MORI (GTCE, 2002) survey where they state:

> The key demotivating factor is work overload compounded by initiative overload and a target driven culture. These frustrations are more strongly felt among teachers with greater experience who have witnessed dramatic changes to the profession in the course of their careers. (p.22)

General findings for items 6 to 12

In their responses to the first statistically significant item using teaching in England and Scotland as the Independent Variable, respondents seemed to consider that there was a link between structure and behaviour problems. Teachers wanted to make the distinction between structure that has to do with good classroom management and that which is connected with restrictive teaching methods or curriculum. A teacher in the English group wrote:

> *Yet the pupils need to learn with different strategies and methods. Not all lessons need be overly structured, but there should be structure/ consistency in classroom management/ rules/ ethos. This is often where poor behaviour / unacceptable behaviour occur.*

A teacher in the Scottish group wrote:

> *Our children seem to thrive on a structured day. They know our expectations and are very happy to come to school (according to parents and good behaviour in school).*

Many respondents felt there was constructive structure and structure that was not beneficial in the education of young children. Constructive structure was to do with classroom management and systems that helped pupils to learn. Some identified the importance of structure for children with special educational needs as respondents in the English group commented:

> *Children can 'explode' of kept sitting too long. Learning with Visual Auditory Kinaesthetic Tactile (VAKT) and play is a major necessity.*

Very strongly agree. Too much structure causes behaviour problems. Too much pressure for some children to cope with.

Respondents also regarded some structure as not beneficial and some considered this kind of structure as detrimental to pupils' ability to learn.

EBD children often pressurised by too structured a day – therefore detrimental to their development and emotional well-being.

This type of structure creates a constrictive and restrictive learning environment. Some respondents considered that it was this kind of structure that had the potential to generate behaviour problems in young children, because they were subjected to it from reception class onwards. Some also believed that the structure represented a formal learning which means that:

Children who are not achieving academically know at a very early age now

Also, given the average age of respondents and the large number who have the Certificate of Education or the Diploma of Education as their teaching qualification (Chapter 7), it is likely that the use of this kind of structure in their teaching is in direct conflict with their pedagogical theories of how younger children learn best, i. e. through exploration, activity and play. A teacher in Scotland wrote:

I am very aware that some of my children especially those from remote rural housing, need far more play in their first year of school than I can give them. I know the curriculum does them a disservice.

There is also the view that having little freedom in England to vary the literacy lessons has an effect upon some children:

Ther efinitely children who can not access the Lit and Num curriculum - leads to behaviour probs.

Assessment Issues in England and Scotland

Assessment Culture

The term 'assessment' linked with the word 'culture' was interpreted by many teachers in England to be associated with the governments imposed testing of children, i.e. SATs. This has become a major cultural feature of education in England. Some teachers commented:

Hard to argue when data is so heavily monitored by LEA

SATs informative but it is too much of an assessment culture.

Totally! That is why I moved out into my current job.

Although teachers view formative assessment as highly important for promoting pupil learning, assessment for assessment's sake is not understood to be that kind

of assessment, for example:

> *All assessment by good teachers informs planning & learning. Many of us have done this for years*
>
> *It should be assessment 'for' learning not 'of' learning*

Scottish teachers commented upon how they had been affected by the changes in Scottish education and of resulting increased control and paperwork:

> *Sometimes I do feel bogged down by the collating of evidence.*
>
> *Lots of attainment targets in Scotland.*

Some were beginning to show the kind of frustration expressed by teachers in England in the 1990s when the impact of testing and the National Curriculum on Key Stage 1 teachers was starting to bite (Campbell,1993;Campbell,1994 Campbell and Neill, 1992; Campbell and Neill, 1994; Campbell *et al*, 1991; Galton and MacBeath, 2002; MacDonald,2004). Comments were made such as:

> *This drives me mad! I do not need the amount of paperwork I have to help me assess.*
>
> *There is a great need for more formative as opposed to summative assessment.*

Some teachers in the English group saw part of the process of assessment as political and the strength of emotion can be felt in the choice of the words we obviously can't be trusted. The fact that this participant is male indicates perhaps that the emotional strength of feeling often dismissed as 'female' is a response formed from a logical appraisal of the situation and yet anger at the hopelessness of the situation:

> *We also assess so that we may be assessed because we obviously can't be trusted to educate without having our work checked.*

The passive logical response of:

> *This sounds like an 'English' thing*

was not the general tone of the comments and the assumption that this only happened 'south of the border' was reduced to it is 'less than we hear of south of the border' yet for some in the Scottish group the general impression is of change has also a sense of respite in the comment:

> *but perhaps not so bad in Scotland. In fact the whole ethos of assessment is undergoing a major change and we are moving away from so much testing.*

The response of both groups indicates that the teachers in England, and to a lesser extent those in Scotland, had no problem with the need to assess pupils but rather

that it was the status given to the process that had altered the culture of school for younger pupils. In general teachers in the Scottish group were experiencing the effect of changes upon their teaching in ways that was beginning to give them a sense of freedom being curtailed although nowhere near the experience of the teachers from the English group which concurs with the tentative findings of MacDonald,2004.

Assessment of EAL pupils in England and Scotland

Teachers in the English group link their comments to the unfairness they perceive in Key Stage 1 assessment processes and possibly Ofsted inspections:

> *People who are not working in a classroom forget that children do have difficulty understanding and answering questions, especially children from different cultures.*
>
> *It is blatantly obvious that SL (second language) children (particularly high intake) are disadvantaged by the present assessment system.*
>
> *Yes, having to do SATs for EAL children is not a fair assessment, when some come into the school with little or no English at 4.*

The lack of respect for both the progress of the pupil and the teaching skills employed from 'authorities' seems to be implied in these comments. That pupils are disadvantaged by the 'present assessment system' is suggestive of the progress being made by pupils in the 5 to 8 age group being under-estimated nationally. As a consequence the figures for national achievement will be lower presenting a false picture of learning achievement in the Key Stage 1 and by implication the quality of teaching.

The phrase 'it is blatantly obvious' in one comment indicates an emotional connection with the view expressed. It could also signify a possible frustration with the sense of impotence felt by teachers in England of the practical significance, a) to pupil achievement and b) to the measurement of school achievement in an educational climate of performativity. So when schools have high proportions of EAL pupils the reality of achievement will be different from the measured achievement, especially since no account is taken of how long pupils have been speaking English, hence the significance of the comment 'when some come into the school with little or no English at 4'

The comments from teachers in the Scottish group however did not carry any sense of emotional or pedagogical difficulty being encountered. Their comments understandably are not to understand the problems implied by the item statement. Therefore, they responded from the background of the underpinning philosophy of

education expressed in the principles of The Memorandum (SED,1995) where the teacher is able to adjust to meet the needs of all pupils with impunity. An example is:

> *Not so. If allowances are made for SEN – why not L2 Language 2]?*
>
> *Not encountered the problem*

Management Issues in England and Scotland

The statistically significant items about management in schools for teachers from England and Scotland were about appraisal and teaching values.

Appraisal

Depending upon their length of service, teachers in the group from England could have been experiencing appraisal since 1991 when Circular 12/91(DFEE, 1991) was sent to schools in England and Wales. In primary schools and small schools the appraiser would be the headteacher. Some teachers may have found that a difficulty. The assumption from government is that the headteacher is always professional and a good teacher, thus competent to assess the teaching of staff. However, that is not always the case. The following comment could be taken at face value or be a way of indicating that when there is no choice, i.e. you are the member of a small staff being forced to talk to the appraiser might not be helpful as with these comments:

> *The person appraising isn't often the best person to talk through problems with.*
>
> *Other staff are usually very helpful - why wait for appraisal*
>
> *Much reservations*

The regulations in England do allow for the person being appraised to request a different appraiser but in a small school that has the potential to produce more problems than it would solve. Also for those teachers who have reached the top of the salary scale appraisal can be linked to an increase in salary, i.e. Threshold. The headteacher will be the person who makes the judgment as to whether the Threshold standards have been met by a teacher and on the basis of that assessment they should be given a pay award. Therefore, these appraisal meetings are not conducive to collegiate sharing unless there is a strong basis of trust. This issue of trust is an important one for teachers and as one respondent wrote:

> *When successes were mentioned by me these were pooh poohed!! No positive criticism - all negative criticism from the head*

The Scottish system of appraisal is not linked to pay through performance in the same way and it is called Staff Review and Development. The terminology indicates

the underpinning philosophy. The pay agreement reached with Scottish teacher that was based upon the McCrone report is related to rewarding teachers for their professional development. There are financial rewards, but the basis for achieving these awards is not performance based upon a demonstration of increased pupil achievement as a result of their teaching skills as it is in England. Even so the link between how the appraisal was perceived and the person carrying out the appraisal was made by a number of respondents:

> *It depends on the attitude and agenda of your headteacher.*
>
> *Depends which member of management team completes appraisal*
>
> *Depends who's doing the appraisal! Do you trust them? Are they impartial? Is there a personality clash?*

These are comments that identify with research into teachers attitudes and performance related pay (West, 2001, DfEE,1998a; 1998b; 2000b; Mahoney *et al*, 2003; Menter *et al*, 2004).

Teaching and teacher values

Some respondents from the English group indicated that there was a personal struggle in progress. One teacher summed it up with:

> *I feel I'm letting myself down by not challenging what is happening and I'm letting the children down by [following] approaches that are more for government "flag waving".*
>
> *Too true*
>
> *Occasionally I feel like that, but I try not to teach against my own values and fortunately I have a Head who agrees that one shouldn't.*
>
> *I'm still striving to teach from my values.*

Passively working within the system seemed to give credence to a system they felt was failing pupils. A conflict between the ideal of a teacher who cares about pupils and the financial need for employment seemed to be part of an internal conflict for some teachers

Some teachers related this to the area of morals or religion. For example:

> *On certain areas of the curriculum.*

Whereas one teacher wrote of his struggles relating to his personal life:

> *As a gay man having to teach about Christian Weddings is not easy – in an extremely deprived area*
>
> *I don't teach against my own values.*
>
> *Would never do that!*

I try to keep to my values.

However, there was a telling statement of:

I do as I'm told.

This could suggest a link with the analysis by MacDonald (2003) that there is an emphasis on hierarchy in the Scottish culture which is 'characteristic of, though not exclusive to, Scottish school culture' (p.417). She labels this as a 'subordinate identity' of Scottish teachers. This emphasis on hierarchy is again commented upon as a feature by Gatherer (1999). In his reflection upon Scottish teachers he notes the importance of and respect given to the academic qualifications required to attain Qualified Teacher Status but comments upon the fact that outside of the classroom teachers are assigned little power and status. Their status is high with regard to the teaching of pupils but not to impact upon society as a group. Although he states that teachers are not a homogeneous group, and that 'generalisations are weakened by the immense variety of types within the profession' (p.1028) he suggests there are general patterns of behaviour to be found amongst them.

In general Scottish teachers are described as being somewhat conservative and deferential to authority. As a consequence the belief that the authority knows best would mean teaching to their values. This is characteristic is described by MacDonald (2003) where she writes:

> Teachers were given every encouragement by the headteacher to voice opinions or concerns about their work or the running of the school. This could be done formally at annual reviews, less formally at staff meetings, or indeed at any time where dialogue was appropriate. Teachers at Stubim, however, were disinclined to take up such opportunities. When asked about experiences of annual review, for example, many teachers admitted to wasted opportunities. (p.418)

This presents a different picture from that of the primary teacher in England, where the sense is of teachers' voices being silenced and if not silenced then ignored. This is not to say that Scottish teachers do not have an emotional relationship to their work as do the English primary school teachers (Nais, 1996). The attack upon the self-esteem as compared with English teachers has not occurred and therefore, teachers in Scotland are 'acting consistently with their beliefs and values' (Ibidem, p.297), whereas those teaching in England are teaching with a model with which many are in opposition to (McNess *et al*, 2001).

Teaching prior to or after the ERA

In their responses to the only statistically significant item using teaching prior to or

after the ERA as the Independent Variable creativity was an issue.

The lack of or reduction of creativity in the curriculum seems to be connected with teaching to facilitate the content of the curriculum. In the view of some teachers new teachers will be limited professionally and experienced teachers have to become restricted professionals:

> *They will not see any other methods or styles because to deliver at speed the volume of content, experienced teachers have to become clones. How will NQT s develop?*
>
> *Will they be able to teach if the scaffolding is removed?*

These comments imply a concern about the future in conjunction with a lack of satisfaction about the climate of teaching. Also, there was a sense that they have knowledge and skills as teachers which are not only being disregarded but judged as inferior. It is a style of teaching which is child-centred and linked to the discourse of derision (Ball, 1992). The philosophy of child-centred teaching echoed in Plowden (1967) is still in the hearts of many of the teachers who taught pre-ERA. They still want to be free to use a range of styles and techniques and to direct their teaching to where the child is as they believe appropriate, rather than teach information to the child. Within that group of teachers who taught before the introduction of the ERA are Scottish teachers, but they are still able to teach with a range of styles appropriate to the needs of their pupils. The principles of teaching written in The Memorandum (1965), are basically the same principles of child-centred teaching and learning as described in the Plowden report and, in principle, they are included in the guidance documents for the 5 -14 Curriculum in Scotland (Adams, 1999;Darling,1999; LTS,2000). However, the observation that some newly qualified teachers in England would find themselves with a limited range of teaching techniques is echoed by a Scottish teacher who wrote:

> *I have met so many Newly Qualified Teachers who just can't think outside a box. They think they have been taught all the solutions.*

So it is possible that Initial Teaching Education in Scotland is beginning to change the type of teacher entering Scottish primary schools. Yet other teachers regard newly qualified teachers as having much to offer the school:

> *Our NQT have been very creative and lots to offer to school*

but it has to be asked if this is part of the conservatism of Scottish teachers being voiced or a defensive position regarding the quality of Scottish teacher training being commented upon? The MORI survey (GTCE,20002) of the teaching profession commissioned by the General Teaching Council for England (2002) found that

teachers who experienced creativity in teaching had a higher expectation of remaining in the teaching profession in five years' time compared with other teachers (p.3). Galton and MacBeath (2002) found that compromised creativity and creativity as an intrinsic motivator was significant to teachers. (p.77)

Head or deputy/depute headteacher or not

Using Head or deputy/depute headteacher or not in those roles as the Independent Variable a large number of items were found to be statistically significant. These included issues on target setting and assessment, appraisal, lesson plans, public relations and the ethos of the school.

Management Issues

Targets and Assessment

Both groups felt that relationships with students were being eroded by the importance being given to performance scores and targets but those who were not in these senior management roles were more in agreement with the statement.

Some of the headteacher group stated their discomfort with the targets set for the end of key stage tests and acknowledged the impact of target setting has had an effect upon them and their relationship with pupils:

> *My relationship with younger pupils has suffered because I have SATs hanging over me and the school*
>
> *We have to remove the barriers to learning before we can hope to teach effectively. Good relationships are vital.*

The non-headteacher group were in agreement and this view included teachers from England and Scotland, who wrote:

> *You can still get both but its exhausting.*
>
> *Scotland (or I am fortunate) don't seem to have gone overboard on assessment as 'down South' seems to have done*
>
> *I agree with the initial statement, but disagree with the 'scant regard' comment. Teachers and pupils know what is important.*
>
> *[changed] it is now given LESS regard*

The fact that the headteachers group has a government and LEA directive to set performance targets did not prevent them from voicing their personal views that good relationships with pupils are still important. So, pupil relationships are important to both groups. The MORI (2002) found that 'Teachers' visions for their

profession are strongly focussed on the rounded and complete development of the individual child. The needs of the economy are very much a second order priority' (p.20).

Rutherford (2003) argues that the impact of performativity has been to give an official stamp to certain values and behaviours that are to be regarded in schools and to disapprove of others. Thus the educational value of 'targets' has changed from being a means to achieve wider moral and educational purpose to being an end in themselves. When the value has been changed, the new value becomes the standard or the approved behaviour of staff in schools and the standard for measuring performance in a culture of performativity. There appears to be a conflict of values between those who are not heads or deputies and those who are. Headteachers have to work within the imposed value structure but it is not clear whether the deputies share those imposed values to the same degree as headteachers.

Appraisal

Those in the headteacher group generally made comments such as

> *It is difficult to allocate appropriate time to this important process.*

and are generally supportive of the process. Some comments from those in the non-headteacher group are supportive of the process but there are less of these:

> *It's enabled me to set personal targets, not that I always fulfil them, but at least I revisit what I think I want to do at least once a year*
>
> *My appraisals have always been supportive rather than critical and I have found them helpful.*

Some in this group were dismissive of the process:

> *Can't say it has much effect.*
>
> *A complete waste of time.*

When the idea of Performance Management was proposed, doubts were expressed by teachers and unions about the power of headteachers or line managers conducting an appraisal, Some felt the question of the integrity and partiality of some appraisers to abuse their power was a serious issue but these were dismissed as unlikely to occur. However, participants in the non-headteacher group have made comments relating to the ways in which they have been treated unfairly by headteachers during appraisal. A few respondents felt strongly enough to write of their personal experiences which carried the sense of bigger issues, both for them

personally and of the process, for example:

> *My own personal experience was not a pleasant one, as my ex headteacher only listened to what his own close circle of staff said. He did not speak to some of the staff!!*
>
> *Very little notice taken of anything I said.*
>
> *! No comment.*
>
> *It depends on the attitude and agenda of your headteacher.*

Some comments from the non-headteacher group seem to indicate seeing the process as more of a 'paper exercise' and that little of what they said would be acted upon. In England, appraisal interviews are linked to the setting of personal, school performance targets and promotion, as part of Performance Management. It could even be that the non-headteacher group use the interview as a means of letting the headteacher group know they are focussing their energies in the right place and exhibiting the approved behaviours. (Husbands, 2001) The headteacher group might be using it to gather information as a kind of 'internal inspector' (Gleeson and Gunter, 2001).

Lesson plans

The more experienced members of the non-headteacher group did not appreciate writing detailed lesson plans and saw it as having a detrimental effect upon teaching and therefore, upon pupils:

> *It now takes longer and longer to plan/ fill in forms - less time to make interesting aids: you can't use the plans again - everything changes. All spontaneity and fun taken away. No longer able to drop everything to cover an interesting theme from children. Gone are the days when child would bring in a huge foxglove roots and all and the whole day spent with this as the focus!! Literacy, Numeracy, art, science, health etc*

There was an emotional content to some of the comments such as:

> *I left a job after 6 months because I was being asked to write individual lesson plans. I was a tired wreck. I am a much better teacher today for not having to do that*

This was true north of the border too:

> *After 30 years if I can't be trusted to teach without having to write up a lesson plan then there is something seriously wrong. I am a professional - treat me like one.*
>
> *To an extent, I agree, but doing this does make you think more carefully. We reduce the writing when we prove we can still do the thinking without the writing*

There is only so much you can do in 35 hours

One teacher in Scotland wrote: Yes, yes,yes and again yes!

The view expressed by one participant in the non-headteacher group from Scotland is echoed by another working in the independent sector in England who wrote:

> *Totally! At my school I can plan as much or as little as I like - it is my choice. I am valued as a professional.*

The overseeing of lesson plans seems to be a matter of fact for the headteacher group. This would be expected in some sense because it is part of the emphasis of the Green paper (DfEE, 1998) where part of the headteachers role is to monitor performance However, for many of those in the non-headteacher group, especially those with more experience it is often seen as an insult to their professionalism and undermines trust.

Stress as a school manager

The non-headteachers, deputy and depute headteachers group were more in agreement with the statement 8f (Stepping up the ladder). It did not seem to be a real issue for headteachers. The issue of control and power may be a factor.

Public relations issues

The idea of teachers making government initiatives work but that this picture was not presented to the public was an issue for respondents, but it was the headteachers group who had the higher mean although both groups were in agreement with the statement. Headteachers know that they have to do the work of getting staff to work on implementing LEA or government initiatives; how hard teachers have to work to carry out changes and the lack of appreciation or respect teachers are seen to receive.

Campbell *et al* (1991) and Evans *et al* (1994) refer to the conscientiousness of teachers which they mean implies over- conscientiousness or conscientiousness to a fault. In 1991 they saw the stress of work overload as something which teachers were choosing to do to themselves. Lomax and Jones (1993) refer to a similar trait but observe it as a trait in teachers that will cause them to try to make things work and used it when they are confronted with educational change. In 2003 this is still an issue as one respondent commented:

> *I don't know why we sacrifice ourselves and our values to make the system we don't agree with work.*

In 1991 Campbell *et al* inntheir study of Key Stage 1 teachers had this to say about teacher conscientiousness:

> We think that many teachers in Key Stage 1 were having to, or choosing to, spend so much time on work in the Spring term,1991 that the virtue of their conscientiousness must be called into question. They saw it as damaging their personal lives, their health and, ironically the quality of their pupils' learning and relationships with them. Conscientiousness had become, in a literal sense, counter-productive. We do not think that this state of affairs is intentional but it should be brought to a halt (paragraph 4.10).

Teachers are leaving the profession before they would ideally want to (Galton and MacBeath, 2002; Smithers and Robinson, 2001). The fact that 'this state of affairs' (Ibidem) still continues is a monument to the conservatism and dedication of teachers. It may be the realisation of this conscientiousness not being a virtue; the continually increasing weight of the impact of the changes over the past twenty-five years; the abuse by governments upon teacher conscientiousness or the a sense of futility about the perceived value of conscientiousness which may have something to do with the numbers of teachers leaving the profession. The effect of teacher conscientiousness upon their levels of stress and decisions to leave the profession may be an area for future research. The MORI (GTCE, 2002) report clearly connects teacher morale with the image that is publicly portrayed by the media, in the news and on TV as shown below:

Figure 8.9: Respect from the media for teachers in England

Q.20 What level of respect do you feel the media gives to the teaching profession?				
	Total	*Higher morale*	*Same*	*Lower morale*
Base: all teachers	(70,011)	(7,486)	(18,959)	(39,274)
Great deal/fair amount	12%	17%	16%	9%
Not much/none at all	86%	82%	82%	89%
Net respect	-74%	-65%	-66%	-80%
Teachers feel strongly that their profession is misunderstood and that they don't get a fair press. To address this they want better government advocacy and a sustained campaign to raise the profile of the profession. (MORI,GTCE, 2002, p.17)				

Importance of school ethos

The sense of 'happy' in the quotation did not bother people as they wrote their comments. For example, no-one wrote, 'Happy. What does that mean?' It was assumed to mean an okay place. The non-headteacher group who wanted to comment upon the stated or surface happiness' of their school being different from the reality, did so without including an explanation or details, cautiously alluding to

the possibility of superficiality in the appearance of a happy school ethos with comments such as:

> *Lots under the carpet*
>
> *It's true but at what a cost*
>
> *Yes people have said that about my school. We do get good results though and have "won" the school reward for improved results. Woohoo! Sorry about the cynicism.*

So the stated ethos of the school does not necessarily reflect the reality as noted in the previous quotations. Some made the point that a happy ethos in part depends upon the time for the development of relationships:

> *No one seems happy. No one has time to chat for a few minutes in the staffroom and everyone seems busy.*
>
> *On the whole yes, but this school does not have major discipline problems and so*
> *staff are not so worn out.*
>
> *We used to have that reputation but not anymore*

Gavienas and White (1999) argue that in schools discipline is closely related to ethos but most of the respondents made the connection between relationships and time for relationships. It is likely however, that as one respondent commented where there is poor discipline, staff will be too tired to make relationships but she was still making the connection between staff relationships and a happy ethos. The nature of what constitutes the concept of a school's ethos is a complex issue but as Gavienas and White (1999) write 'Each school must debate its own route'. Yet again, debate involves relationships and 'issues under the carpet' do not bode well for the development of a happy ethos in a school. Discipline problems have been cited by MORI (GTCE, 2002) as the fourth largest demotivating factor for teachers. They state that 31% (n=70,011) of teachers say that pupil behaviour and discipline demotivate them and they make the qualification that the 'same factors are highlighted at significantly higher levels by teachers with lower morale' (p.5). They do not publish details according to phase however, so these figures are across all phases but they do give figures for NQTs where the figure rises to 42% and drops to 29% for those who have been teaching for between 6 and 10 years. Additionally the MORI summary reports, 'The majority of teachers say their morale is lower today than when they first became a teacher' (p.5).

Morale

The issue of morale was related 1) to being listened to both within the school and outside and 2) to the morale of teachers in school because of the school environment.

a) Lack of consultation

The response to item 10 (d) has connections with the concept of teacher conscientiousness combined with respect for their expertise. It was the external consultation that many respondents commented upon, especially, though not exclusively, from the non-headteacher group. Many comments had an element of disillusionment about them and the respondents strongly agreed with the item statement:

> *The consultations are not valid - name only - the agenda has already been set.*
>
> *Top down model needs to be bottom up. When we are consulted the outcomes are ignored anyway*
>
> *The last 12 - 15 years have been like a revolution*

This was also true of Scottish teachers where they also rated the item as 1:

> *Teachers are constantly being told what they MUST do with little or no help in doing it.*
>
> *Pressure comes from government - local authority demands*
>
> *Consultation takes place but the outcome is manipulated and there is always a hidden agenda*

b) School environment

The two groups were in agreement with the statement though the headteacher group agreed with this statement to a greater extent than did teachers not in these roles. Many of the respondents wrote that their school was as in the statement and these were from both groups.

Since the headteacher in a school has a significant part to play in establishing a school's ethos it is likely that they would believe their ideas have worked. If the appraisal situation or the freedom to engage with management decisions in ways that area acted upon are in place in reality then the ethos that the headteacher wants to be in their school is more likely to be realised. Many of the comments about appraisal report views being ignored by management, indicating that the issue of school ethos may not always be as it appears to be on the surface. Consequently, the idea that one can walk into a school and sense the ethos may not be as

accurate as people would like to think. Many staff 'pull together' during an Ofsted inspection because they do not want inspectors digging below the surface and potentially putting the school into further inspection or even special measures. So, keeping silent about issues relating to the headteachers management of the school are traded-off against getting an inspection safely out of the way.

Some respondents were concerned to make a link between discipline, staff morale and ethos.

Job and Career Satisfaction

The mean score of the headteacher group indicated no definite tendency to agreement or disagreement with the statement but the non headteacher group tended to agree with this statement. One in the latter group who strongly agreed with the statement wrote of how time had changed her opinions and had increased the sense of a curriculum with so much breadth that it had little depth:

> *After 32 years I see it [now] as being very superficial - skimming the surface.*

Respondents from Scotland also felt that changes to the curriculum had had a similar effect in Scotland as the National Curriculum had had in England:

> *There is no consistency.*
> *I don't feel negative but many colleagues are.*

However, those who were in the non-headteacher group seemed to concur with teachers in Galton and MacBeath's study (2002). They state:

> Changes in content and methodology, the focus on literacy and numeracy, the narrowing of the curriculum and the increased structure of the teaching day all were seen as inimical to maintaining a strong ethos in child-centred learning. All were seen as working against a tradition of creative learning and teaching. (p.40)

Effect upon relationships, personal life and self-worth

Headteachers, deputy and depute headteachers seemed to have no strong opinion about the impression of never being able to have a feeling of task completion with the potential for this developing into a sense of failure. However, this is not necessarily a complete picture of the way that headteachers feel about their work. The issue of the thought of resigning in the item statement may have caused them to tend towards a rating that they might have given differently had the question related to work overload and no time. Some of the non-headteacher group commented upon having a sense of lack of achievement:

> *Too much to do, so nothing is done properly or to satisfaction.*
>
> *Yes, I feel that I never fit enough in. I often think I need to rethink and try to*

[do] less, better.

Many headteachers will have a greater sense of achievement because some of what they do is an agenda set by them. Scott and Cox (1999) study found that headteachers felt 'the demands of the job had robbed them of a sense of control over their work' (p.306). Lewis Carroll's white rabbit syndrome was being experienced by Scottish respondents too:

It's a time issue - we've too much to do,

Often feel I've got too much to do in very little time

Respondents in the non-headteacher group describing the same as a teacher in Smithers and Robinson (2001) report who said:

> *Nothing ever seems to get finished, the job satisfaction has gone. I feel like a hamster on a wheel going round and round getting nowhere. There are a lot of positive things about the National Literacy Strategy that we've embraced enthusiastically. But it is relentless; there is always something new.*

This sense of being on a treadmill has expressed as the feelings of respondents since 1991 (Evans *et al*) and it still seems to be their description of a life in teaching. Stress is causing teachers in the primary sector to simply just give up. They are choosing to leave the profession to get away from it rather than having something else to go to (Galton and MacBeath, 2002).

Begrudging the time spent on school

Within the range of the scale, the lower mean of the headteacher group is close to the 'disagree' point on the scale. The mean of the non-headteacher group indicates no definite tendency either way. However, there were respondents in the non-headteacher group, who without explaining the reason wrote:

Totally. I just want to get away from school now

This teacher strongly agreed with item 10a, about the enjoyment of being with children and chose to come into teaching after having worked in industry and enjoyed teaching when he began (item 4e). It seems it is not time per se that teachers begrudge as some others wrote:

> *Sometimes I do. It's all the extras, like report writing, 3 parent evenings a year, additional staff meetings, all the curriculum stuff, SEN paperwork, fixing computers, planning. It takes one's life over.*

> *I don't begrudge time well spent but an awful lot of time is spent on things that don't help me be a better teacher.*

The underlying interpretation of what the respondents perceived to be meant by the words, 'begrudging' or 'enjoying' could have affected their rating or in their cases it varied from person to person. Nevertheless, doing work which teachers see as not of benefit to teaching or their pupils seems to have the effect of increasing anger and frustration (Galton and MacBeath, 2002).

Difficult behaviour from pupils also seems to have the effect of making teachers begrudge giving their time:

Felt like this last year with a v. difficult class but am enjoying this year.

Management Issues for those having different levels of responsibility to a class

Lesson Plans and co-ordination issues

The results suggest that those with responsibility for teaching a class do not like having to complete detailed lessons plans. The issue of lesson plans is discussed above. Teachers who do not have a full class responsibility often are part-time or supply or support teachers. The actual responsibilities that they have in a school's structure are often quite minimal in comparison with class teachers. For example, in England, the co-ordinator role usually given to non full-time teaching staff will be one of the minor curriculum subjects, i.e. little co-ordination is needed. Discipline of pupils is often left to the class teacher. For example, a situation of pupil behaviour involving the part-time teacher happens before lunchtime. The part-time member of staff goes home at lunchtime, leaving the class teacher to sort the issue. The situation with supply teachers often means that the supply teacher only writes the minimum necessary to teach the class or follows the class teacher's lesson plan. However, that the class teacher has often had to write their lesson plan in full before going on a course which they either opted for or were told to go on. Some part-time teachers do take on the role of the SENCO but this is more unusual. The SENCO, if not the headteacher is a class teacher and they may have other co-ordinator roles as well.

Number of years teaching 5 – 8 year olds and lived experience of educationally significant historical events

Teachers who had been teaching for a long time were in strong agreement with this statement and the scores were tightly around the mean indicating uniformity in their view. The group who had been teaching for more than 26 years had scores that were very slightly less clustered to the mean. When the Independent Variable was based upon historical events there was the same result. It seems that teachers of

more than nine years experience see the chopping and changing as detrimental to pupil learning.

Creativity and spontaneity equals Job and Career Satisfaction

Teachers who had been teaching 5 to 8 year olds for more than 18 years tended to be in agreement with this statement as shown by a mean score below 2 and standard deviation below 1. Teachers who had experienced more of the historical changes in education were more strongly in agreement with this statement, i.e. Teachers who had been teaching for between 17 and 25 years were in strong agreement. This issue of creativity might be better termed 'spontaneity' or it is the element of spontaneity within creativity that is missing from lessons for many teachers, especially those with more experience.

However, it is to be hoped that the level of creativity understood by the headteacher in one school is not the ideal of many younger headteachers. One of the teachers wrote:

> *Although our Head is now pushing creativity and cross - curricular we can cook a recipe during Literacy in 'Instruction' strand which we couldn't do before.*

There was also one headteacher who expressed:

> *Comment of somebody jealous of the enthusiasm and giftedness of young. My young teachers are great!*

This is a view that offends many of the older teachers who are not jealous at all but totally frustrated. Theirs is a sense of wasted opportunities for their pupils and really do believe:

> *You need a combination of teaching styles to produce the best results. Teachers have different strengths.*
>
> *I have met so many NQTs who just can't think outside a box. They think they have been taught all the solutions.*

The MORI (GTCE, 2002) report states that 'A creative, mentally stimulating and or challenging role was the second strongest motivating factor for teachers to remain teaching' (25% n=70,011) (p.5). The percentage of teachers wanting to remain in teaching without a creative environment was affected by their current levels of morale. For those with higher morale it was 39% and for those with lower morale it was 19%. The freedom to develop creative lessons was important to teachers' sense of job satisfaction and it was also linked to morale.

The MORI (GTCE, 2002) finding was that:

> the decline in morale that newly qualified teachers to those with one to five years' experience is sharp. Just over one in ten newly qualified teachers perceive their current level of morale to be lower compared to when they first started teaching (p.7).

Conclusion

This analysis of items 6 to 12 shows that teachers feel that they need to experience meaningful contact with pupils and the responsibility and freedom to determine lesson content and pedagogy using their initiative, creativity and spontaneity. It further shows that they feel they want not to be bound by unnecessary and detailed paperwork nor to work for headteachers who are not intermediaries helping negotiate between government and teachers.

Factor Analysis for all items in questions 6 to 12

The data in questions 6 to 12 were submitted to factor analysis as a means of identifying factors that could account for the variability and to provide a summary of factors that might underpin the data and structure of the statements used in this part of the questionnaire. This was a way of checking whether the groupings of statements under the headings of the questionnaire were the groupings revealed by the way in which participants responded to this part of the questionnaire.

Results of Factor Analysis on all items in questions 6 to 12

The statements in questions 6 to 12 were submitted to principal components analysis (PCA). Prior to performing Factor Analysis the suitability of the data for factor analysis was considered. Inspection of the correlation matrix revealed the presence of many coefficients of .4 and above. The Kaiser-Meyer-Olkin (KMO) value was .810, well above the recommended value of .6 (Kaiser, 1970, 1974) and the Barlett's Test of Sphericity (Bartlett, 1954) reached statistical significance (p=.000), supporting the factorability of the correlation matrix.

Principal components analysis revealed sixteen components with eigenvalues above 1 explaining the 68.6% of variance. An inspection of the screeplot revealed a clear break after the fifth component and these five components were retained for further investigation. Varimax rotation was performed and only factors with a loading of .5 or above were retained to make the solution clearer. The items could

be accounted for by five distinct components. The rotated solution is presented in Appendix E.

Figure 8.10: Amount of variance attributable to factors after Varimax rotation

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	6.783	13.044	13.044
2	6.310	12.135	25.179
3	3.404	6.547	31t726
4	3.099	5.959	37.685
5	1.982	3.811	41t497

a 5 components extracted. Set at .5

The first two factors had a number of strong loadings, with the third factor to the fifth respectively having weaker loadings. The amount of variance accounted for after rotation is shown in figure 8.10. The items in the five factors were extracted from the list of all of the sub-item statements in order to identify the underlying factors. The respondents answered the questions and established groupings of the items that were different from the original design of the questionnaire. The statements below have been organised into the five factors. These are reported according to the strength of the component loadings for each factor.

FACTOR 1 Distressing and De-Motivating Impact of Job

Item statements from: Effect upon relationships, personal life and self-worth

b) *"The job doesn't suffer but the rest of my life does, and then I resent it very much, like being wiped out the first week of the Christmas holidays. I was just too tired to do anything, and I think it's very bad for my family.*

c) *"I don't have any personal life in the week. The work…is so draining that I come home and I'm not fit for anything else most of the time.ö*

g) *"I just constantly feel stressed by the fact that you know what you want to do, you know how you want to achieve it but you can't. It's sort of a feeling of failure, I suppose.ö*

i) *"I didn't used to get to the end of the day and think, "Oh gosh, I haven't done this" or "I haven't done that". I used to get to the end of the day and think, "Oh great, we have done this". So this has been a major change as far as I'm concerned. So there's this Running Commentary, really, in the background saying that, "You haven't done this" or "You haven't done that", which I find really annoying considering that you work so hard."*

a) *"[My partner] can get quite cross at times to be perfectly honest. He'll say, "Do you <u>really</u> have to do this? But I think he's concerned about me to be honest. He can see I'm extremely tired a lot of the time.ö*

h) *"I had to re-invent myself to regain my self-esteem.ö*

Item statements from: Job and Career Satisfaction

g) *"I will do all I can to prevent [my daughter] from becoming a teacher because I think it is a soul-destroying, exhausting job at the moment.ö*

Item statements from: Effect upon relationships, personal life and self-worth

j)*"I am begrudging the time I spend on school now because I am not enjoying the work and I don't see a lot of point to what I am doing."*

Item statements from: Management

c) "*I am finding that very good teacherse- teachers for whom I have very considerable regard – are finding it harder to sustain themselves. They are not the people who go off because they think they are going to have a headache that day. They come in when they shouldn't and you have to say 'go home you will only make yourself worse'. These people even are finding they are having to take more time off and that is very sad.*"

Item statements from: Effect upon relationships, personal life and self-worth

e) *"After we had our Ofsted I felt I was a useless teacher. I'd been doing it wrong all these years – that's how they made me feel. I can't find the words they want to explain myself.*"

Item statements from: Ethos

a) *"When a child comes in clutching a cuddly toy that he's had for his birthday, you have to find time for it, but you do it with not quite the same enthusiasm that you used to. You're quite aware that there is something else you ought to be doing at the same time and maybe, even though you don't mean to be, you are sometimes a little dismissive with the children."*

Item statements from: Job and Career Satisfaction

h*) "The media image of teachers is an absolute disgrace. Everyone is slagging us off saying that we don't deserve more money because we have such good holidays. Being maligned so much is disgusting."*

i) *"I really wanted to do this job but I've been made to feel so negative after such a short time. They keep changing little bits….and it's all so superficial.*"

FACTOR 2 Negative Affect Associated with De-Personalization and De-Professionalisation of Teaching Work

Item statements from: Assessment

b) *"I came into teaching to teach. I have always assessed children's' learning to help them to learn better, but now we assess for assessment's sake. The school environment is now an assessment culture and not a learning culture.*"

c) "*We are not dealing with an individual student or a class these days, but a collection of benchmarks and targets. It is the relationship with your students that matters and it is now given scant regard."*

Item statements from: Job and Career Satisfaction

a) *"That's what we always remember about teachers that taught us. It's the personalities of them and the love of what they were doing that they brought to it and if you start to squash that out of people what sort of teachers are you going to create? And they are the teachers who have gone, and sometimes when you stay you think, 'Oh God there's something wrong with me I'm still here! Why am I still here? I know people who have just said I can't do it. I'm not doing it and they're not going to."*

Item statements from: Assessment

a) "*It really got my goat this morning. The SATs were promoted on TV as the only way parents and teachers can accurately assess the attainment of their children. I think they are an insult to teachers and cruel to all children under eight.*"

d) *"Children with SEN like dyslexia need a different way of teaching and assessment- it's not easy to cater for them now."*

Item statements from: Management

e*) "Lesson plans! It used to take me three days to plan one day's lessons doing it the way I was taught at college. It's madness to write all they want you to write down to plan lessons.."*

Item statements from: Job and Career Satisfaction

d) *"I just don't feel like you're trusted anymore. I think at one time you were very autonomous and that was the great thing about teaching. That is a buzz and a plus about you. It's you and those kids. Now it's just pressure isn't it to fill in the boxes or whatever and I think it affects the performance you can give."*

Item statements from: Priorities and Pedagogy

h)) *"It's fundamental to an Infant classroom to make everything interesting and you don't say, "Go away it's not your turn!" If they are interested you develop that and encourage them, and if one can help another then you encourage that as well – you don't say, "Don't tell him. This is an assessment – at least* you *didn't used to but it's all different now.."*

g) *"The problem is that some children are not ready for full-time schooling at 4 years old. Also we're caught in a cleft stick trying to follow a 'curriculum' with an early years' ethos and also covering a subject-based curriculum.."*

Item statements from: Morale

d) *"It's the lack of consultation. It's all being done without me saying anything, and I find that insulting because I'm a teacher. We're just told to get on and do it.."*

FACTOR 3 Positive Response to School Atmosphere, Management and Curriculum

Item statements from: Morale

e*) "Our morale is high most of the time, as we are a very small school and have created our own ethos and environment…Our children are happy, productive and there are no discipline problems. There is no staff turnover.."*

Item statements from: management

d*) "Everything's being handled very well in our school; it's all sort of, running very smoothly. The head's got it very well organised…we have three year plans.."*

Item statements from: Ethos

b) "*I mean, people who come to us from other schools, their first thought when they walk in is "What a happy place.."*

Item statements from: Management

b) *"[O]ur headmaster…I wouldn't criticise him at all because he's so understanding …and he's always encouraging…he builds up your confidence.."*

a) *"The introduction of Appraisal has been quite helpful. It's given me a chance to talk about my problems and successes.."*

Item statements from: Priorities and pedagogy

a) "*I like all the structures that we've been given about what to do and what to teach and how to set it out. I like the format of how the lesson begins with your warm-ups and, and how we've been given a lot more information about what to do and what to teach and how to do it. You know, there's been support as well as going on courses.*

FACTOR 4 Inherent Satisfaction of Teaching Children

Item statements from: Job and Career Satisfaction

e) *"I came into teaching for the pleasure of seeing children learn."*

Item statements from: Morale

a) "I enjoyed being with children, I got a lot of satisfaction from talking to them, seeing them progressing in little ways.

Item statements from: Ethos

c) *"I'd like a less 'time' oriented curriculum and more time to enjoy being with children."*

FACTOR 5 Support for New Initiatives to Increase Structure and Accountability

Item statements from: Priorities and pedagogy

f) "*The introduction of provision for 4 – 5 year olds has been so good because they have a guaranteed Reception year."*

Item statements from: Morale

g) "Our image must be improved and in order to do this teachers must be more accountable and more flexible opportunities to rise must be available, given on merit."

Discussion of Principle Components Analysis

The first of those factors, accounting for 13% of the variance is labelled, 'Distressing and De-Motivating Impact of Job' and the second factor accounting for 12% of the variance is 'Negative Affect Associated with De-Personalization and De-Professionalisation of Teaching Work'. The item statements composing each factor are categorised by foci and listed under each factor.

Factor 1 Distressing and De-Motivating Impact of Job

1. Having little or no time, or energy for personal life
2. Stressed by overload and / uncompleted work leading to low self-esteem
3. Begrudging time wasted upon pointless tasks
4. Feelings of inadequacy brought about by OFSTED inspectors
5. Lack of enjoyment in the pointless tasks
6. Committed teachers reaching their sustainability thresholds
7. Self-disappointment at not living up to personal beliefs about responding to pupils
8. Anger at being mis-represented and maligned

Factor 2 Negative Affect Associated with De-Personalization and De-Professionalisation of Teaching Work

1. Hi-jacked professional and pedagogical motivation
2. Repressed spontaneity
3. Insulted professional skill
4. Distrusted
5. Constrained professional judgment
6. Disregarded professional viewpoint

The issues of de-personalising the teaching experience is an issue and the ways in which the professional skills of the teacher have been 'imprisoned by models of what a good teacher should look like (Department of Education and Skills,2000 b) taken into the English system via the introduction of Performance Management is in a sense part of the distress of this teacher:

> I loved my job and I'm good at it but we have been totally deskilled and demoralised over the years. We are dictated to by people who wouldn't last five minutes in a class but think that because they have been to school (however long it might have been) they know everything. Parents who think that we don't push hard enough musttbe made to see the damage that can be caused by pushing too hard, too soon.
>
> *I'm waiting for lesson plans / whole topics to be published in their thousands. Teachers' forecasts could consist of a single sheet of A4, with a list of reference numbers.*

Those who had been teaching for the longest period of time seemed to consider that there had been a narrowing of teaching methods in use and a tendency for everything to become less creative and more structured.

Factor 3 Positive Response to School Atmosphere, Management and Curriculum

1. Create a secure milieu
2. Organisation and management structures act as a lubricant not an abrasive
3. Show consideration for people's insecurities
4. Support for lesson planning

The item statements showed features that teachers consider enhance their professional well-being. The ethos of the school, a sense of fun and enjoyment – a happy place to work in, where pupils are seen to be productive and there are few discipline problems is another morale enhancer. The model of the type of headteacher best suited to schools with 5 to 8 year olds is an encourager, a

confidence builder and understanding. Interestingly, having structures for teaching appears to be a confidence builder. This could be associated with de-professionalisation. It is possible that some teachers have become so under-confident that the structures not only provide a framework for delivering lessons but a framework that supports the identity of the teacher. In that way the structures could be used by an individual to construct an enhanced sense of well-being i.e. 'I am doing it right because the structures are considered to right (by government and OFSTED) and if I follow it then I must be doing it right.'

> I am fortunate to work in a happy and well-balanced school. We are forward thinking but realistic. I feel supported by my managers. I know though that this is very rare!! I am happy with teaching literacy and numeracy in the way we do but feel our afternoons need to be much more flexible and child centred. Like the 'old days'. A balance is needed.
> An interesting and thought provoking questionnaire

> *My replies are quite personal and are a reflection of my home situation with a mentally ill husband. I dread retirement which will take me from my supportive colleagues. I feel education has taken a wrong turning - the paperwork is ridiculous.*

The issue of lesson plans had a mixed report. Some teachers liked having the QCA lesson plans provided. The Scottish teachers did not see writing lesson plans as an issue. However those who had been teaching for more than 11 years were not happy about writing detailed lesson plans. Detailed lesson plan writing is seen as an issue of trust, respect and value as professional, this is especially so for those teachers with more experience who are not headteachers or deputies. The Scottish teachers identified this as an issue too and reported made comments to the affect that they expect to be respected and trusted as a professional. Headteachers saw no difficulty with the writing of lessons plans.

Factor 4 Inherent Satisfaction of Teaching Children

1. Impetus for choosing teaching as a career
2. Time to enjoy children and their learning

This factor is closely related to the previous one because the importance of being with the children and time to build relationships with them. Teachers in the study derive satisfaction from being with children to see them learn. It is a boost to their sense of well-being to see children learn, there is pleasure gained from seeing children achieve. This might be in seeing a child achieve a good level in their SATs or national assessment but it is because the teacher becomes mentally and

emotionally engaged *for* the pupil to achieve. When the pupil achieves the learning objective the teacher is as pleased as the pupil. This is a different reaction from getting a class of 30 children to a level that looks good on the league table. There will be pleasure in that because it reduces the potential for hassle from the headteacher, the LEA or OFSTED.

Teachers who teach 5 to 8 year olds know how much children need to talk. They frequently experience a situation in which having given the introductory part of a lesson, asking a question, responding to a raised hand and hearing the child talk about their new kitten – something which has nothing to do with the lesson. Hence the response to the statement about having a 'less time oriented curriculum and more time to enjoy being with the children'. The need to develop communication skills was mentioned by both Scottish and English respondents in connection with the curriculum and their ideal situation where they had choice about the curriculum, even though Scottish respondents did experience more freedom than the English ones:

> *Teaching is about raising children's expectations of themselves. To do this they need to be confident in your acceptance of them. This won't happen if you don't have time to establish trusting relationships with them (and their families in some circumstances.) Dialogue is needed - Development of language in thinking, speaking and listening and responding to reading is therefore highly important at an early age. Written assessments are not what is required here. I feel that in order to do this the curriculum should be less crowded and more flexible at the Infant stage.*

Factor 5 Support for New Initiatives to Increase Structure and Accountability

1. Finds ways of being positive about new government initiatives
2. Not defensive towards change

This is more concerned with increased opportunities provision available as a result of new initiatives. It accounts for just under 2 % of the variance. Teachers are supportive of new initiatives.

> *Still think the "core" of teachers get a buzz from teaching and learning - that's why I'm still there. Must have been born an eternal creative optimistic. Have you used any AR projects by teachers to supplement surveys - to balance your questionnaire and findings of EEL projects? I think your questionnaire is fascinating but not sure which hat I was wearing - HT or class teacher as I am in career reversal still.*
>
> *After 33 years I still love the job - I am a Tigger not an Eeyore! I teach 0.6 Literacy and Numeracy and as I am the boss I teach in my own effective way. I will **not** conform to everything the government says. Be innovative. Be*

effective. Let the children enjoy learning with enthusiasm (and bundles of it) it rubs off on the children. Sorry must go it's Sunday and I'm working all day!!!!!! [The exclamation marks increase in size.]

One Scottish teacher wrote:

The Scottish system is very different to the English. We have our stresses and pressures and yes I often feel exhausted but I still enjoy teaching and the children - that's why I do it. I am a positive person and do not understand negativity - I think that causes more stress

Of these five factors, Factors 1 and 2 have the largest share of the variance; Factors 3 and 4 each account for half as much variance as Factors 1 and 2 have; and Factor 5 accounts for less than half as much variance as Factors 3 and 4. Thus teachers identified through their responses that it is the distressing and de-motivating impact of their work, together with the negative affect of de-personalization and de-professionalisation associated with teaching that is of the greatest concern to them. This negative reaction to the teaching context is counter-balanced by the positive reasons teachers have for being teachers and by the positive reception from some of the teachers of some of the new initiatives.

Chapter 9

General Discussion and Conclusions

The historical developments that have changed the climate of teachers' working environments and led to the intensifying spiral of teachers' workload are described throughout this thesis. Those historical changes are laid out in Chapter 2. As discussed in Chapters 3-5, research questions and a methodology were evolved that resulted in development of a questionnaire study. The questionnaire was designed to elicit from teachers their attitudes and responses to historical changes that have occurred since 1988 and have had the potential to change both their professional practice and their lives outside of school. How those changes might have impacted upon teachers are discussed within the report of results in Chapters 6, 7 and 8, where the findings are placed into a context of other literature and events. Sometimes that context is historical and sometimes it has an emotional content to it, e.g. those items relating to management and relationships, personal life and self-worth.

This final chapter offers general discussion and reflection on the findings of the questionnaire research in the context of historical events that have affected education in England and Scotland within the current generation of teachers, with a particular focus on teachers of 5 to 8 year olds. The picture that is painted is of a group of professionals with a common core of concerns, in addition to some differences across the Scottish and English questionnaire respondents. Although some have tried to minimise those concerns, they are serious and demand attention. Some recommended actions and areas of further research are proposed.

Teachers' concerns

Response to change

McCulloch *et al* (2000) observe that everyone would like to work in their ideal world. If so, what are teachers thinking and doing when they ask themselves about their ideal teaching situation? For some in the current study, it clarified their thinking and they decided to leave teaching because they realised what the issues and shortcomings of their work situations were. For others, reflecting on their ideals

caused them to express what they really felt. There were many notes and comments included with the questionnaire about the thought-provoking questions. Thus, this questionnaire helped to give teachers an opportunity to express their views in relation to changes in education, their personal struggles with those changes and how they understood the changes to have impacted upon pupils aged 5 to 8 years.

The fact of change was not the issue most commented upon. Teachers in England see the pace of change as being the problem. This finding supports those of Evans *et al* (1994), GTCE (2002), Galton and MacBeath (2002), and Smithers and Robinson (2001). Scottish teachers also see the pace of change as an issue, but due to the more collaborative nature of Scottish education more time was given to implement changes. Some of the Scottish respondents see the time allowed for implementing changes as beginning to be eroded. Teachers in this study are critical of change for change's sake as political motivations have taken precedence over educational ones.

Identity and values

A high level of self-investment in their work can lead to a fusion of personal and professional identity, as the research on teachers of Nias (1992, 1996) showed. Such an investment is due in part to the nature of teaching, which uses skills, talents and capabilities that in other professions would be left in the realm of non-work activities. Teachers do not want to teach against the values which underpin their work and which are part of their personal and professional identity. The English teachers showed a greater tendency than the Scottish teachers did towards the suggestion that they were teaching against their values. However, although the English teachers in this study did not feel strongly that they were letting themselves down by teaching against their values, there was a wide range of views. Some of the English group did feel that they were teaching against their values, as in the case of one teacher who wrote:

> *I feel I'm letting myself down by not challenging what is happening and I'm letting the children down by [following] approaches that are more for government "flag waving".*

The main areas that teachers are concerned with, according to the questionnaire findings of the present study, show a negative tendency, suggesting that there is an underlying sense for teachers of 5 to 8 year olds of distress. This sense of distress is related to an aspect of teaching this age group that they see as vital but which is

not being fulfilled: teaching that is connected to their relationship with their pupils. One teacher described this quite forcefully:

> *The constant changes and restraints put on my time and how I organise it has made me very cynical. I am sick of taking on new initiatives and being made to feel more and more like a watered down secondary teacher. I feel guilty because I do not have the time to talk to individuals in my class of 30 6 year olds. The teaching I am expected to do now is not the reason I went into teaching back in 1972. These days learning is less fun - it has turned into a time and motion study with targets. Children at KS1 are expected to reach levels far too quickly with little regard for self-esteem. We are teaching many of them to fail at an early age simply because many are not ready to succeed in the way we want them to and produce evidence to show this. I want time to talk to my class and enjoy them. I aim to make them happy and confident but this is increasingly difficult because of the unrealistic expectations. I love the children but find I dislike my job more and more and unfortunately this must have some effect on my performance.*

The issue of teacher dissatisfaction has been identified in this study. Teachers are finding less of a sense of their personhood being respected. They struggle to integrate practices with which they are uncomfortable, which conflict with their own values and beliefs about how children 5 to 8 years of age learn and yet are being made more accountable for. Many are finding that the conflict between the teaching they love and the system in which they work is affecting their health. One commonly hears comments like the following:

> *I love my job but it has become a question of my job versus my health.*

There was no statistically significant result obtained about teachers begrudging their time. The high alpha level set may have prevented this from being identified as a main finding, though it is implicit in many of the additional comments. The respondents who commented on this do not begrudge work that they believe is for the good of the children in their classes; however, they do begrudge work that is to them pointless because it does not meet their priority value, i.e. it is not for the children. The government have continued to increase paperwork; and for some time, energy that should be used creatively for 'the children' is being uselessly depleted:

> *I am tired of being a government clerk with more and more data being sent via email, and computer.*

As an example of the difficulties the new paperwork is causing, a headteacher stated that her secretary was being used as an unpaid government worker because she was spending inordinate amounts of time gathering data and organising it into the format required by the government or LEA – time that should be used for her work in school with the children. Teachers in Scotland currently experience less of

this emphasis upon administrative paperwork, but are nonetheless observing that it is increasing. When the Scottish respondents do identify this emphasis on paperwork, they have a similar response to the English teachers, commenting that all this extra time needed for paperwork is not benefiting the children. Despite the publicity of the National Debate, one Scottish teacher expressed distress and disappointment:

> *The government don't listen they tell. At 53 I'm really disappointed at the current waste of time and effort when teachers can be such a huge influence on children. Sod the paperwork!*

Inspectors and inspections

The prospect of inspections seems to have an impact upon teachers, and as a corollary, upon pupils' learning. According to the findings of the present research, this is less so in Scotland, where respondents find that HMIE are helpful. They note however that in recent times, with benchmark standards making an impact upon the system, the inspections have been less helpful to their school. Some in England experience teaching as narrowed to the inspection framework:

> *All teachers that I know are trying to teach what inspectors are expecting to see - no 'take us as you find us'.*

The negative impact of inspections is an issue identified in the analysis of Item 5, which showed that respondents from England and Scotland consider that in their actual teaching situations, the current inspection system has a tendency to promote an assessment culture within schools. Thus inspection systems in England and Scotland seem to be achieving similar outcomes. Comments such as the following are typical for the Scottish group:

> *Before inspection Dec 02 more time was spent making sure folders; assessment procedures were A1, rather than other aspects.*
> *However, post inspection, quality work has been carried out on inspector's recommendations.*

Jeffrey and Woods (1996) suggest that an OFSTED inspection is a time of confrontation of ideologies because the framework for inspection is designed to take no account of emotion. Having been robbed of vocabulary to explain their view, the whole-child-oriented teacher is then confronted with an inspection based upon criteria that in the normal day-today classroom the teacher is trying not to use. Since the criteria are set out, it is possible to teach according to those criteria and on that basis be judged a 'good teacher'. However, this is 'playing the game' rather than acting according to one's own convictions, and that has ethical implications for a

teacher who is emotionally involved in their teaching. Teachers who are engaging with the needs of young learners have beliefs about the needs of those pupils and feel a failure when they cannot meet those needs because of the demands of paperwork and external expectations. The teacher is then forced to take the same clinical approach as OFSTED. In the present study, the teachers from Scotland do not find inspections affecting the assessment culture of schools as much as those from England do. However, although the HMIE in Scotland until recently did not use such a clinical structure and were seen as supportive of individual teachers' approaches, there seem to be signs that this type of inspection will find its way into Scottish schools.

Blame and guilt

Campbell *et al* (1991) presented the idea of over-conscientiousness as a possible reason for Key stage 1 teachers spending so much time working. This suggests that the teacher is his/her own worst enemy. Objectively, control over stress levels is within the grasp of the teacher. There are teachers in this study who have voiced a similar view. 'Thinking positively' is encouraged by headteachers to avoid stress. It is certainly true that teachers might try to control their own stress by thinking positively, but it could be construed that the current stress and overload experiences of teachers is a form of their own social-construction. However, the school environment could be the driver for overload due to the type of headteacher or the school management. There is the also the issue of 'workaholism'. The teacher who works for 60 hours yet never sees an end in sight could be trapped in such a syndrome or may be experiencing an intense values battle:

> *Reading these comments has made me feel somehow less "isolated". Other teachers feel this way then? During term time my husband says I work 60 - 70 hours. So why do I feel like I'm doing such a poor job?*

Such ideas identify individual teachers as the cause of their own situations. In that way of thinking, there is no actual problem with teacher workload or overload because effectively it is the teachers themselves who are the problem: all they need to do is need to become positive thinkers. The corollary is that teachers who find themselves struggling with the workload and / or the current situation in education can be cast as 'negative thinkers' or cast themselves as such:

> *Sorry if I sound negative but I feel that teaching is such a special job but it is a real let down in reality because the children value you but society just frowns on you and tells you to be content with your holidays. Teaching is so tiring you are lucky if you make it to the holidays and if you do, more times*

> *than not you will spend it ill. I am afraid that I loved my B Ed but I can't wait to move out. Although the school I have found suits me down to the ground, I still feel teaching on the whole is not respected and I am beating myself up about it when there is nothing I can do but move away from it and start to feel valued again and build my own self-worth.*

Thus, it is being negative that is the problem: if only teachers will think positively, the problem will be solved. For some teachers, thinking positively – or otherwise solving the problems they face in their work – is not within their control. Suggesting otherwise becomes another criticism and, whether intentionally or unintentionally, adds to the 'discourse of derision' (Ball, 1992) and belittles the very real difficulties teachers are facing in the current environment of education in the U. K.

Victims or professionals?

As McCulloch *et al* (2000) maintain:

> People make themselves victims or capable agents in some degree according to the ways in which they interpret what happens and respond to it. The structures within which teachers work may not be those we would wish. However, the ways in which teachers respond to structures and changes – the extent to which they assert their agency and demonstrate 'learned optimism', by creating spaces, taking initiatives, making partnerships, proclaiming their work and achievements – have a great deal to do with the standing of teaching as an occupation. (p. 118)

The argument McCulloch *et al* make as a conclusion to their discussion about the politics of professionalism[xv] is that the 'modernised professional' presented by the government's 1998 Green Paper could have alternatives, and it is up to teachers themselves to develop these possible alternatives. McCulloch *et al* intimate that it is the teachers themselves who can proactively develop a positive image that will stand alongside the government's interpretation of the professional teacher for the 21st century. This argument may be one that teachers should take on, especially about the media image, but is it enough to do so individually? One respondent in this study suggests:

> *I do think teachers here in the U.K. deserve more respect, but they won't get it by whining. They must be professional about it, set goals for themselves and be seen to be improving not just the students results but their own quality.*

Schools are full of teachers who are indeed 'creating spaces', building partnerships, proclaiming their accomplishments and the value of their daily work. These are committed teachers who want to make a difference. The difficult climate in which they are working means that if they go these 'extra miles', they must be doing it for a reason. In the view of McCulloch *et al* (2000) 'Educational improvement depends on

teachers wanting to make a difference' (p. 118). This is in fact the reason – wanting to make a difference, for their pupils – that most people teach. McCulloch *et al* pose the question:

> If, by and large, teachers do not feel fulfilled in their work, trusted and valued; if they do not feel professional, then can teaching really be seen as a profession? (p. 118)

Is teaching in the United Kingdom in fact a profession, given that teachers in this study and in the other studies on which it was based express attitudes suggesting that they do not feel 'fulfilled in their work, trusted and valued' – suggesting, in short, that they are not being treated as professionals? And is it right to fault the teachers themselves for this state of affairs, given the deliberate effort by the Tories to control education and to 'break the back' of the profession?

Have the teachers in this study cast themselves as 'victims of malign structural forces'? Are the teachers in this study simply 'whingers'? One person wrote in a dismissive vein – *'Whine! Whine! Whine!'* in relation the statement 12 (b):

> The job doesn't suffer but the rest of my life does, and then I resent it very much, like being wiped out the first week of the Christmas holidays. I was just too tired to do anything, and I think it's very bad for my family.

Is the above statement made by a victim, or are there other ways to explain how teachers feel? Why are so many teachers leaving or wanting to leave the profession? Are those who have left the profession teachers who are unable or refuse to do their jobs properly and therefore the profession should be glad they have left and taken their negativity with them? Perhaps, McCulloch *et al* are right, and as more teachers leave there will be a force of 'modernized professionals' left to challenge the status quo.

In reviewing the findings of this research, it is important to consider whether those who responded to the questionnaire are a unified group of professionals and whether they are amongst the group McCulloch *et al* say 'cast themselves as victims'. The response to the scales of Item 5 suggests a unified response among teachers and school leaders of 5 to 8 year olds who are of widely varying ages and who teach in varying circumstances in England and Scotland. This uniformity can be seen to suggest a unified *profession* of early years' education, meaning those who teach 5 to 8 year olds. If the respondents were casting themselves as victims, one would expect to have results showing an overwhelming agreement with the negative

statements of the questionnaire and strong disagreement with the positive ones. Yet this is not the case. The factor analysis of the questionnaire Items 6 to 12 offers a general view of the way in which participants responded to that part of the questionnaire, identifying two negative factors as accounting for 25% of the variance and three positive factors as accounting for 16% of the variance. In addition, the sample is composed of 28% (44) of respondents grouped as headteachers, 7% (11) as deputy / depute headteachers, and 64% (99) as not being in either of those roles. Thus, over a third of the sample have leadership roles and it hardly seems obvious that those leaders can readily be classified as 'victims'. It is possible that some of the teachers could be cast as victims, but the length of the questionnaire and the commitment required to complete it and spend extra time writing additional comments would be likely to weed out 'victims', and the high alpha settings in the ANOVA analyses would tend to mitigate against the views of one or two 'victims' strongly affecting the results.

Thus, the results of the present research do not support an analysis of this group of educators of 5 to 8 year olds as 'whinging victims' but does suggest a unified group with common concerns. It insults this group to cast those who express concerns as acting like victims, as it implies that their complaints are not serious.

Cumulative effects of teachers' view of their actual and ideal situations

The findings show that the teachers in this study have negative and positive reactions to their work, and within those two broad categories there are factors which combine together to produce cumulative effects. Sometimes when there is a critical mass of those negative factors, the ideal can have the effect of being the instigator for departure from the profession, as was the case for at least one of the respondents.

Tension

There is a tension between the ideal and the actual situations of teachers of 5 to 8 year olds. These teachers have an ideal that they believe is appropriate to successful teaching and learning. Teachers in this research demonstrate a unified opinion as to an appropriate curriculum for 5 to 8 year olds, one that is not based upon segments of time allocated to the discrete subjects in the curriculum. However,

their ideal is being sabotaged because the actual situation is moving too far away from the ideal. If certain circumstances prevail, then those teachers with strong feelings of vocation will be less likely to suffer from stress or defeat and to leave the teaching profession. Galton and Macbeath (2002) comment:

> Teachers under stress were most likely to be those with strong feelings of vocation, with experiences of increasing role conflict between their personal and professional lives (p. 12)

As Woods and Jeffrey (2002) conclude, 'there is a weakening of the vocationalism' (p. 104), which they attribute to a replacement of the dedication to care for their pupils by the time and energy teachers must give to matters that are prescribed. They summarize the change as: 'it was a matter of choice, of "giving their all to work" whereas now, it is a matter ...of "work demanding all"' (p. 104).

Scott and Cox (1999) found that teachers were withdrawing their time, by only doing what they were required to do, because they were simply exhausted. It seems that paperwork and factors which teachers consider as superfluous to the real process of teaching are the causes of stress and exhaustion.

Teachers in this research demonstrate a unified view and sense of vocation, and they want to have their professionalism trusted. The more experienced teachers are not happy with writing detailed lesson plans, and these are a cause for stress. The teachers as opposed to the headteachers feel that there is a pressure of time which means they work long hours at home and that this is having a detrimental affect upon their family.

Emotions rising

Respondents are giving their responses to particular educational issues, and the emotion behind many of the comments is both positive and negative. The respondents have often let their emotions show and in many ways opened up, as it were, possibly as a kind of catharsis. Whatever the personal reasons, some of the comments have been given to me as a kind of trustee. One respondent wrote in huge capital letters that on 'NO ACCOUNT WHATSOEVER SHOULD THE NAME OR ANY MEANS WHEREBY THE COMMENTS BE IDENTIFIED BE DIVULGED'. Some very personal notes were attached to the questionnaires explaining the pain that some of the respondents felt about the ideals being lost to them; other notes commented about the excitement of new activities they were doing with their classes.

Effects of a performative culture

A performative culture runs in tension with work which is emotional, and teaching is a profession where emotion plays a highly significant part (Mahoney et al, 2003; Nais, 1989). Jeffrey and Woods (1996) write about the social construction of emotions during an OFSTED inspection. They describe, as did some of the questionnaire respondents, uncertainty, doubt and anxiety about competence as being the outcomes during and following the inspection. Jeffrey and Woods (1996) use strong words to describe the affected teachers:

> They suffered an assault on their personal selves, closely associated among primary teachers with their professional roles. This took the form of mortification, dehumanisation, the loss of pedagogic values and of harmony and changed and weakened commitment. One of the ways for teachers to avoid such negative trauma is by shifting identity and status. (p. 325)

OFSTED is the epitomy of the technician measuring the technician. The OFSTED framework is designed to remove the person from the assessment and to make it objective. The performance model which has been imposed upon schools not only ignores the place that emotion has in the teacher but in effect relegates it to an inferior position.

De-personalisation

The teaching profession is about relationship encounterswith pupils in their learning (Nais, 1998). When teaching is placed within a 'performance model', the emphasis becomes technical efficiency and the setting of targets. Relationships are designated to the role within the structure that each individual has, and tend to be formalised. Education is a product that teachers are contracted to deliver. Thus the role of the teacher becomes one of a technician, delivering the content of curriculum efficiently and in a way that can be measured. The role of inspections is then to check upon the delivery and quality of the contract being fulfilled. The product of such a system is that the person is removed from the system. Inspections have a formalised format which strives to remove the person from the assessment of the components of the performance model contract, whether it is the leaders in the school systems, the headteacher and deputy, or the teachers. This results in a depersonalisation of education. Depersonalisation is a major factor affecting the respondents.

Education for teachers of 5 to 8 year olds is a process in which all participants engage their personhood – pupils, teachers and parents. Teachers engage pupils

by creatively using their personhood – their individuality, their personality, their emotion. It may be by acting in lessons to create a sense of fun, so the freedom for spontaneity is a vital. Without a sense of freedom and emotional engagement, spontaneity does not happen; and exhausted and overworked teachers are not likely to be spontaneous. Thus, the personal aspects of teaching are sacrificed because of bureaucratic demands.

Relationship with the headteacher in jeopardy

The relationship with the headteacher is a very significant issue for teachers in this study. Irrespective of which Independent Variable is considered, the response is almost the same. Teachers feel that there is a distinct need for headteachers to be in relationship as leaders with the rest of the staff. This finding indicates that the change in emphasis from a leader to a manager has affected the dynamics and sense of cohesion within schools where there are younger pupils. A role for the headteacher which mixes manager and leader sends mixed messages in terms of the basis of their relationship with colleagues. In the sample of headteachers in this study, the trend was towards wanting the headteacher to be supportive of staff and pupils.

The teachers of 5 to 8 year olds who hold to the ideals of the Plowden Report (1967) or the Memorandum (SED,1965), which both embody a child-centred approach, will struggle to hold on to those values in the current climate of education, based on 'management by ring-binder', as Gunther (1997) labels it. No matter what role teachers hold in the school, and no matter how many years of experience they have teaching per se or teaching 5 to 8 year olds, their ideal for the purpose of education is to be educating pupils as learners, and this they do not feel is the actual situation in schools.

A re-personalisation of the culture for 5 to 8 year olds and their teachers

This research identifies that an emotional response is at the heart of the concerns of those who teach the 5 to 8 year olds. These teachers want headteachers to whom they can relate, who are 'understanding' and who can create an accepting ethos in the school. This may be in part so they can have a comfortable atmosphere to work in, but it is more importantly a need to have their personhood as a teacher who engages on a human and emotional level affirmed. A managerial headteacher in a school full of teachers who have not buried their emotions will be a very

uncomfortable situation, even a nightmare scenario. The discussion suggests a 'yes' response to the question that McNess et al (2001) raise, 'Is the effective compromising the affective?'

Unified response

The fact that there is a strong consensus amongst the respondents about curriculum content, management of the curriculum, assessment, need for creativity, and for enjoyment and fun in schools reveals that there is discontent with the current situation. This is not to say that schools are not places of fun and creativity, but in the current situation, tremendous effort and energy has to be used by headteachers and teachers to make it happen. Fulfilling the government requirements in the current climate of education demands a full commitment of time. Many headteachers create an ethos in their schools that encourages fun and the support of colleagues. A happy school ethos with a person-centred headteacher who is supportive and understanding seems to be an ideal that teachers have, not only because it produces an environment that they believe is suitable for 5 to 8 year olds but also because it endorses their own child-centred values and thus their personhood.

More value placed upon their own assessment was another issue where teachers wanted more balance. This was one issue where there was a big disparity between the actual situation and the ideal. It was an issue of trust and being a professional. Teachers in Scotland and England were in agreement, although many of the Scottish group felt that were in a much better position than the English teachers.

No-one in this study suggested they were harking back to the 'good old days'; rather, what they seemed to be wanting was a balance that incorporated some of the present and yet also incorporated some of the best practices of the past. There was no suggestion of abolishing the National Curriculum, the Curriculum 5-14, assessment or reporting, or parental involvement. Rather, there was a request for curriculum balance, freedom, creativity, respect and a work-life balance.

Public relations issues

The idea that teachers are making government initiatives work but that this picture is not being presented to the public is an issue for respondents. Notably, it is the headteacher group who have the higher mean although both groups are in agreement with the statement that:

5g) *"Yes I know it's wrong that the true picture hasn't been fed back, but I think the very nature of teachers and people in education, is that we will make it works"*

Headteachers know that they have to get staff to work on implementing LEA or government initiatives. How hard teachers have to work to carry out changes and the lack of appreciation or respect teachers are seen to receive is another tension for teachers, as the following comment exemplifies:

> *Yes. We need a better press, some free time in school for planning / prep and a proper respect from government, parents and pupils who need to recognise that we are trained professionals using our expertise to fulfil hard jobs with ever-changing goal posts and increasing targets.*

The teachers in this study are concerned with creating an education system that is appropriate for young children; that is why they have tried to make government initiatives work, as they hoped to be able to influence the practice in schools. They have remained in teaching because they want to do the best for children. The desire of teachers to do what is best for children is supported by the research of many (e.g. Galton and MacBeath, 2002; Kelly, 1994; Lomax and Jones, 1994; Nais, 1992, 1996; Vachlou and Barton, 1994).

The experience of teachers in England since the ERA (1988) of legislated partnership between teachers and parents has helped to create a true sense of partnership between those two groups concerned with children. However, the discourse of derision has not infrequently developed a situation in England in which parents have a strong influence without also giving teachers the professional respect that the Scottish teachers still receive. In England the 'put-down' is expected from government but as one teacher wrote:

> *It's worse when it comes from parents*

Teachers know how much effort and personal involvement they put into teaching as exemplified through the findings and discussion in Chapters 7 and 8. Prior to ERA the attitude circulating at universities was that the academically weak went into state school teaching and the even weaker ones went into primary school teaching. This was summed up in the slogan, 'Those who can't teach'. One of the latest government attempts to change attitudes about teachers has been via their campaign of 'Those who can Teach'. The attitude of the past, that anyone can teach, is still something that teachers struggle with. The complexities of teaching are difficult to describe and are not appreciated by those outside the profession. The

lack of recognition for all they do adds to teachers' perception of being under-valued:

> *In the few years that I've been teaching it has changed and I'm not enjoying it anymore. If it was me and the children & close the door it would be different. I do like the Literacy and Numeracy Hours but the paperwork now is ridiculous! Lack of respect and recognition / merit for what I do is also a reason(s) for my feelings.*

Over 20,000 Scots took part in the 800 organised events when the Scottish public were asked to take part in a National Debate on Education in Scotland in 2002. The research team was led by Professor Pamela Munn, Dean of Moray House, School of Education, University of Edinburgh. One of the conclusions was that the quality and professionalism of the teaching force was highly valued and that the highly professional and committed teachers who make the system work were seen as a major strength of Scottish education. This difference in point of view is referred to in Chapter 2 and at relevant points in the chapters on the analysis of the questionnaire findings.

Teachers in England, on the other hand, often have to over-ride the media derision by focusing on what motivates them as teachers, as suggested by McCulloch *et al* (2000), i.e. to see children learn and make progress, as noted by a respondent in the current study:

> *Despite the long hours; lack of praise from the media etc - when one looks at children's' work in Autumn term and then Summer it is gratifying to see the progress.*

Other comments show the distress, anger and feelings of impotence:

> *The media is reflecting what government has told us and the world - we accept it without challenge. They tried this on the police. They immediately challenged it and the government stopped.*

Campbell *et al* (1991) reported that in the years following the introduction of the National Curriculum teachers felt a lessening of pleasure in teaching lessons. This seems to be the experience of teachers in the sample, who express dissatisfaction with the regimentation that has been increasingly introduced into the educational system. In the current study, those teaching before the introduction of the Education Reform Act 1988 were more strongly in agreement with the need for a wider range of teaching methods. The tendency for those teachers to identify less creative approaches being used currently in teaching is stronger than for those who started teaching after the ERA. All of the respondents were, however, in agreement with the need for more variety in teaching methods. Hence, there seems to be a sense of

conflict between the demands of the current styles of a transmission method of teaching and the desire for freedom and creativity, as is reinforced by the comments reported in Chapter 8. It could be construed that it is the more experienced teachers who are less happy about their current teaching situation. Nonetheless, there are teachers with far less experience specifically stating:

> *In the few years that I've been teaching it has changed and I'm not enjoying it anymore.*

The reasons for teachers' dissatisfaction seem to be connected to a combination of factors that have impacted upon the whole school experience of teaching. The teachers in the sample tend towards still having a positive attitude towards teaching as a career. A total of 53% (82) report they would choose teaching as a career again, but at least 39% (60) said they would not. The fact that 92% (142/150) enjoyed teaching when they began and only 53% would want to teach now suggests that the enjoyment and enthusiasm that led them into teaching is declining amongst the sample of experienced teachers. Workload and overload generally are cited as affecting the health and endurance levels amongst the sample:

> *I have had a series of part-time and full-time contracts since 1997. I have also worked as a supply teacher. I have just finished a one year full-time contract with a Year 2 class and I feel exhausted. I have enjoyed my year and I love working with children but I do not feel I could sustain my enthusiasm and commitment to the job for a further year. My partner is also fed up with the hours I have to work. I was always in school by 8 o'clock and rarely left before 5.45 pm, but I still had to work in the evenings and weekends. My colleagues also worked similar hours.*

Why teachers are leaving the profession

Smithers and Robinson (2001), in their research as to why teachers are leaving the profession, conclude:

> There seems to be a huge unacknowledged loss of newly trained teachers. The extent of the wastage calls into question the government's policy of attempting to tackle teacher shortage through training incentives. (section 3.1sls)

They also comment:

> The stark fact is that about 40% of the trainees cannot be traced to teaching in any form. The cost of initial teacher training, including training salaries, is currently £245 million (TTA). The loss to the public purse will therefore be about £100 million.

This study found that it was not just the older teachers who were planning not to stay in teaching though the questionnaire was not asking teachers whether they

were planning to leave the profession. The MORI survey (GTCE, 2002) concludes that low morale and job satisfaction are reasons for leaving the profession. Galton and MacBeath (2002) report that many teachers are leaving teaching simply to escape - not to any new job - but simply to get out of teaching altogether.

In the present study analysis showed that one of the factors, i.e. Negative Affect Associated with De-Personalization and De-Professionalisation of Teaching Work, has a combination of components including that of ignored professional judgment. There is a sense of teachers feeling constrained in their work, but there is no evidence to suggest that they are all about to leave. However, there are some teachers in the present study who report that they would have to leave because even though they love the job, their health or relationships are suffering. The lack of having a life outside school is a reason that Galton and MacBeath (2002) include as a reason for young teachers leaving the profession. There is certainly evidence in the comments to indicate that teachers are having difficult times maintaining relationships and school, and for some school has become all-consuming.

The MORI survey (GTCE, 2002) reported that the main reason for people choosing to teach was to work with children. The present study yielded the same result. The second most important reason teachers gave in the MORI survey for choosing to teach was that the role was creative and mentally stimulating. The teachers in the present study indicated that creativity was one of the factors missing from their current teaching situation and that it was one of the victims of the emphasis upon literacy and numeracy. Thus, it may be that the de-emphasis on children and the lack of creativity in their current situations are contributing to teachers leaving the profession.

Ultimately, a major reason for teachers to be leaving the profession in the current climate seems to be the diminishing possibilities to have a full human experience in teaching work. As Nais (1996) has put it:

> If one takes the view that emotions are rooted in cognition, then one cannot separate feelings from perception, affectivity from judgement.... [B]ut, if the balance between feeling, thinking and doing is disturbed too much or for too long, teaching becomes distorted, teachers' responses are restricted, they may even cease to be able to teach. Teachers are emotionally committed to many different aspects of their jobs. This is not an indulgence; it is a professional necessity. Without feeling, without the freedom to 'face themselves', to be whole persons in the classroom, they implode, explode - or walk away. (p. 306)

Recommendations

For future research

A number of recommendations can be made for further investigations specifically relating to the present study. These include the following studies focused on teachers:

Teachers

Follow-up

- Further investigations of the findings from this research using interviews and case studies with participants to extend the understanding of teachers' views both in Scotland and in England;
- Case study comparisons of similar size schools in England and Scotland;
- Case study and interviews with teachers working on the Scottish islands and islands in England, e.g. the Scilly Isles.

Replication

- With only class teachers in both Scotland and Wales;
- With only class teachers in 5 years' time;
- In Wales and Northern Ireland.

Respondents highlighted the need for more time to be with children – more time for fun and creativity, and more time to engage in real conversations with them rather than 'conversation scenarios' as part of a literacy-oriented lesson objective. If teachers are to remain in teaching or to enter teaching in the first place, research into the emotional needs of teachers, especially those who teach 5 to 8 year olds, is urgently required. A further area of research concerns the impact upon pupils and teachers of the psychological and emotional effect of a secondary style curriculum delivery and assessment trickling down into education for children of 5 to 8 years.

Pupils

Other studies that might be conducted with a focus on pupils' feelings are the following:

- Studies to determine the level and the causes of psychological stress and distress of children in relation to their school experience;

- Projects which introduce creative approaches (e.g. drama) into schools where pupils are underachieving and which compare the views of pupils about their experiences with literacy and numeracy prior to and after the creative intervention.

Parents

Complementary to studies with children are studies with parents, such as the following:

- Research to investigate the views regarding schooling of different populations of parents in England and Scotland who have children at school aged between 3 and 8 years of age;
- Research using questionnaires and interviews with parents about their experiences of their own schooling and how they view the schooling of their children, in order to discover if the own school experience affects perception of their children's experience.

Headteachers

The role of the headteacher as manager competing with that of team leader is highlighted strongly by respondents. Further research specifically investigating headteachers and the responses of teachers to them is needed to identify best practices as well as training needs for effective school leadership. Some specific suggestions are the following:

- Research focusing on headteachers' interpersonal skills;
- Research to survey the views of headteachers of schools with 3 to 8 year old pupils and those with 5 to 7 year old pupils in England to investigate whether headteachers feel the need for more relationship and less managerialism in their schools;
- Investigation to identify different types of headteachers and approaches to school leadership;
- Studies to determine which approaches to school leadership are appropriate to the age phases of schools in England;
- A study reviewing available training for headteachers to identify trends and make recommendations.

For government policy

If teachers as adults are suffering from emotional mismatch between their ideals and their actual situation, perhaps children are too. The change from the supposed ethos of play in the early years to a fairly formalised, time-oriented curriculum in which learning through investigation and exploration is no longer truly possible could be creating a 'lost childhood' syndrome. It is time that governments took a closer look at child-centred pedagogy because it may be the only way that teachers will be interested to stay in or to enter the teaching profession. Teachers want to work with children but also want to enjoy it. It is time for the UK government to consider this fact, and the needs for teachers to be whole persons in their work, in making policy. It is also time that the government starts taking seriously the need to consult with education specialists at universities, headteachers and teachers themselves in formulating education policy.

For teachers' actions

A final recommendation arising from this study is for teachers, to the greatest extent that they are able to do so, to speak out, to take control of their own teaching situations and to organise with other teachers to speak and to act with a unified voice. This will mean, both as individuals and as a group, that teachers will continually question what they are being asked to do when that goes against their values and feelings, and continually search for ways to do what they know is the right thing to do. Education of the next generation is too important for teachers not to act and so to risk themselves and their pupils ending up as 'victims of the system'

Endnotes

[i] In 1964 the Board of Education ceased to exist and the Department of Education and Science was created. Having gone through various changes it is currently The Department for Education and Skills (DfES).

[ii] During the 46 years that elapsed between the abolition of Payment by Results and the abolition of the Code, the use made by teachers of their growing freedom varied considerably. The force of tradition and of the inherent conservatism of all teaching professions made for a slow rate of change. The requirements of selection examinations for grammar schools also exercised a strong influence towards uniformity. In the earlier part of the period, too, HM Inspectors, who for the previous thirty years had been examiners, were probably a restraining influence on innovation, though as time went on they tended increasingly to be agents of experiment and change

[iii] In fact there were times when both the research process and the writing of the thesis had an element of chaos or messiness about them.

[iv] See Maddox (2002) for a comprehensive biography of Franklin which redresses these impressions.

[v] This personal communication, which is related to Pennington's own work in progress, was written as a response to an earlier draft of material for this chapter of the thesis.

[vi] Sokal wrote an article that was published. The quotations and notes were accurate (Sokal 1996a p.3) but the text was a parody, full of satire and 'liberally salted with nonsense' Sokal,1996b, p.2)

[vii] My understanding and interpretation was endorsed by personal communication from Dr. Jeremy Butterfield, Senior Research Fellow, All Souls College, Philosophy Faculty, Oxford University, UK. His main research interests are philosophical aspects of quantum theory, relativity theory and classical mechanics. See Appendix F4.

[viii] The difficult and chaotic situation in this one school is unfortunately not an uncommon one, as an increasing numbers of schools face losses of key personnel due to illness, "burnout", and early retirement.

[ix]

[x] The Master of Arts (MA) is an undergraduate degree in Fine Arts, Humanities, Social Sciences and Theology and is awarded by the Universities of St Andrews, Glasgow, Aberdeen, Edinburgh and Dundee. The Scottish MA is usually a four year course, equivalent to the three year BA awarded by most other universities. It is awarded with honours unlike the Oxbridge undergraduate MA. The postgraduate MA is not generally awarded in the Faculty of Arts by Scottish universities and the MPhil is used for a research postgraduate Masters, or MLitt/MRes if it is a taught postgraduate degree.

[xi] Pallant (2000) gives partial eta squared values as .01 small; .06 as moderate and .14 as large citing Cohen (1988). For the purposes of this study, eta values are assessed conservatively, with values below .1 considered 'small', 'low', or 'weak', but still not negligible in effect.

[xii] Personal communication to the researcher by email July 2003.

[xiii] Five participants did not complete the item stating how many years they had been teaching 5 to 8 year olds, i.e. 149/154 in Group 5 to 8.

[xiv] The so-called 'Standard Assessment Tests' are not standardised tests. This term is used to create the impression of validity being accredited to the tests. The tests are different every year, often in style as well as content.

[xv] The concept of the professional and the debate about the term 'teacher professionalism' is not one that is discussed in this thesis.

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APPENDIX A1

Covering Letter Introducing the Research sent with each Questionnaire

Introduction to the Researcher

I am a Year Two teacher, the Senco, the ICT and the Design Technology co-ordinators, a member of the Senior Management Team and the teacher governor in a multiracial Infant school in Luton, England, where I have been for over thirteen years. I qualified in 1969 with a Certificate of Education (distinction), have a Master of Arts degree in School and College Management and a Post Graduate Diploma in teaching Specific Learning Difficulties. Currently I am also a research student at the University of Luton, pursuing a PhD with Professor Martha Pennington, the Powdrill Professor of English Language Acquisition and a current holder of a National Teaching Fellowship Award.

Purpose of the Questionnaire

This questionnaire, which is a key aspect of my PhD research, is for all those who have been, or are currently, teaching pupils aged between 5 and 8 years in the United Kingdom since 1980. Some teachers may no longer be classroom teachers. Some may now be headteachers, deputies and/or members of the senior management teams in schools. Others may have taken early retirement or reached retirement age.

A number of research reports have been published in recent years, supported by universities, commissioned by government and teacher unions exploring the work and experiences of teachers. The reports of these studies have included both qualitative and quantitative data. However, whenever the media have reported the data it has been the quantitative data they have used. Many of these recent studies have sought the views of either teachers across all phases or an amalgamation of those teaching pupils aged between 5 and 12 years of age. Only a few published studies have been solely concerned with the work of those teaching pupils aged between 5 and 8 years.

This questionnaire seeks to further explore some of the conclusions that these reports have made about teachers, with focus on those who teach pupils aged 5 to 8 years. It further plans to make some comparison between the views and experiences of teachers of the same age group throughout the United Kingdom, especially those teaching in Scotland.

Consequently, I want to learn from colleagues living anywhere in the United Kingdom who teach or have taught pupils aged between 5 and 8 years. I ask you to share your experiences, views, feelings and the effect of government mandated changes upon you.

Background

A speech given by James Callaghan at Ruskin College, Oxford, in 1976 began what came to be known as The 'Great Debate' on education and, in its wake, ensuing educational reforms. Key Stage 1 teachers in England and Wales were the first to experience the effects of changes in educational provision and management initiated by the Conservative government when it took the Educational Reform Act (ERA) on to the statute books in 1988. These changes have had significant impact upon teachers.

In 1997 New Labour took office and Tony Blair established a government. 1999 saw the Scottish Parliament, the National Assembly for Wales and the Northern Ireland Assembly established. Scotland and Northern Ireland never implemented the National Curriculum, and one of the first things the Welsh have done since devolution is to change their curriculum. Almost fifteen years have elapsed since the passing of the Education Reform Act. I want to explore the impact of these changes upon those who have lived through them and those who lived beside them in Scotland and Northern Ireland.

Participation and General Instructions

This questionnaire is being distributed to schools through LEA and university connections, personal contacts with headteachers and teachers, teacher union magazines and websites throughout the United Kingdom, making respondents aware of concerns that have been expressed by teachers as quoted primarily by published sources spanning the period since

the National Curriculum was implemented. The focus of this survey is to find out whether these comments are representative of the Infant sector as a whole or in specific age bands, different genders or countries of the United Kingdom. If you are a teacher, headteacher, ex-teacher, or retired teacher of pupils within the age group of 5 to 8 years, then you can provide a valuable insight into the effect that government mandated changes have had upon your professional practice and identity by completing the attached questionnaire. I want to look at what effects these changes have had on a specific group of teachers – those who teach or have taught pupils aged between 5 and 8 years.

The Questionnaire

The questionnaire includes several item types, among which are original items with scales,that will allow you to reflect upon your experiences as a teacher in comparison to your teaching ideals as well as in comparison to the experiences of other teachers. For the latter purpose, the questionnaire draws in quotations from a number of sources that will be referred to in the thesis.

Items require you to fill in brief information or to circle an answer choice. The time required to do this is approximately 30 minutes but this will vary according to how much you wish to write as additional comments. I would very much appreciate any additional comments you wish to make. If the space provided for this purpose (two lines) is not sufficient, you should feel free to continue any comments on the back of the pages. Your name is optional, though it would be valuable for me should I need to contact you to clarify what you mean by anything you have written. Also, if you wish to be involved in a personal interview enabling you to express your views more fully please contact me. This is an opportunity for the views of those who teach the youngest children to be isolated from the views of those who teach older pupils.

All responses to this questionnaire and subsequent contact for clarification or interview (if any) will be treated as totally confidential. Under no circumstances will information that could reveal the identity of the respondent be disclosed.

A stamped addressed envelope is provided for returning the completed questionnaire.
Please give my email address to any friends and colleagues you think would be interested and willing to complete the questionnaire. It is an original piece of work, however, so I would appreciate it if you would not copy or distribute it on your own.

Thank you for your cooperation

Sandie Sargent
sandie.sargent@ntlworld.com

APPENDIX A2

The Distributed Questionnaire with format adjusted to fit this thesis

University of Luton
The Questionnaire

1. Background Information

Name ..... (Optional, though helpful) Gender.....

Age .....

a) Formal Academic Qualifications .....

b) Current type of school .....

c) Your role(s).....

d) Please tick as appropriate Full-time teacher ____Part-time teacher_____ (%time ___)

e) *Please indicate which of the following places you have taught by writing **C** if you currently teach, **H** if you have ever taught, or **R** if you are retired and have taught in:*

Scotland _____ Northern Ireland ____ Wales _____ England _____

Assuming that you remain in teaching until the end of the current academic year:

f) How many years have you been teaching? (i.e. any age group) .....

g) How many years have you been teaching 5 to 8 year-olds? .....

h) How many years have you been teaching in your current school? .....

i) Which social and economic labels describe the parents of pupils in your catchment area?

Professional____% Employers/managers____% Skilled manual /self-employed non-

professional____% Semi-skilled manual _____% Unskilled manual_____%

Unemployed ____%

2. Teaching Pupils with English as an Additional Language (EAL)

a) Have you ever taught in a school where pupils had English as an Additional Language?
Yes / No

b) Do you currently teach in a school with pupils who have EAL? Yes / No

c) Out of all your years of teaching, how many years have you been teaching EAL pupils?

d) Approximately what proportion of the pupil population in your school is EAL? .....%

e) What is / are the dominant nationality/ies of EAL pupils in your school? Please put them in rank order.
1) ..... 2) ..... 3) .....4) ..... 5) .....

3. Historical Context of Experience

a) How many schools have you taught in? .....

b) Were you teaching pupils aged between 5 and 8 years prior to 1988? Yes / No

For teachers in England and Wales, please answer items (c) to (e)

c) Were you teaching pupils aged between 5 and 8 years prior to the introduction of the Standard Assessment Tasks (SATs) in 1990? Yes / No

d) Did you carry out the first Standard Assessment Tasks (SATs) in 1990? Yes / No

e) If you have administered the SATs, how many years have you been doing it for? .....t.

For teachers in Scotland and Northern Ireland, please answer items (f) to (g)

f) Has '3 to 8' as a distinctive time of learning been eroded by the content press of 5-14 reforms? Yest/ No

g) Do you experience, "Education as of paramount importance in your local community"?t Yes / No

4. Career Aspirations

a) If you are not already a deputy head teacher, would you want to be one? Yest/ No

b) If you are not already a head teacher, would you want to be one? Yes / No

c) If you are a subject coordinator, do you do all planning in that subject throughout the school? Yest/ No

d) Would you again take up teaching as a profession if you were beginning a career? Yes / No

e) Did you enjoy teaching when you started? Yest/ No

f) How long do you think you will stay in teaching? .....

For teachers over 55 years of age

g) Would you take early retirement if it were available? Yes / No

h) Are you continuing to teach largely because you want to obtain your full pension rights? Yes / No

5. Ideal versus Actual Teaching Situation

Please compare your **ideal** teaching situation with your **actual** one *and rate where you would position yourself in terms of the two opposing items below. If your views are in agreement with item (i), circle 1; if in agreement with item (ii), circle 5; if nearer to (i) than (ii) circle 2, etc*

a) Purpose of schooling						
i) To educate pupils for the labour market	←					(ii) To educate pupils as learners
In my IDEAL situation:	1	2	3	4	5	
In my ACTUAL situation:	1	2	3	4	5	
Comment.....t.....t..t..t..t..t..t....t..t..t..t..t.....t.....t.....tt.....t.....t..t.....						
.....						

b) Type of learners produced by the education system						
Dependent learners	◄				►	Independent learners
In my IDEAL situation:	1	2	3	4	5	
In my ACTUAL situation:	1	2	3	4	5	
Comment.....						

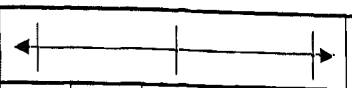
c) Emphasis of a 'balanced' curriculum for 4 – 8 year-olds						
Development of the whole child	◄				►	Development of knowledge in individual subjects
In my IDEAL situation:	1	2	3	4	5	
In my ACTUAL situation:	1	2	3	4	5	
Comment.....						

d) Basis of a 'balanced' curriculum for 4 – 8 year-olds						
Balanced by allocation of time per subject	◄				►	Balanced by teacher judgement in response to classroom situation
In my IDEAL situation:	1	2	3	4	5	
In my ACTUAL situation:	1	2	3	4	5	
Comment.....						

e) Type of goals to promote pupil achievements						
Performance / Ends-driven goals	◄				►	In-process/learning goals
In my IDEAL situation:	1	2	3	4	5	
In my ACTUAL situation:	1	2	3	4	5	
Comment.....						

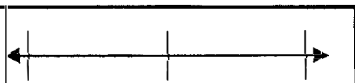
f) Type of information for assessing a child's potential						
Teacher's expertise and integrated knowledge base	◄				►	Pupil information gained from standard assessments
In my IDEAL situation:	1	2	3	4	5	
In my ACTUAL situation:	1	2	3	4	5	
Comment.....						

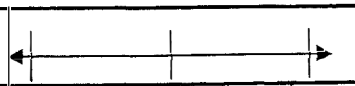
g) Impact of inspections in schools						
Promote educational quality	◄				►	Promote assessment culture
In my IDEAL situation:	1	2	3	4	5	
In my ACTUAL situation:	1	2	3	4	5	
Comment.....						

h) Type of expertise trusted in education						
Expertise gained by classroom experience						Expertise gained by academic study
In my IDEAL situation:	1	2	3	4	5	
In my ACTUAL situation:	1	2	3	4	5	
Comment.....						
.....						

i) Relationship with head teacher						
Personal						Impersonal
In my IDEAL situation:	1	2	3	4	5	
In my ACTUAL situation:	1	2	3	4	5	
Comment.....						
.....						

j) Head teacher's priorities						
Government statistics and targets						Welfare of pupils and staff
In my IDEAL situation:	1	2	3	4	5	
In my ACTUAL situation:	1	2	3	4	5	
Comment.....						
.....						

k) Characteristics of your head teacher						
A colleague with a headship qualification						A manager who takes credit for school's teaching performance
In my IDEAL situation:	1	2	3	4	5	
In my ACTUAL situation:	1	2	3	4	5	
Comment.....						
.....						

l) Staffroom atmosphere						
Relaxed						Serious
In my IDEAL situation:	1	2	3	4	5	
In my ACTUAL situation:	1	2	3	4	5	
Comment.....						
.....						

Views on Teaching Experience

The following are drawn from published surveys and a few unpublished quotations from teachers that mainly express their frustrations..I want to see whether other teachers agree or disagree with these sentiments. Please express your honest opinion in relation to your own work. Circle one of the four options shown, adding any comment below or tick the box if you do not have an opinion.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

6. Priorities /Pedagogy

a) *"I like all the structures that we've been given about what to do and what to teach and how to set it out. I like the format of how the lesson begins with your warm-ups and, and how we've been given a lot more information about what to do and what to teach and how to do it. You know, there's been support as well.*

1	2	3	4	No opinion.□

Comment.....

.....

b) *"There's less discussion. It's hard when children actually start to say something and you feel I can't go in that direction....You've planned this work, you've put it down in your objectives and you feel you've got to stay on that particular kind of channel.."*

1	2	3	4	No opinion □

Comment.....

.....

c) "*I think the chopping and changing from one thing to another isn't helpful. It's the crowded curriculum, there's no time...this time slippage. In some ways does it really matter for an eight year old child? It seems that the rigidity of time is not quite right for children." that the rigidity of time is not quite right for children.."*

1	2	3	4	No opinion.□

Comment.....

.....

d) "*I'd go back to individual reading today if I could. Reading is definitely my priority."*

1	2	3	4	No opinion □.

Comment.....

.....

e) *"My literacy and Numeracy teaching has got better because there's less for me to think about in a way There's more of a programme in place and that's a positive thing."*

1	2	3	4	No opinion.□

Comment.....

.....

f) "*The introduction of provision for 4 – 5 year olds has been so good because they have a guaranteed Reception year.."*

1	2	3	4	No opinion □

Comment.....

.....

g) *"The problem is that some children are not ready for full-time schooling at 4 years old. Also we're caught in a cleft stick trying to follow a 'curriculum' with an early years ethos and also covering a subject.– based curriculum.."*

	1	2	3	4	No opinion □

Comment.....
.....

h)) *"It's fundamental to an Infant classroom to make everything interesting and you don't say, "Go away it's not your turn!" If they are interested you develop that and encourage them, and if one can help another then you encourage that as well – you don't say, "Don't tell him. This is an assessment – at least you didn't used to but it's all different now.."*

	1	2	3	4	No opinion □

Comment.....
.....

i) "*I do think it has had an impact upon behaviour because I think a very structured day for some children is just not an appropriate way for them to be taught all the time."*

	1	2	3	4	No opinion □

Comment.....
.....

7. Assessment

a) "*It really got my goat this morning. The SATs were promoted on TV as the only way parents and teachers can accurately assess the attainment of their children. I think they are an insult to teachers and cruel to all children under eight."*

	1	2	3	4	No opinion □

Comment.....
.....

b) *"I came into teaching to teach. I have always assessed children's' learning to help them to learn better, but now we assess for assessment's sake. The school environment is now an assessment culture and not a learning culture.."*

	1	2	3	4	No opinion □

Comment.....
.....

c) "*We are not dealing with an individual student or a class these days, but a collection of benchmarks and targets. It is the relationship with your students that matters and it is now given scant regard."*

	1	2	3	4	No opinion □

Comment.....
.....

d) *"Children with SEN like dyslexia need a different way of teaching and assessment- it's not easy to cater for them now.."*

	1	2	3	4	No opinion.□

Comment.....
.....

e) "We're expecting children who are learning English to understand and answer questions at the same speed as.children who already know English."

	1	2	3	4	No opinion □

Comment.....
.....

8. Management

a) *"The introduction of Appraisal has been quite helpful. It's given me a chance to talk about my problems and successes.ö*

	1	2	3	4	No opinion □

Comment.....

.....

b) *"[O]ur headmaster...I wouldn't criticise him at all because he's so understanding...and he's always encouraging...he builds up your confidence."*

	1	2	3	4	No opinion □

Comment.....

.....

c) *"I am finding that very good teachers – teachers for whom I have very considerable regard – are finding it harder to sustain themselves. They are not the people who go off because they think they are going to have a headache that day. They come in when they shouldn't and you have to say 'go home you will only make yourself worse". These people even are finding they are having to take more time off and that is very sad.ö*

	1	2	3	4	No opinion □

Comment.....

.....

d) *"Everything's being handled very well in our school; it's all sort of, running very smoothly. The head's got it very well organised...we have three year plans.ö*

	1	2	3	4	No opinion □

Comment.....

.....

e) *"Lesson plans! It used to take me three days to plan one day's lessons doing it the way I was taught at college. It's madness to write all they want you to write down to plan lessons.ö*

	1	2	3	4	No opinion □

Comment.....

.....

f) *"I've tried stepping up the management ladder a little bit and found that incredibly stressful and really difficult to manage. The way to get more money is to take on unbearable levels of stress in teaching and I couldn't do it so I've stepped down.ö*

	1	2	3	4	No opinion □

Comment.....

.....

g) *"Yes I know it's wrong that the true picture hasn't been fed back, but I think the very nature of teachers and people in education is that we will make it work.öo*

	1	2	3	4	No opinion □

Comment.....

.....

h) *It's a case of the SENCO trying to sneak out of Assembly to talk to the psychologist and the ICT co-ordinator trying to get someone to read her class a story whilst she talks to the technician.ö*

	1	2	3	4	No opinion.□

Comment.....
.....

ii) *"I left industry because I hated the kind of management that focused on targets and statistics instead of people as individuals and I'm angry that I'm stuck with it again – but with a much lower salary!"*

	1	2	3	4	No opinion.□

Comment.....
.....

9. Ethos

a) *"When a child comes in clutching a cuddly toy that he's had for his birthday, you have to find time for it, but you do it with not quite the same enthusiasm that you used to. You're quite aware that there is something else you ought to be doing at the same time and maybe, even though you don't mean to be, you are sometimes a little dismissive with the children."*

	1	2	3	4	No opinion □

Comment.....
.....

b) *"I mean, people who come to us from other schools, their first thought when they walk in is "What a happy place".*

	1	2	3	4	No opinion.□

Comment.....
.....

c) *"I'd like a less 'time' oriented curriculum and more time to enjoy being with children.ö*

	1	2	3	4	No opinion □

Comment.....
.....

10. Morale

a) *"I enjoyed being with children, I got a lot of satisfaction from talking to them, seeing them progressing in little ways…"*

	1	2	3	4	No opinion.□

Comment.....
.....

b) *"That's the way education has gone. It's followed business management principles and not educational ones. So if I'm expected to function under those principles I want to be paid a commensurate salary.ö*

	1	2	3	4	No opinion.□

Comment.....
.....

Ic) *" I've got friends doing nice jobs during the day and coming home and having nothing to do in the evenings and at weekends, and they get paid more than I do.ö*

	1	2	3	4	No opinion □

Comment.....
.....

d) *"It's the lack of consultation. It's all being done without me saying anything, and I find that insulting because I'm a teacher. We're just told to get on and do it."*

1	2	3	4	No opinion □

Comment.....

.....

e) *"Our morale is high most of the time, as we are a very small school and have created our own ethos and environment...Our children are happy, productive and there are no discipline problems. There is no staff turnover..."*

1	2	3	4	No opinion □

Comment.....

.....

f) *"It annoys teachers who work hard and take on their own training in the form of OU or other courses, that these are not recognised.ö*

1	2	3	4	No opinion.□

Comment.....

.....

g) *"öOur image must be improved and in order to do this teachers must be more accountable and more flexible opportunities to rise must be available, given on merit."*

1	2	3	4	No opinion.□

Comment.....

.....

11. Job and Career Satisfaction

a) *"That's what we always remember about teachers that taught us. It's the personalities of them and the love of what they were doing that they brought to it and if you start to squash that out of people what sort of teachers are you going to create? And they are the teachers who have gone, and sometimes when you stay you think, 'Oh God there's something wrong with me I'm still here! Why am I still here? I know people who have just said I can't do it. I'm not doing it and they're not going to.ö*

1	2	3	4	No opinion □

Comment.....

.....

b) *"I think there is a danger of taking away teachers creativity as well and I see newly qualified teachers coming through now and they have no experience of that. Brilliant at delivering literacy hours and very slick and great you know, something I'll never be able to do and I've got something to learn from them about that, but they've not been exposed to other ways of doing things and there is more than one way more than one way to get an end product.ö*

1	2	3	4	No opinion.□

Comment.....

.....

c) *"I still find it a very satisfying job. If they don't like the way I teach they will have to sack me.*

1	2	3	4	No opinion □

Comment.....

.....

d) *"I just don't feel like you're trusted anymore. I think at one time you were very autonomous and that was the great thing about teaching. That is a buzz and a plus about you. It's you and those kids. Now it's just pressure isn't it to fill in the boxes or whatever and I think it affects the performance you can give.ö*

	1	2	3	4	No opinion.□

Comment.....

.....

e) *"I came into teaching for the pleasure of seeing children learn.ö*

	1	2	3	4	No opinion □

Comment.....

.....

f) *"I came into teaching because I wanted to make a difference.ö*

	1	2	3	4	No opinion □

Comment.....

.....

g) *"I will do all I can to prevent [my daughter] from becoming a teacher because I think it is a soul- destroying, exhausting job at the moment.ö*

	1	2	3	4	No opinion □

Comment.....

.....

h) *"The media image of teachers is an absolute disgrace. Everyone is slagging us off saying that we don't deserve more money because we have such good holidays. Being maligned so much is disgusting.ö*

	1	2	3	4	No opinion.□

Comment.....

.....

i) *"I really wanted to do this job but I've been made to feel so negative after such a short time. They keep changing little bits....and it's all so superficial.ö*

	1	2	3	4	No opinion.□

Comment.....

.....

12. Effect upon relationships, personal life and self-worth

a) *"[My partner] can get quite cross at times to be perfectly honest. He'll say, "Do you <u>really</u> have to do this? But I think he's concerned about me to be honest. He can see I'm extremely tired a lot of the time.ö*

	1	2	3	4	No opinion.□

Comment.....

.....

b) *"The job doesn't suffer but the rest of my life does, and then I resent it very much, like being wiped out the first week of the Christmas holidays. I was just too tired to do anything, and I think it's very bad for my family.ö*

	1	2	3	4	No opinion □

Comment.....

.....

c) *"I don't have any personal life in the week. The work...is so draining that I come home and I'm not fit for anything else most of the time."*

	1	2	3	4	No opinion □

Comment.....

.....

d) *"I love my job and I like to put a lot of effort into it, but I'm not going to let it become the whole thing – I have hobbies and my family life. I like to get out and about with my family particularly at weekends – and I don't see that school should take over your week-end. I think the more we do, in many ways, the more the Government will put on us – but I think we have to say that, "I am doing that much and that's it – no more*

	1	2	3	4	No opinion □

Comment.....

.....

e) *"After we had our Ofsted I felt I was a useless teacher. I'd been doing it wrong all these years – that's how they made me feel. I can't find the words they want to explain myself."*

	1	2	3	4	No opinion □

Comment.....

.....

f) *"I feel I'm letting myself down because I teach against my own values."*

	1	2	3	4	No opinion □

Comment.....

.....

g) *"I just constantly feel stressed by the fact that you know what you want to do, you know how you want to achieve it but you can't. It's sort of a feeling of failure, I suppose."*

	1	2	3	4	No opinion □

Comment.....

.....

h) *"I had to re-invent myself to regain my self-esteem."*

	1	2	3	4	No opinion □

Comment.....

.....

i) *"I didn't used to get to the end of the day and think, "Oh gosh, I haven't done this" or "I haven't done that". I used to get to the end of the day and think, "Oh great, we have done this". So this has been a major change as far as I'm concerned. So there's this Running Commentary, really, in the background saying that, "You haven't done this" or "You haven't done that", which I find really annoying considering that you work so hard."*

	1	2	3	4	No opinion □

Comment.....

.....

j) *"I am begrudging the time I spend on school now because I am not enjoying the work and I don't see a lot of point to what I am doing."*

	1	2	3	4	No opinion □

Comment.....

.....

13. *Is there anything else you would like to add?*

APPENDIX A3

Local Education Authorities (LEAs) in England and Wales where head teachers were offered the opportunity to participate in this research

<table>
<tr>
<td>England
West Midlands
• Birmingham
• Walsall
• Wolverhampton</td>
<td>North East
• County Durham
• Newcastle upon Tyne</td>
</tr>
<tr>
<td>East Midlands
• Cambridgeshire
• Derbyshire
• Lincolnshire
• Nottinghamshire</td>
<td rowspan="3">Greater London

London
• Brent
• Camden
• Ealing
• Hackney
• Hammersmith & Fulham
• Haringey
• Hounslow
• Islington
• Kensington & Chelsea
• Kingston upon Thames
• Lambeth
• Lewisham
• Richmond upon Thames
• Tower Hamlets
Westminster</td>
</tr>
<tr>
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• Bedfordshire
• Luton
• Essex
• Hertfordshire
• North Norfolk</td>
</tr>
<tr>
<td>South West
• Cornwall
• Gloucestershire
• Isles of Scilly
• Somerset
• Wiltshire</td>
</tr>
<tr>
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• Buckinghamshire
• Isle of Wight
• Oxfordshire</td>
<td>North West
• Cheshire
• Manchester</td>
</tr>
<tr>
<td>Yorkshire and the Humber
• North Yorkshire
• Sheffield</td>
<td>Wales
Cardiff
Carmarthenshire
Swansea</td>
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<tr>
<td></td>
<td></td>
</tr>
</table>

APPENDIX A4

Local Education Authorities in England

Barking and Dagenham LEA is in the **Greater London** region
Barnet LEA is in the **Greater London** region
Barnsley LEA is in the **Yorkshire and the Humber** region
Bath & North East Somerset LEA is in the **South West** region
Bedfordshire LEA is in the **East** region
Bexley LEA is in the **Greater London** region
Birmingham LEA is in the **West Midlands** region
Blackburn with Darwen LEA is in the **North West** region
Blackpool LEA is in the **North West** region
Bolton LEA is in the **North West** region
Bracknell Forest LEA is in the **South East** region
Bradford LEA is in the **Yorkshire and the Humber** region
Brent LEA is in the **Greater London** region
Brighton and Hove LEA is in the **South East** region
Bristol LEA is in the **South West** region
Bromley LEA is in the **Greater London** region
Buckinghamshire LEA is in the **South East** region
Bury LEA is in the **North West** region
Calderdale LEA is in the **Yorkshire and the Humber** region
Cambridgeshire LEA is in the **East** region
Camden LEA is in the **Greater London** region
Cornwall LEA is in the **South West** region
Corporation of London LEA is in the **Greater London** region
Coventry LEA is in the **West Midlands** region
Croydon LEA is in the **Greater London** region
Cumbria LEA is in the **North West** region
Darlington LEA is in the **North East** region
Derby LEA is in the **East Midlands** region
Derbyshire LEA is in the **East Midlands** region
Devon LEA is in the **South West** region
Doncaster LEA is in the **Yorkshire and the Humber** region
Dorset LEA is in the **South West** region
Dorset LEA is in the **South West** region
Durham LEA is in the **North East** region
Ealing LEA is in the **Greater London** region
East Riding of Yorkshire LEA is in the **Yorkshire and the Humber** region
East Sussex LEA is in the **South East** region
Enfield LEA is in the **Greater London** region
Essex LEA is in the **East** region
Gateshead LEA is in the **North East** region
Gloucestershire LEA is in the **South West** region
Greenwich LEA is in the **Greater London** region
Hackney LEA is in the **Greater London** region
Hammersmith & Fulham LEA is in the **Greater London** region
Hampshire LEA is in the **South East** region
Haringey LEA is in the **Greater London** region
Harrow LEA is in the **Greater London** region
Hartlepool LEA is in the **North East** region
Havering LEA is in the **Greater London** region

Herefordshire LEA is in the **West Midlands** region
Hertfordshire LEA is in the **East** region
Hillingdon LEA is in the **Greater London** region
Hounslow LEA is in the **Greater London** region
Isle of Wight LEA is in the **South East** region
Isles Of Scilly LEA is in the **South West** region
Islington LEA is in the **Greater London** region
Kensington & Chelsea LEA is in the **Greater London** region
Kent LEA is in the **South East** region
Kingston Upon Hull LEA is in the **Yorkshire and the Humber** region
Kingston-Upon-Thames LEA is in the **Greater London** region
Kirklees LEA is in the **Yorkshire and the Humber** region
Knowsley LEA is in the **North West** region
Lambeth LEA is in the **Greater London** region
Lancashire LEA is in the **North West** region
Leeds LEA is in the **Yorkshire and the Humber** region
Leicester City LEA is in the **East Midlands** region
Leicestershire LEA is in the **East Midlands** region
Lewisham LEA is in the **Greater London** region
Lincolnshire LEA is in the **East Midlands** region
Liverpool LEA is in the **North West** region
Luton LEA is in the **East** region
Manchester LEA is in the **North West** region
Medway LEA is in the **South East** region
Merton LEA is in the **Greater London** region
Middlesbrough LEA is in the **North East** region
Milton Keynes LEA is in the **South East** region
Newcastle Upon Tyne LEA is in the **North East** region
Newcastle Upon Tyne LEA is in the **North East** region
Norfolk LEA is in the **East** region
North East Lincolnshire LEA is in the **Yorkshire and the Humber** region
North Lincolnshire LEA is in the **Yorkshire and the Humber** region
North Somerset LEA is in the **South West** region
North Tyneside LEA is in the **North East** region
North Yorkshire LEA is in the **Yorkshire and the Humber** region
Northamptonshire LEA is in the **East Midlands** region
Northumberland LEA is in the **North East** region
Nottingham LEA is in the **East Midlands** region
Nottinghamshire LEA is in the **East Midlands** region
Oldham LEA is in the **North West** region
Oxfordshire LEA is in the **South East** region
Peterborough LEA is in the **East** region
Plymouth LEA is in the **South West** region
Poole LEA is in the **South West** region
Portsmouth LEA is in the **South East** region
Reading LEA is in the **South East** region
Redbridge LEA is in the **Greater London** region
Redcar and Cleveland LEA is in the **North East** region
Richmond-Upon-Thames LEA is in the **Greater London** region
Rochdale LEA is in the **North West** region
Rotherham LEA is in the **Yorkshire and the Humber** region
Rutland LEA is in the **East Midlands** region
Salford LEA is in the **North West** region
Sandwell LEA is in the **West Midlands** region
Sefton LEA is in the **North West** region

Sheffield LEA is in the **Yorkshire and the Humber** region
Shropshire LEA is in the **West Midlands** region
Slough LEA is in the **South East** region
Solihull LEA is in the **West Midlands** region
Somerset LEA is in the **South West** region
South Gloucestershire LEA is in the **South West** region
South Tyneside LEA is in the **North East** region
Southampton LEA is in the **South East** region
Southend-On-Sea LEA is in the **East** region
Southwark LEA is in the **Greater London** region
St Helens LEA is in the **North West** region
Staffordshire LEA is in the **West Midlands** region
Stockport LEA is in the **North West** region
Stockton on Tees LEA is in the **North East** region
Stoke-on-Trent LEA is in the **West Midlands** region
Suffolk LEA is in the **East** region
Sunderland LEA is in the **North East** region
Surrey LEA is in the **South East** region
Sutton LEA is in the **Greater London** region
Swindon LEA is in the **South West** region
Tameside LEA is in the **North West** region
Telford and Wrekin LEA is in the **West Midlands** region
Thurrock LEA is in the **East** region
Torbay LEA is in the **South West** region
Tower Hamlets LEA is in the **Greater London** region
Trafford LEA is in the **North West** region
Wakefield LEA is in the **Yorkshire and the Humber** region
Walsall LEA is in the **West Midlands** region
Waltham Forest LEA is in the **Greater London** region
Wandsworth LEA is in the **Greater London** region
Warrington LEA is in the **North West** region
Warwickshire LEA is in the **West Midlands** region
West Berkshire LEA is in the **South East** region
West Sussex LEA is in the **South East** region
Westminster LEA is in the **Greater London** region
Wigan LEA is in the **North West** region
Wiltshire LEA is in the **South West** region
Windsor and Maidenhead LEA is in the **South East** region
Wirral LEA is in the **North West** region
Wokingham LEA is in the **South East** region
Wolverhampton LEA is in the **West Midlands** region
Worcestershire LEA is in the **West Midlands** region
York LEA is in the **Yorkshire and the Humber** region

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APPENDIX A5

Sample of the Letter sent to the Directors of Education in Scotland

Dearr,

I am a part-time research student at the University of Luton, pursuing a PhD with Professor Martha Pennington, the Powdrill Professor of English Language Acquisition and a current holder of a National Teaching Fellowship Award. My second supervisor is Professor Tony Cline, well known in the field of Education, Special Educational Needs and English as an Additional Language. I am also a Year Two teacher, the Senco, a member of the Senior Management Team and the teacher governor in a multiracial Infant school in Luton, England.

As you will know a number of research reports have been published in recent years, supported by universities, commissioned by government and teacher unions exploring the work and experiences of teachers. Many of these recent studies have sought the views of either teachers across all phases or an amalgamation of those teaching pupils aged between 5 and 12 years of age. Only a few published studies have been solely concerned with the work of those teaching pupils aged between 5 and 8 years.

My PhD research seeks to further explore some of the conclusions that these reports have made about teachers, with focus on those who teach pupils aged 5 to 8 years. It further plans to make some comparison between the views and experiences of teachers of the same age group throughout the United Kingdom, especially those teaching in Scotland.

I have designed a questionnaire, which is a key aspect of my PhD research, for all those who have been, or are currently, teaching pupils aged between 5 and 8 years in the United Kingdom since 1980. The focus of this survey is to find out whether these comments are representative of the Infant /P1-3 sector as a whole or in specific age bands, different genders or countries of the United Kingdom. The comparison between the ways in which teachers and educationalists in each UK nation responded to central government legislation will be of great significance, but only if significant numbers of teachers from each country are represented.

My hope is that many Scottish teachers will be represented. Therefore, I am writing to ask for your permission to contact head teachers in your region and to notify them of the research and to invite their P1-3 teachers to complete my questionnaire. Is it possible for me to have a list of the email addresses of the Primary schools in your region please?

Thank you for your time and help,

APPENDIX B

Tables B1 – 8 relating to Qualifications held by participants and Table B9 gives the types of School in which participants teach

Table B1s Qualifications that would allow entry into the teaching profession in either England or Scotland or both countries

Basic qualifications necessary for teaching	Nation
Certificate of Education/ Teaching Certificate	England
Diploma of College Education	Scotland
Diploma in Primary Education	Scotland
Diploma of Education/ Teaching Diploma	England & Scotland
Bachelor of Education (Hons) (4 years)	England
Bachelor of Education (4 years)	England
Bachelor of Arts (Education)+QTS	England
Bachelor of Arts (Honours) Education	England
Bachelor of Arts + Post Graduate Certificate of Education	England & Scotland
Bachelor of Science (Honours) + Post Graduate Certificate of Education	England & Scotland
Bachelor of Science + Post Graduate Certificate of Education	England & Scotland
Bachelor of Science +QTS	England
Bachelor of Technology + Post Graduate Certificate of Education	Scotland
Bachelor of Music + Post Graduate Certificate of Education	Scotland
Bachelor of Physical Education + Post Graduate Certificate of Education	Scotland
Undergraduate degrees + Post Graduate Certificate of Education or Certificate of Primary Education	England & Scotland
Master of Arts + Post Graduate Certificate of Education	Scotland

Table B2: Number of participants holding Certificates and Diplomas accepted as teaching degree equivalents giving Qualified Teacher Status and the nation in which they teach

Variable : Qualification Certificate of Education	nation participant teaches in		Total *n*	Percentage
	England	Scotland		
Certificate of Education	32	4	36	23.4
Teaching Diploma	3	2	5	3.2
Teaching Certificate	3	0	3	1.9
Certificate of Primary Education	1	1	2	1.3
Diploma in Primary Education	0	5	5	3.2
Diploma of College Education	0	30	30	19.5
None	40	23	63	4120
Total	79	65	144	93.5
Missing			10	6.5
Total			154	100

Table B3: Number of participants holding a Bachelor of Education degree and the nation in which they teach

Variable: Qualifications Bachelor of Education	Nation participant teaches in		Total	Percentage
	England	Scotland		
B.Ed (Hons)	13	7	20	13
B.Ed	9	13	22	14.3
None	58	45	103	66.9
Total	80	65	145	
Missing			9	5.8
Total			154	100

Table B4: Number of participants with a Bachelor of Arts degree and the nation in which they teach

Variable: Qualifications Bachelor of Arts	Nation participant teaches in		Total	Percentage
	England	Scotland		
BA (hons)	10	1	11	7.1
BA	6	5	11	7.1
BA Ed (hons) + QTS	3	0	3	1.9
None	62	59	121	94.8
Total	81	65	146	
Missing			8	5.2
Total			154	(99.9)100

Table B5: Number of participants holding a Bachelor of Science degree and the nation in which they teach

Variable: Qualifications Bachelor of Science/Music	nation participant teaches in		Total	Percentage
	England	Scotland		
BSc (hons)	4	1	5	3.2
BSc	1	3	4	2.6
B Music	1	0	1	.6
None	74	61	135	87.7
Total	80	65	145	
Missing			9	5.8
Total			154	(99.9)100

Table B6: Number of participants with Diplomas and Certificates and the nation in which they teach

Variable: Qualifications level	nation participant teaches in		Total	Percentage
	England	Scotland		
BTEC National certificates	4	0	4	2.6
Diploma of Education	2	2	4	2.6
Professional Development certificate	1	0	1	.6
Certificate of Special Educational Needs management	2	0	2	1.3
Royal Society of Arts Certificate in Specific Learning Difficulties	1	0	1	.6
RSA Diploma Specific Learning Difficulties	1	0	1	.6
Cert. in Early Childhood Education	1	1	2	1.3
Diploma in Educational Management	1	1	2	1.3
Catholic Teachers Certificate	0	1	1	.6
Diploma in Mathematical Education	1	0	1	.6
Associate-ship in Early Years Education	0	3	3	1.9
Nursery Teacher Qualification	0	1	1	.6
Certificate of Special Education	1	0	1	.6
None	65	55	120	77.9
Total	79	65	144	93.5
Missing			10	6.5
Total			154	100

Table B7: Number of participants with Post Graduate diploma level qualifications and the nation in which they teach

Variable: Qualifications Post Graduate diploma level	nation participant teaches in		Total	Percentage
	England	Scotland		
Post Graduate Diploma	0	1	1	.6
Post Graduate Certificate in Early Education	0	1	1	.6
Post Graduate Certificate in Education	13	4	17	11
PGCE (Special Educational Needs	1	1	2	1.3
National Froebel Award in Early Childhood Education	1	0	1	.6
Post Grad. Cert. support for learning	0	1	1	.6
Open University teaching of reading cert.	0	1	1	.6
PG Cert. Bilingual education	0	1	1	.6
Scottish Qualification for Headship	0	3	3	1.9
Advanced Diploma in Education 3-13	1	0	1	.6
None	63	53	116	75.3
Total	80	65	145	94.2
Missing			9	5.8
Total			154	100

Table B8: Number of participants with a Masters degree and the nation in which they teach

Variable: Qualifications Masters level	nation participant teaches in		Total	Percentage
	England	Scotland		
Master of Arts (MA)	4	3	7	4.5
Master of Education (Med)	3	2	5	3.2
Master of Science (MSc)	2	0	2	1.3
None	71	60	131	85.1
Total	80	65	145	94.2
Missing			9	5.8
Total				100.0

Table B9: Type of school in which participant teaches

Type of school taught in	nation participant teaches in		Combined school types	
	England	Scotland	Frequency	Percent
Infant School	46*	0	46	29.9
Primary School	22	65	87	56.5
Voluntary Controlled Primary School	2	0	2	1.3
Church of England Primary School	3	0	3	1.9
Scottish Rural Primary	0	1	1	.6
Independent Primary	2	0	2	1.3
Infant & Nursery	7	0	7	4.5
Lower school	1	0	1	.6
First	1	0	1	.6
Primary & nursery	0	1	1	.6
Infant but not based in one school	1	0	1	.6
Junior High (3-16)	0	1	1	.6
Primary +nursery +Special	0	1	1	.6
Total	85	69	154	100

* Two retired teachers had taught in Infant schools

APPENDIX C

Tables of Descriptive Statistics for Item 5

Table C1e Descriptive statistics for Item 5 using 'Nation participant teaches in' (nattaut) as the Independent Variable.

Item Heading and Number	Ideal/ actual score	Category of teachers / n=154	Mean	Standard Deviation	Lower bound	Upper bound
5a Purpose of schooling	Ideal	England	4.5387	.67339	4.3306	4.6635
	Ideal	Scotland	4.4776	.84132	4.1575	4.6251
	Actual	England	3.3714	1.09972	3.1013	3.5858
	Actual	Scotland	3.5672	.90828	3.3493	3.7812
5b Type of learners produced by the education system	Ideal	England	4.8429	.38515	4.6418	4.8933
	Ideal	Scotland	4.8955	.30819	4.7604	4.9497
	Actual	England	2.8725	.91893	2.6631	3.0722
	Actual	Scotland	3.0299	.92064	2.8238	3.2632
5c Emphasis of a balanced curriculum for 4 to 8 year olds	Ideal	England	1.6054	1.01393	1.4303	1.9024
	Ideal	Scotland	2.1397	1.38636	1.8067	2.4728
	Actual	England	3.4855	.90193	3.2302	3.6359
	Actual	Scotland	3.0697	.99914	2.8297	3.3097
5d Basis of a balanced curriculum for 4 to 8 year olds	Ideal	England	4.3870	.83289	4.1594	4.5493
	Ideal	Scotland	4.2728	.93006	3.9444	4.4405
	Actual	England	2.2034	.91572	2.0143	2.4300
	Actual	Scotland	2.1824	1.05758	1.9638	2.4774
5e Type of goals to promote pupil achievement	Ideal	England	4.4005	.76831	4.2056	4.5530
	Ideal	Scotland	4.2929	.83558	4.0244	4.4661
	Actual	England	2.4423	.80215	2.2718	2.6861
	Actual	Scotland	2.5026	.87373	2.4012	2.7925
5f Type of information for assessing a child's potential	Ideal	England	1.6202	.76323	1.4919	1.8695
	Ideal	Scotland	2.2479	1.12522	1.9591	2.5006
	Actual	England	3.6435	1.01886	3.3839	3.8342
	Actual	Scotland	3.6056	.78946	3.3651	3.7706
5g Impact of inspections in school	Ideal	England	1.2717	.50690	1.1998	1.4891
	Ideal	Scotland	1.3585	.71821	1.2382	1.6215
	Actual	England	3.9574	.97427	3.7138	4.1335
	Actual	Scotland	3.9384	1.14061	3.6632	4.2026
5h Type of expertise trusted in education	Ideal	England	2.2367	.98476	2.0338	2.4575
	Ideal	Scotland	2.1747	1.04466	1.9364	2.4369
	Actual	England	3.1914	1.13071	2.9179	3.4134
	Actual	Scotland	3.2365	1.04661	2.9462	3.4619
5i Relationship with head teacher	Ideal	England	1.9269	.78811	1.7588	2.0967
	Ideal	Scotland	2.0857	.87675	1.8586	2.2814
	Actual	England	2.3662	.96823	2.1541	2.5697
	Actual	Scotland	2.3759	.78335	2.1650	2.5469
5j Head teacher's priorities	Ideal	England	4.4212	.71882	4.2356	4.5635
	Ideal	Scotland	4.3747	.90603	4.0887	4.5629
	Actual	England	3.2780	.95677	3.0567	3.4861
	Actual	Scotland	3.2047	1.12211	2.9174	3.4571
5k Characteristics of your headteacher	Ideal	England	2.2600	1.17840	2.0014	2.5238
	Ideal	Scotland	2.4809	1.18225	2.2268	2.8051
	Actual	England	2.6561	1.11079	2.3939	2.8720
	Actual	Scotland	2.9851	.96754	2.7752	3.2480
5l Staffroom atmosphere	Ideal	England	1.5581	.72384	1.4020	1.7142
	Ideal	Scotland	1.6819	.92483	1.4604	1.9033
	Actual	England	2.3012	1.10627	2.0626	2.5398
	Actual	Scotland	2.3420	1.10162	2.0743	2.6097

Table C2: Descriptive statistics for Item 5 with Teaching prior to the introduction of ERA 1988 (teacera) as the Independent Variable

Item Heading and Number	Ideal/ actual score	Category of teachers / n=154	Mean	Standard Deviation	Lower bound	Upper bound
5a Purpose of schooling	Ideal	Yes	4.6082	.70665	4.4298	4.7390
	Ideal	No	4.3948	.74178	3.9908	4.4977
	Actual	Yes	3.4870	1.02196	3.2400	3.6701
	Actual	No	3.4634	.99057	3.1631	3.6855
5b Type of learners produced by the education system	Ideal	Yes	4.9090	.28622	4.8043	4.9510
	Ideal	No	4.8004	.39642	4.5284	4.8690
	Actual	Yes	2.9878	.94210	2.8063	3.1904
	Actual	No	2.8754	.88762	2.6267	3.1078
5c Emphasis of a balanced curriculum for 4 to 8 year olds	Ideal	Yes	1.8058	1.26163	1.5859	2.1242
	Ideal	No	1.9293	1.17696	1.6136	2.2146
	Actual	Yes	3.1120	.98393	2.9022	3.3146
	Actual	No	3.5590	.84770	3.2860	3.7481
5d Basis of a balanced curriculum for 4 to 8 year olds	Ideal	Yes	4.3938	.88894	4.1302	4.5330
	Ideal	No	4.2855	.81033	3.9639	4.4479
	Actual	Yes	2.2270	1.06173	2.0037	2.4406
	Actual	No	2.1283	.83920	1.9816	2.4591
5e Type of goals to promote pupil achievement	Ideal	Yes	4.5446	.62208	4.3839	4.6604
	Ideal	No	3.9933	1.01271	3.7505	4.2691
	Actual	Yes	2.5741	.90834	2.4014	2.7865
	Actual	No	2.3942	.77111	2.2232	2.6506
5f Type of information for assessing a child's potential	Ideal	Yes	1.9007	1.09996	1.6648	2.1171
	Ideal	No	1.9977	.92066	1.7452	2.2174
	Actual	Yes	3.6823	.92116	3.4563	3.8506
	Actual	No	3.5363	.90607	3.2501	3.7394
5g Impact of inspections in school	Ideal	Yes	1.2851	.62296	1.2115	1.5369
	Ideal	No	1.3523	.53654	1.2342	1.5573
	Actual	Yes	4.0593	1.04410	3.7560	4.2044
	Actual	No	3.8620	.96443	3.6013	4.0944
5h Type of expertise trusted in education	Ideal	Yes	2.2998	1.05725	2.0820	2.5175
	Ideal	No	2.1147	.91508	1.8611	2.3317
	Actual	Yes	3.1103	1.17072	2.8692	3.3514
	Actual	No	3.3317	.97912	3.0333	3.5069
5i Relationship with head teacher	Ideal	Yes	1.8544	.72321	1.7129	2.0237
	Ideal	No	2.1346	.84007	1.9478	2.4109
	Actual	Yes	2.2686	.78312	2.1429	2.4903
	Actual	No	2.3708	.90898	2.1789	2.6696
5j Head teacher's priorities	Ideal	Yes	4.4814	.70608	4.2293	4.5735
	Ideal	No	4.3685	.81577	4.0785	4.5481
	Actual	Yes	3.4256	1.00689	3.1985	3.6252
	Actual	No	2.9782	1.02618	2.6995	3.2247
5k Characteristics of your head teacher	Ideal	Yes	2.4985	1.23633	2.2666	2.7815
	Ideal	No	2.0983	1.07378	1.8638	2.4372
	Actual	Yes	2.9451	1.07871	2.7415	3.1897
	Actual	No	2.5085	.95724	2.2995	2.8087
5l Staffroom atmosphere	Ideal	Yes	1.5724	.76381	1.4365	1.7820
	Ideal	No	1.6305	.79473	1.4173	1.8231
	Actual	Yes	2.1983	1.09495	1.9963	2.4605
	Actual	No	2.4160	1.02448	2.1889	2.6586

Table C3: Descriptive statistics for Item 5 with Summary basic or additional qualifications (sumqual) as the Independent Variable

Item Heading and Number	Ideal / actual score	Category of teachers / n=154	Mean	Standard Deviation	Lower bound	Upper bound
5a Purpose of schooling	Ideal	minimum	4.5136	.73415	4.2914	4.5912
	Ideal	additional	4.6000	.68056	4.0789	4.8735
	Actual	minimum	3.4279	1.02450	3.2322	3.5891
	Actual	additional	3.6000	.99472	3.1261	4.0168
5b Type of learners produced by the education system	Ideal	minimum	4.8617	.34130	4.7254	4.8995
	Ideal	additional	4.8824	.33211	4.6939	5.0204
	Actual	minimum	2.9118	.91730	2.7460	3.0684
	Actual	additional	3.1765	.80896	2.7679	2.6131
5c Emphasis of a balanced curriculum for 4 to 8 year olds	Ideal	minimum	1.8656	1.26097	1.6424	2.0758
	Ideal	additional	1.8358	1.06724	1.3804	2.5130
	Actual	minimum	3.2622	.98589	3.0726	3.4175
	Actual	additional	3.5932	.68264	3.0475	3.8354
5d Basis of a balanced curriculum for 4 to 8 year olds	Ideal	minimum	4.3954	.82626	4.1973	4.5057
	Ideal	additional	4.2222	.73208	3.5014	4.4986
	Actual	minimum	2.1623	.96776	2.0087	2.3413
	Actual	additional	2.2778	1.01782	2.0220	3.1209
5e Type of goals to promote pupil achievement	Ideal	minimum	4.3553	.82415	4.1636	4.4704
	Ideal	additional	4.3010	.64033	4.0095	4.5924
	Actual	minimum	2.4602	.87078	2.3403	2.6500
	Actual	additional	2.6443	.72676	2.3135	2.9751
5f Type of information for assessing a child's potential	Ideal	minimum	1.9373	1.06518	1.7470	2.1135
	Ideal	additional	1.8965	.78776	1.4931	2.2145
	Actual	minimum	3.6745	.90211	3.6542	3.8141
	Actual	additional	3.3295	.97809	2.7268	3.7104
5g Impact of inspections in school	Ideal	minimum	1.2934	.58667	1.2366	1.4840
	Ideal	additional	1.4467	.74009	1.1098	1.7836
	Actual	minimum	3.8830	1.07335	3.6804	4.0472
	Actual	additional	4.3743	.74391	4.0537	4.7129
5h Type of expertise trusted in education	Ideal	minimum	4.5136	.73415	4.2914	4.5912
	Ideal	additional	4.6000	.68056	4.0789	4.8735
	Actual	minimum	3.4279	1.02450	3.2322	3.5891
	Actual	additional	3.6000	.99472	3.1261	4.0168
5i Relationship with head teacher	Ideal	minimum	4.8617	.34130	4.7254	4.8995
	Ideal	additional	4.8824	.33211	4.6939	5.0204
	Actual	minimum	2.9118	.91730	2.7460	3.0684
	Actual	additional	3.1765	.80896	2.7679	2.6131
5j Head teacher's priorities	Ideal	minimum	1.8656	1.26097	1.6424	2.0758
	Ideal	additional	1.8358	1.06724	1.3804	2.5130
	Actual	minimum	3.2622	.98589	3.0726	3.4175
	Actual	additional	3.5932	.68264	3.0475	3.8354
5k Characteristics of your head teacher	Ideal	minimum	4.3954	.82626	4.1973	4.5057
	Ideal	additional	4.2222	.73208	3.5014	4.4986
	Actual	minimum	2.1623	.96776	2.0087	2.3413
	Actual	additional	2.2778	1.01782	2.0220	3.1209
5l Staffroom atmosphere	Ideal	minimum	4.3553	.82415	4.1636	4.4704
	Ideal	additional	4.3010	.64033	4.0095	4.5924
	Actual	minimum	2.4602	.87078	2.3403	2.6500
	Actual	additional	2.6443	.72676	2.3135	2.9751

Table C4: Descriptive statistics for Item 5 with Headteacher, Deputy/Depute Head teacher or neither (smtnotsmt) as the Independent Variable

Item Heading and Number	Ideal/ actual score	Category of teachers / n=154	Mean	Standard Deviation	Lower bound	Upper bound
5a Purpose of schooling	Ideal	HT or DHT	4.5602	.70452	4.2990	4.7382
	Ideal	Not HT /DHT	4.4980	.74273	4.2238	4.5842
	Actual	HT or DHT	4.5602	.70452	3.1031	3.6984
	Actual	Not HT /	4.4980	.74273	3.2419	3.6444
5b Type of learners produced by the education system	Ideal	HT or DHT	4.8980	.30584	4.7872	4.9701
	Ideal	Not HT /DHT	4.8294	.40102	4.6522	4.8812
	Actual	HT or DHT	3.0000	.97895	2.74460	3.2913
	Actual	Not HT	2.9151	.90214	2.7257	3.0922
5c Emphasis of a balanced curriculum for 4 to 8 year olds	Ideal	HT or DHT	2.0128	1.27002	1.6371	2.3488
	Ideal	Not HT/DHT	1.8464	1.25804	1.5904	2.0857
	Actual	HT or DHT	3.2362	.88559	2.9305	3.4542
	Actual	Not HT/DHT	3.3381	.99386	3.1144	3.5155
5d Basis of a balanced curriculum for 4 to 8 year olds	Ideal	HT or DHT	4.2558	.88650	3.8735	4.4512
	Ideal	Not HT/DHT	4.4053	.83943	4.1645	4.5309
	Actual	HT or DHT	2.3171	.92509	2.1342	2.6979
	Actual	Not HT/DHT	2.1301	.99241	1.9387	2.3361
5e Type of goals to promote pupil achievement	Ideal	HT or DHT	4.4433	.66805	4.0918	4.5858
	Ideal	Not HT/DHT	4.3457	.76123	4.1271	4.4646
	Actual	HT or DHT	2.6692	.82035	2.4791	2.9766
	Actual	Not HT/DHT	2.4160	.85895	2.2682	2.6184
5f Type of information for assessing a child's potential	Ideal	HT or DHT	2.2325	1.14238	1.9112	2.5538
	Ideal	Not HT/DHT	1.7435	.86490	1.6049	1.9765
	Actual	HT or DHT	3.5722	.87179	3.3270	3.8174
	Actual	Not HT/DHT	3.6405	.98357	3.4028	3.8006
5g Impact of inspections in school	Ideal	HT or DHT	4.5602	.70452	4.2990	4.7382
	Ideal	Not HT /DHT	4.4980	.74273	4.2238	4.5842
	Actual	HT or DHT	4.5602	.70452	3.1031	3.6984
	Actual	Not HT /	4.4980	.74273	3.2419	3.6444
5h Type of expertise trusted in education	Ideal	HT or DHT	1.2319	.49331	1.1443	1.5185
	Ideal	Not HT/DHT	1.3097	.58499	1.2483	1.5445
	Actual	HT or DHT	3.9272	1.11102	3.5695	4.2180
	Actual	Not HT/DHT	3.9722	.98939	3.7494	4.1377
5i Relationship with head teacher	Ideal	HT or DHT	2.3244	.95604	2.0272	2.5697
	Ideal	Not HT/DHT	2.1454	1.02111	1.9526	2.3551
	Actual	HT or DHT	2.9272	1.02817	2.6702	3.2655
	Actual	Not HT/DHT	3.3280	1.09436	3.0852	3.5247
5j Head teacher's priorities	Ideal	HT or DHT	1.8422	.55491	1.7382	2.1732
	Ideal	Not HT/DHT	2.0195	.86435	1.8495	2.1891
	Actual	HT or DHT	2.2130	.57349	2.0701	2.4318
	Actual	Not HT/DHT	2.3952	.95499	2.2266	2.6154
5k Characteristics of your head teacher	Ideal	HT or DHT	4.4644	.65525	4.1657	4.62443
	Ideal	Not HT/DHT	4.3900	.81274	4.1609	4.5167
	Actual	HT or DHT	3.3676	.95363	3.0699	3.6117
	Actual	Not HT/DHT	3.1593	1.06434	2.9569	3.3918
5l Staffroom atmosphere	Ideal	HT or DHT	2.4969	.70817	2.3432	2.8380
	Ideal	Not HT/DHT	2.2265	1.32950	1.9754	2.4959
	Actual	HT or DHT	2.8667	.69413	2.6713	3.1248
	Actual	Not HT/DHT	2.7071	1.15575	2.5004	2.9610

Table C5: Descriptive statistics for Item 5 with Full responsibility in the classroom (fulrespo) as the Independent Variable

Item Number	Ideal / actual score	Category of teachers/ n=154	Mean	Standard Deviation	Lower bound	Upper bound
5a Purpose of schooling	Ideal	Full	4.4354	.79875	4.2035	4.5602
	Ideal	Some	4.5517	.73612	4.0706	4.7961
	Ideal	None	4.8333	.38348	4.4591	4.9695
	Actual	Full	3.4975	1.00007	3.2692	3.6755
	Actual	Some	3.4483	.98511	2.9685	3.7648
	Actual	None	3.6111	.91644	2.8278	3.8389
5b Type of learners produced by the education system	Ideal	Full	4.7701	.46194	4.6780	4.8226
	Ideal	Some	4.7931	.77364	4.5158	5.0842
	Ideal	None	4.9524	.21822	4.8530	5.0517
	Actual	Full	2.9677	.93080	2.7820	3.1533
	Actual	Some	2.8276	.96618	2.5158	3.2842
	Actual	None	2.9048	.94365	2.4752	3.3343
5c Emphasis of a balanced curriculum for 4 to 8 year olds	Ideal	Full	1.7949	1.18080	1.5985	2.0864
	Ideal	Some	2.2717	1.48653	1.6771	2.7816
	Ideal	None	1.5000	.76089	1.1821	2.1513
	Actual	Full	3.2745	1.01128	3.0431	3.4488
	Actual	Some	3.4231	.77647	3.0130	3.6719
	Actual	None	3.3000	1.08094	2.8052	3.7662
5d Basis of a balanced curriculum for 4 to 8 year olds	Ideal	Full	4.3546	.87317	4.1062	4.4877
	Ideal	Some	4.3214	.72283	3.9576	4.5757
	Ideal	None	4.3500	.98809	3.6401	4.7408
	Actual	Full	2.1969	1.01284	1.9909	2.3950
	Actual	Some	2.2857	.93718	2.0328	2.8339
	Actual	None	2.0500	.94451	1.6657	2.5248
5e Type of goals to promote pupil achievement	Ideal	Full	4.2867	.76253	4.0672	4.4080
	Ideal	Some	4.6213	.60524	4.3953	4.8473
	Ideal	None	4.3889	.69780	3.6383	4.6474
	Actual	Full	2.4566	.86498	2.3052	2.6610
	Actual	Some	2.5353	.80867	2.2334	2.8373
	Actual	None	2.6111	.91644	2.2866	3.2372
5f Type of information for assessing a child's potential	Ideal	Full	1.8747	.93324	1.6799	2.0519
	Ideal	Some	2.1379	1.15648	1.6686	2.5314
	Ideal	None	2.1429	1.27615	1.5620	2.7238
	Actual	Full	3.5811	.93415	3.3626	3.7475
	Actual	Some	3.5862	.86674	3.1364	3.8636
	Actual	None	3.9048	.94365	3.4752	4.3343
5g Impact of inspections in school	Ideal	Full	1.3678	.73849	1.2271	1.5212
	Ideal	Some	1.4064	.82819	1.1101	1.7152
	Ideal	None	1.2760	.51576	1.0706	1.5503
	Actual	Full	3.8901	1.03978	3.6849	4.0975
	Actual	Some	4.2093	.91860	3.7236	4.4670
	Actual	None	3.8395	1.18098	3.3229	4.3713
5h Type of expertise trusted in education	Ideal	Full	2.1727	1.00655	1.8720	2.3735
	Ideal	Some	2.0766	.99783	1.7358	2.4788
	Ideal	None	2.3916	.82271	1.9847	2.9143
	Actual	Full	3.1523	1.08749	2.9354	3.3692
	Actual	Some	3.1972	1.06907	2.7041	3.5439
	Actual	None	3.3874	1.00592	2.8028	3.8029

Table C5: Descriptive statistics for Item 5 with Full responsibility in the classroom (fulrespo) as the Independent Variable continued

Item Number	Ideal./ actual score	Category of teachers/ n=154	Mean	Standard Deviation	Lower bound	Upper bound
5i Relationship with head teacher	Ideal	Full	2.0706	.91006	1.8891	2.2507
	Ideal	Some	1.7814	.62845	1.5484	2.0436
	Ideal	None	2.0424	.59006	1.7738	2.3110
	Actual	Full	2.3902	.95919	2.2192	2.6140
	Actual	Some	2.2286	.70661	1.9397	2.4870
	Actual	None	2.3486	.54789	2.0992	2.5980
5j Head teacher's priorities	Ideal	Full	4.3978	.80108	4.1607	4.5179
	Ideal	Some	4.2797	.94760	3.9525	4.6548
	Ideal	None	4.5104	.66261	4.2098	4.8130
	Actual	Full	3.1609	1.10801	2.9733	3.4229
	Actual	Some	3.1962	1.00075	2.8222	3.5571
	Actual	None	3.4138	.85331	3.0254	3.8022
5k Characteristics of your head teacher	Ideal	Full	2.2531	1.27695	2.0215	2.5401
	Ideal	Some	2.3770	.87156	2.0944	2.8096
	Ideal	None	2.5324	1.06387	2.0481	3.0166
	Actual	Full	2.7347	1.11920	2.5309	2.9842
	Actual	Some	2.5407	.80348	2.3372	3.0228
	Actual	None	3.0190	.88069	2.6182	3.4199
5l Staffroom atmosphere	Ideal	Full	1.4841	.74283	1.3562	1.6830
	Ideal	Some	1.7797	.81819	1.5088	2.1319
	Ideal	None	1.6876	.76024	1.3416	2.0337
	Actual	Full	2.2580	1.18360	2.0445	2.5269
	Actual	Some	2.3214	.84742	2.0501	2.7713
	Actual	None	2.2514	.86839	1.8561	2.6467

Table C6: Descriptive statistics for Item 5 with Group 5 to 8 (group5to8) as the Independent Variable

Item Number	Ideal./ actual score	Category of teachers/ n=154	Mean	Standard Deviation	Lower bound	Upper bound
5a Purpose of schooling	Ideal	1-8 years	4.3233	.80047	3.8071	4.4495
	Ideal	9-17 years	4.6667	.66311	4.3691	4.8074
	Ideal	18> years	4.5942	.65744	4.4112	4.7773
	Actual	1-8 years	3.3228	1.10094	2.9464	3.6136
	Actual	9-17 years	3.6042	.96182	3.2804	3.8659
	Actual	18> years	3.5169	.97510	3.2455	3.7884
5b Type of learners produced by the education system	Ideal	1-8 years	4.6360	.56629	4.3267	4.7872
	Ideal	9-17 years	4.9600	.19795	4.8743	5.0080
	Ideal	18> years	4.8941	.30572	4.7876	4.9670
	Actual	1-8 years	2.9978	.95352	2.6610	3.2477
	Actual	9-17 years	3.0600	1.03825	2.7697	3.3479
	Actual	18> years	2.8561	.73581	2.6646	3.1008
5c Emphasis of a balanced curriculum for 4 to 8 year olds	Ideal	1-8 years	1.9973	1.20618	1.6188	2.3325
	Ideal	9-17 years	2.0328	1.41414	1.6167	2.4084
	Ideal	18> years	1.6352	1.04369	1.4200	2.0708
	Actual	1-8 years	3.4504	.83859	3.1286	3.6658
	Actual	9-17 years	3.2362	.93054	2.9187	3.4660
	Actual	18> years	3.1708	.99680	2.8411	3.4104
5d Basis of a balanced curriculum for 4 to 8 year olds	Ideal	1-8 years	4.2391	.86768	3.8323	4.4407
	Ideal	9-17 years	4.3456	.84644	4.0465	4.5527
	Ideal	18> years	4.4871	.75016	4.1733	4.6667
	Actual	1-8 years	2.2609	.92737	2.0241	2.6376
	Actual	9-17 years	2.1044	.93135	1.8717	2.4114
	Actual	18> years	2.1502	.99995	1.9082	2.5018
5e Type of goals to promote pupil achievement	Ideal	1-8 years	4.1655	.79541	3.8839	4.3891
	Ideal	9-17 years	4.4520	.74638	4.3843	4.1360
	Ideal	18> years	4.5256	.59927	4.2947	4.6776
	Actual	1-8 years	2.5482	.83390	2.3459	2.8767
	Actual	9-17 years	2.4130	.89072	2.1564	2.6534
	Actual	18> years	2.5424	.85013	2.3276	2.8309
5f Type of information for assessing a child's potential	Ideal	1-8 years	2.0651	.93922	1.7622	2.3217
	Ideal	9-17 years	2.0757	1.11101	1.7632	2.3882
	Ideal	18> years	1.7186	.92632	1.4835	2.0522
	Actual	1-8 years	3.5020	.89198	3.1637	3.7315
	Actual	9-17 years	3.6114	.86757	3.3674	3.8554
	Actual	18> years	3.6636	.99671	3.3424	3.9338
5g Impact of inspections in school	Ideal	1-8 years	1.4405	.69229	1.2554	1.7176
	Ideal	9-17 years	1.2957	.60093	1.2186	1.7187
	Ideal	18> years	1.1359	.29246	1.0926	1.3558
	Actual	1-8 years	3.7939	.95400	3.4346	4.0406
	Actual	9-17 years	4.0123	1.11338	3.6565	4.2878
	Actual	18> years	4.1096	.95149	3.7729	4.3183
5h Type of expertise trusted in education	Ideal	1-8 years	2.1570	1.03188	1.8505	2.4634
	Ideal	9-17 years	2.2332	1.07310	1.9479	2.5485
	Ideal	18> years	2.3246	.93635	2.0639	2.5853
	Actual	1-8 years	3.1126	1.12001	2.7800	3.4452
	Actual	9-17 years	3.2744	1.04359	2.9257	3.5339
	Actual	18> years	3.0627	1.10278	2.7557	3.3697

Table C6: Descriptive statistics for Item 5 with Group 5 to 8 (group5to8) as the Independent Variable continued

Item Number	Ideal / actual score	Category of teachers/ n=154	Mean	Standard Deviation	Lower bound	Upper bound
5i Relationship with head teacher	Ideal	1-8 years	2.0436	.85167	1.7925	2.2927
	Ideal	9-17 years	1.9592	.95829	1.6897	2.2287
	Ideal	18> years	1.9566	.66865	1.7676	2.1489
	Actual	1-8 years	2.2924	.87813	2.0675	2.6351
	Actual	9-17 years	2.3129	.92121	2.0538	2.5720
	Actual	18> years	2.3224	.76939	2.1517	2.6222
5j Head teacher's priorities	Ideal	1-8 years	4.3638	.85522	3.9995	4.5818
	Ideal	9-17 years	4.5200	.63407	4.2363	4.6845
	Ideal	18> years	4.3665	.79241	4.0618	4.5378
	Actual	1-8 years	3.2718	1.09471	2.9179	3.5704
	Actual	9-17 years	3.3453	1.04452	2.9900	3.5951
	Actual	18> years	3.1425	.90446	2.8717	3.4298
5k Characteristics of your head teacher	Ideal	1-8 years	2.1804	1.21659	1.7843	2.5426
	Ideal	9-17 years	2.4236	1.24225	2.0769	2.7686
	Ideal	18> years	2.4555	1.16238	2.1839	2.8430
	Actual	1-8 years	2.3556	1.01703	2.0927	2.7333
	Actual	9-17 years	3.0120	.98429	2.7337	3.2820
	Actual	18> years	2.9347	1.06488	2.6469	3.2685
5l Staffroom atmosphere	Ideal	1-8 years	1.4480	.71706	1.2351	1.6610
	Ideal	9-17 years	1.6122	.77766	1.4243	1.9330
	Ideal	18> years	1.6858	.81383	1.4592	1.9123
	Actual	1-8 years	2.2678	1.12351	1.9342	2.6015
	Actual	9-17 years	2.2664	1.13887	1.9851	2.6549
	Actual	18> years	2.3254	1.04889	2.0334	2.6174

Table C7: Descriptive statistics for Item 5 with Grouping according to educationally historical events (eduhist) as the Independent Variable

Item Number	Ideal/ actual score	Category of teachers/ n=154	Mean	Standard Deviation	Lower bound	Upper bound
5a Purpose of schooling	Ideal	1 to 16 years	4.2837	.99438	3.9981	4.5693
	Ideal	17 to 25	4.4386	.86639	4.2087	4.6685
	Ideal	26> years	4.6717	.66078	4.4755	4.8680
	Actual	1 to 16 years	3.5282	1.11541	3.2078	3.8485
	Actual	17 to 25	3.5088	.98421	3.2476	3.7699
	Actual	26> years	3.2800	1.01959	2.9772	3.5828
5b Type of learners produced by the education system	Ideal	1 to 16 years	4.6453	.72035	4.4384	4.8522
	Ideal	17 to 25	4.8563	.39775	4.7508	4.9619
	Ideal	26> years	4.9089	.28497	4.8243	4.9543
	Actual	1 to 16 years	3.0184	1.03066	2.7223	3.3144
	Actual	17 to 25	2.9640	.86529	2.7344	3.1936
	Actual	26> years	2.8467	.94189	2.5670	3.1264
5c Emphasis of a balanced curriculum for 4 to 8 year olds	Ideal	1 to 16 years	1.7935	1.07939	1.4834	2.1035
	Ideal	17 to 25	1.9214	1.26566	1.5856	2.2572
	Ideal	26> years	1.9539	1.42919	1.5295	2.3783
	Actual	1 to 16 years	3.3933	.97355	3.1136	3.6729
	Actual	17 to 25	3.1067	.91264	2.8645	3.3488
	Actual	26> years	3.3102	1.07130	2.9921	3.6284
5d Basis of a balanced curriculum for 4 to 8 year olds	Ideal	1 to 16 years	4.1951	.92749	3.9287	4.4615
	Ideal	17 to 25	4.2856	1.06426	4.0032	4.5680
	Ideal	26> years	4.3600	.89685	4.0937	4.6263
	Actual	1 to 16 years	2.2743	.97265	1.9949	2.5537
	Actual	17 to 25	2.1267	1.01887	1.8563	2.3970
	Actual	26> years	2.2704	1.06179	1.9551	2.5857
5e Type of goals to promote pupil achievement	Ideal	1 to 16 years	4.0188	.95303	3.7450	4.2925
	Ideal	17 to 25	4.3733	.78450	4.1652	4.5815
	Ideal	26> years	4.5861	.73796	4.3669	4.8052
	Actual	1 to 16 years	2.5343	.89789	2.2764	2.7922
	Actual	17 to 25	2.4582	.83617	2.2364	2.6801
	Actual	26> years	2.5998	.99213	2.3052	2.8944
5f Type of information for assessing a child's potential	Ideal	1 to 16 years	1.9155	.83741	1.6750	2.1560
	Ideal	17 to 25	1.9988	1.03514	1.7241	2.2734
	Ideal	26> years	1.8898	1.21515	1.5289	2.2506
	Actual	1 to 16 years	3.5343	1.03791	3.2362	3.8324
	Actual	17 to 25	3.4242	.79551	3.2131	3.6353
	Actual	26> years	3.8389	1.03252	3.5323	4.1455
5g Impact of inspections in school	Ideal	1 to 16 years	1.4722	.78403	152470	1.6974
	Ideal	17 to 25	1.3709	.71455	1.1813	1.5605
	Ideal	26> years	1.3187	.70457	1.1095	1.5279
	Actual	1 to 16 years	3.7902	.93389	3.5220	4.0584
	Actual	17 to 25	3.7846	1.19054	3.4687	4.1005
	Actual	26> years	4.2487	.88436	3.9861	4.5153
5h Type of expertise trusted in education	Ideal	1 to 16 years	2.2584	.92279	1.9933	2.5234
	Ideal	17 to 25	2.1267	.98320	1.8658	2.3875
	Ideal	26> years	2.3235	1.12921	1.9881	2.6588
	Actual	1 to 16 years	3.1780	1.04660	2.8773	3.4786
	Actual	17 to 25	3.1323	1.08644	2.8440	3.4206
	Actual	26> years	3.1935	1.21509	2.8326	3.5543

Table C7: Descriptive statistics for Item 5 with Grouping according to educationally historical events (eduhist) as the Independent Variable continued

Item Number	Ideal./ actual score	Category of teachers/ n=154	Mean	Standard Deviation	Lower bound	Upper bound
5i Relationship with head teacher	Ideal	1 to 16 years	2.1422	.93551	1.8735	2.4110
	Ideal	17 to 25	1.9282	.82058	1.7105	2.1460
	Ideal	26> years	1.9089	.69314	1.7031	2.1148
	Actual	1 to 16 years	2.4041	1.00672	2.1149	2.6932
	Actual	17 to 25	2.2975	.88013	2.0640	2.5311
	Actual	26> years	2.3739	.79107	2.1390	2.6088
5j Head teacher's priorities	Ideal	1 to 16	4.3084	.86303	4.0605	4.5563
	Ideal	17 to 25	4.3418	.94387	4.0913	4.5922
	Ideal	26> years	4.4533	.79210	4.2180	4.6885
	Actual	1 to 16	3.0957	1.13385	2.7700	3.4214
	Actual	17 to 25	3.2793	1.00681	3.0122	3.5464
	Actual	26> years	3.3343	1.02388	3.0303	3.6384
5k Characteristics of your head teacher	Ideal	1 to 16	2.1486	1.17956	1.8098	2.4874
	Ideal	17 to 25	2.4109	1.32069	2.0605	2.7613
	Ideal	26> years	2.5617	1.10638	2.2332	2.8903
	Actual	1 to 16	2.4449	1.07181	2.1370	2.7528
	Actual	17 to 25	2.9579	1.08873	2.6690	3.2468
	Actual	26> years	2.9870	.98559	2.6943	3.2796
5l Staffroom atmosphere	Ideal	1 to 16	1.5555	.75861	1.3376	1.7734
	Ideal	17 to 25	1.4912	.75882	1.2899	1.6926
	Ideal	26> years	1.8320	.92815	1.5563	2.1076
	Actual	1 to 16	2.4008	1.16666	2.0657	2.7359
	Actual	17 to 25	2.1404	1.10903	1.8461	2.4346
	Actual	26> years	2.4183	1.02923	2.1126	2.7239

APPENDIX D

Tables giving the outliers for Items 6 – 12 for each Independent Variable prior to removal during the one way ANOVA analysis

Table D1a: Outliers for Item 6 Priority/Pedagogy

Independent Variable and sub-items in Item 6	2 levels	
Nation participant teaches in: (nattaut)	**England**	**Scotland**
a)		
b)		
c)	13,r50	138, 141
d)		
e)		
f)	68,	139
g)	65,r154	132
h)	66,r154	141r,144
i)	72	
Teaching before ERA (ERA)	**yes**	**no**
a)		
b)		
c)	138, 141,	13, 114
d)		
e)		
f)	139,	96
g)	65,r154	49,r147
h)	141,r154	88,r114
i)		90,r124
Summary of qualifications (sumqual)	**Minimum**	**Additional**
a)		
b)		
c)	141, 138	13,132
d)		78,r96
e)		
f)	139,	121
g)	65,147	154
h)	141, 144	154,124,143
i)		132
Headteacher/deputy ot not (smtnotsmt)	**Ht/Dht**	**Not Ht/Dht**
a)		
b)		
c)	138,r141r,	13, 114
d)		90
e)		118
f)		49,r147
g)	65,r132	88, 114
h)	141, 144	114, 119
i)		

Table D6b Outliers for Item 6 Priority/Pedagogy

Independent Variable and sub-Items in Item 6	3 Levels		
Full responsibility for class (fulrespo)	**full**	**Some**	**none**
a)			
b)			
c)	141,114	140,132	139,136,138
d)			
e)			
f)	130,		
g)	49,r147	1, 132	65, 111
h)	141,r114	144	66,65
Years teaching 5 to 8 year olds (group 5to8)	**1-8**	**9-17**	**18 >**
a)			
b)			59
c)	132	39,141	
d)			
e)			
f)	96	139	
g)		132	65, 154
h)	88,114	144	141, 154
i)		139,r132	
Grouping on educationally Historical events (eduhist)	**1 to 16**	**17 to 25**	**26 >**
a)			
b)			138
c)	13,r132		138,141
d)			
e)			
f)	118	139	
g)		65,r88	1
h)	132	88,107	154
i)			

Table D2a: Outliers for Item 7 Assessment

Independent Variable and sub-items in Item 7	2 levels	
Nation participant teaches in: (nattaut)	**England**	**Scotland**
a)	70, 64,	
b)	59,154	
c)	59,151	
d)	65, 54	135, 145
e)		133
Teaching before ERA (ERA)	**yes**	**no**
a)	138,136	117
b)	135,154	88,s147
c)	141, 151	127,149
d)	135, 141	88,s145
e)	150	88
Summary of qualifications (sumqual)	**Minimum**	**Additional**
a)	138,s136	132
b)	135,s147	
c)	141, 149	132,s128
d)	135, 145	51,131,128,143
e)	150	132
Headteacher/deputy ot not (smtnotsmt)	**Ht/Dht**	**Not Ht/Dht**
a)		117
b)	136, 144	113,s151
c)		113, 151
d)	135	88, 118
e)	133	150

Table D2b: Outliers for Item 7 Assessment

Independent Variable and sub-Items in Item 7	3 Levels		
Full responsibility for class (fulrespo)	**full**	**Some**	**none**
a)	114		
b)	113, 151	144	135,138
c)	141, 151	132,144	
d)	88, 141,	132, 145	135, 41
e)	150	133	
Years teaching 5 to 8 year olds (group 5to8)	**1-8**	**9-17**	**18 >**
a)	138, 136	135	70,64
b)	88, 151		59,154
c)		135, 144	141,131
d)	88,145		65, 141
e)	88	132	
Grouping on educationally Historical events (eduhist)	**1 to 16**	**17 to 25**	**26 >**
a)	132,	59,136	
b)	151	88, 130	135,154
c)	132, 151	127,128	141,144
d)		88, 145	135, 141
e)	132	88	150

Table D3a: Outliers for Item 8 Management

Independent Variable and sub-items in Item 8	2 levels	
Nation participant teaches in: (nattaut)	**England**	**Scotland**
a)		133
b)		120
c)	39, 151	127, 140
d)		
e)	65, 151	139, 138
f)	71	
g)	23,73,151,154	103,132
h)		
i)	73	138
Teaching before ERA (ERA)	**yes**	**no**
a)		
b)	119	
c)	140, 151,	88, 127
d)		
e)	139, 151	88, 90
f)	138,	100
g)	103,m132	88,m29
h)		114
i)	138	57
Summary of qualifications (sumqual)	**Minimum**	**Additional**
a)		96
b)		
c)	140, 127	60
d)		
e)	139,m138	64
f)	138	71
g)	103, 82	132
h)	138	132
i)		
Headteacher/deputy ot not (smtnotsmt)	**Ht/Dht**	**Not Ht/Dht**
a)		
b)	120	
c)	140, 127	88,m151,
d)	21	
e)		88, 151
f)		115
g)	132	103
h)		151
i)	138	73

Table D3b: Outliers for Item 8 Management

Independent Variable and sub-Items in Item 8	3 Levels		
Full responsibility for class (fulrespo)	**full**	**Some**	**none**
a)			
b)		152	75
c)	88,151	127, 140	72, 139
d)			
e)	88,151		
f)	130		
g)	103	132	
h)		132	
i)	57		138
Years teaching 5 to 8 year olds (group 5to8)	**1-8**	**9-17**	**18 >**
a)			
b)		120	119
c)	140,151	127, 139	39, 82
d)			
e)	136, 151	90, 139	65, 103
f)		135	71,
g)	88	132	95,103
h)			
i)	138	135	
Grouping on educationally Historical events (eduhist)	**1 to 16**	**17 to 25**	**26 >**
a)			
b)			75
c)	151	139,127	72,140
d)			
e)	50, 151	139, 103	135, 138
f)	100	130	
g)		103, 82	95
h)	151		
i)	57		138

Table D4: Outliersfor Item 9 Ethos

Independent Variable and sub-items in Item 9	2 levels	
Nation participant teaches in: (nattaut)	**England**	**Scotland**
a)	152, 146	
b)	151, 35	88, 138
c)	151, 76	88, 138
Teaching before ERA (ERA)	**yes**	**no**
a)	151, 144	152,o146
b)	151,	88, 117
c)	151o138	88, 126
Summary of qualifications (sumqual)	**Minimum**	**Additional**
a)	152,o146	
b)	151, 35	88,o138
c)	151, 76	88,o138
Headteacher/deputy ot not (smtnotsmt)	**Ht/Dht**	**Not Ht/Dht**
a)		152, 146
b)	138	88,o151
c)	138	151,o114

Independent Variable and sub-Items in Item 9	3 Levels		
Full responsibility for class (fulrespo)	**full**	**Some**	**none**
a)	151, 146	152, 144	139, 59
b)	151,88	117	138
c)	151,	126	138
Years teaching 5 to 8 year olds (group 5to8)	**1-8**	**9-17**	**18 >**
a)	151, 146	139, 144	141,121
b)	88, 151	117	119
c)	151,138	130	82
Grouping on educationally Historical events (eduhist)	**1 to 16**	**17 to 25**	**26 >**
a)	152,o146	110, 139	141o144
b)	151o35	88,o119	138
c)	151,o114	88,o130	138

Table D5: Outliers for Item 10 **Morale**

Independent Variable and sub-items in Item 10	**2 levels**	
Nation participant teaches in: (nattaut)	**England**	**Scotland**
a)	73, 26, 151	140, 128
b)		
c)	73, 69	138, 135
d)		
e)	40	
f)		
g)		144
Teaching before ERA (ERA)	**yes**	**no**
a)	140, 128	88, 26, 148
b)		
c)	138, 135	88, 90
d)		
e)		117
f)		88
g)		
Summary of qualifications (sumqual)	**Minimum**	**Additional**
a)	26, 74, 140, 148	128
b)		
c)	138, 135	
d)		121, 124
e)		117
f)	91	
g)		
Headteacher/deputy ot not (smtnotsmt)	**Ht/Dht**	**Not Ht/Dht**
a)	140, 128, 143	88
b)		
c)		88, 90
d)		151
e)	21, 140	119
f)		
g)		

Table D5: Outliers for Item 10 Morale

Independent Variable and sub-Items in Item 10	3 Levels		
Full responsibility for class (fulrespo)	**full**	**Some**	**none**
a)	88, 26	140, 128	136, 44
b)			
c)	88, 90	128	135, 138
d)	151		
e)		117	
f)		8	
g)		144	
Years teaching 5 to 8 year olds (group 5to8)	**1-8**	**9-17**	**18 >**
a)	140	128, 143	131
b)			
c)	57, 138	128, 135	82
d)			
e)	88	117, 126	
f)	88		
g)			
Grouping on educationally Historical events (eduhist)	**1 to 16**	**17 to 25**	**26 >**
a)	26, 154	88, 128	44, 140,134
b)			
c)	50, 57	90, 128	135, 138
d)			
e)	117	119	
f)			
g)			

Table D6: Outliers for Item 11 Job and career satisfaction

Independent Variable and sub-items in Item 11	2 levels	
Nation participant teaches in: (nattaut)	**England**	**Scotland**
a)		
b)	73, 151	
c)		138
d)		140
e)	76,s151	144
f)	72,73,	138,s116
g)		
h)	21, 65	139, 145,
i)		
Teaching before ERA (ERA)	**yes**	**no**
a)		
b)	140, 151	
c)		
d)		88
e)	144, 151	88
f)	116,s138	104
g)		
h)	129, 139	111, 145
i)		
Summary of qualifications (sumqual)	**Minimum**	**Additional**
a)		
b)	135,140	121
c)		
d)		
e)	73,144	124,s132
f)	138,116	
g)		
h)	139,145	21,121
i)		
Headteacher/deputy ot not (smtnotsmt)	**Ht/Dht**	**Not Ht/Dht**
a)		
b)	135,140	88,s151
c)		
d)		
e)	144	116,151
f)	72,s138	73,s116
g)		
h)	139	111,s118
i)		151

Table D6: Outliers for Item 11 Job and career satisfaction

Independent Variable and sub-Items in Item 11	3 Levels		
Full responsibility for class (fulrespo)	**full**	**Some**	**none**
a)	88		
b)	88,151	140, 131	135
c)			
d)		140	135
e)	151,116	144	72
f)	116		72,138,137h 44
g)			
h)	88,121	21, 145	139,65
Years teaching 5 to 8 year olds (group 5to8)	**1-8**	**9-17**	**18 >**
a)	88		65
b)		135	131
c)			
d)			
e)	135,116,	144	72,h131
f)	116,138	54	104
g)			
h)		139, 129	21,121
i)			
Grouping on educationally Historical events (eduhist)	**1 to 16**	**17 to 25**	**26 >**
a)		88,h128	
b)		88,h126	140, 135
c)			
d)			
e)	151,76	116	144, 131, 140
f)	54	116	138,72
g)			
h)	111,118	139, 145	138, 121
i)		139	

Table D7: Outliers for Item 12
Effect upon relationships, personal life and self-worth

Independent Variable and sub-items in Item 11	2 levels	
Nation participant teaches in: (nattaut)	**England**	**Scotland**
a)	146, 69	140,142
b)	65, 151	140, 121
c)	49, 146	140, 138
d)	73,151	130, 145
e)		140, 137, 142, 134
f)		134
g)		
h)	75	142
i)		
j)		135
Teaching before ERA (ERA)	**yes**	**no**
a)	140,121	146,142
b)	140, 151	88,148
c)	140, 138	49,146
d)	130, 151	126, 145
e)		
f)	75	
g)		
h)	135	142
i)		
j)		
Summary of qualifications (sumqual)	**Minimum**	**Additional**
a)	146,142	21, 121
b)	140, 148	121
c)	140, 146	132
d)	130,145	128
e)		21
f)		13
g)		
h)	142	
i)		
j)		117
Headteacher/deputy ot not (smtnotsmt)	**Ht/Dht**	**Not Ht/Dht**
a)	140,142	146,118
b)	140,121	88, 118
c)	140, 138	91, 146
d)		119, 151
e)	134	
f)	134	
g)		
h)	142	119
i)		
j)	135	

Table D7: Outliers for Item 12
Effect upon relationships, personal life and self-worth

Independent Variable and sub-Items in Item 12	3 Levels		
Full responsibility for class (fulrespo)	**full**	**Some**	**none**
a)	146,121	140,142	139
b)	88,151	140,21	139
c)	91,146	140,132	139,138
d)	130,151	126,145	66,71
e)			134
f)		126	
g)			
h)	119		135
i)			
j)		126	
Years teaching 5 to 8 year olds (group 5to8)	**1-8**	**9-17**	**18 >**
a)		139,142	21, 121
b)	140,151	139,118	65, 121
c)	140,146	139,132	95
d)	151	130,144	119,121
e)			
f)	35		
g)			
h)	35	142	
i)			
j)	83		
Grouping on educationally Historical events (eduhist)	**1 to 16**	**17 to 25**	**26 >**
a)		139	140,121
b)	57,151	139, 105	140,121
c)	49,n146	139, 127	140,138
d)	9,n151	130, 145	66,n144
e)		126	140,
f)		126	
g)			
h)	142		
i)			
j)			

APPENDIX E

Rotated Solution for Principle Component Analysis across Items 6 to 12

	Component				
Sub-items from Items 6 - 12	1	2	3	4	5
Effect upon relationships, personal life and self-worth (b)	.775				
Effect upon relationships, personal life and self-worth (c)	.728				
Effect upon relationships, personal life and self-worth (g)	.706				
Effect upon relationships, personal life and self-worth (i)	.695				
Effect upon relationships, personal life and self-worth (a)	.693				
Effect upon relationships, personal life and self-worth (h)	.613				
Job and Career Satisfaction (g)	.578				
Effect upon relationships, personal life and self-worth (j)	.578				
Management (c)	.565				
Effect upon relationships, personal life and self-worth (e)	.534				
Ethos (a)	.528				
Job and Career Satisfaction (h)	.525				
Job and Career Satisfaction (i)	.519				
Effect upon relationships, personal life and self-worth (f)					
Morale (f)					
Management (f)					
Assessment (b)		.725			
Assessment (c)		.671			
Job and Career Satisfaction (a)		.670			
Assessment (a)		.613			
Assessment (d)		.574			
Management (e)		.552			
Job and Career Satisfaction (d)		.552			
Priority/pedagogy (h)		.546			
Priority/pedagogy (g)		.526			
Morale (d)		.513			
Priority/pedagogy (d)					
Priority/pedagogy (c)					
Management (i)					
Job and Career Satisfaction (b)					
Assessment (e)					
Priority/pedagogy (i)					
Morale (b)					
Priority/pedagogy (b)					
Morale (e)			.679		
Management (d)			.665		
Ethos (b)			.609		
Management (b)			.575		
Management (a)			.528		
Priority/pedagogy (a)			.503		
Priority/pedagogy (e)					
Management (g)					
Job and Career Satisfaction (e)				.745	
Job and Career Satisfaction (f)				.674	
Morale (a)				.672	
Ethos (c)				.555	
Job and Career Satisfaction (c)					
Management (h)					
Priority/pedagogy (f)					.515
Morale (g)					.505
Morale (c)					
Effect upon relationships, personal life and self-worth (d)					

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

APPENDIX F

Email response from Dr Dr J.N. Butterfield" re ideas in Chapter 3 on Heisenberg's Uncertainty Principle

From: "Dr J.N. Butterfield" <jb56@cus.cam.ac.uk>
To: "Sandie Sargent" <sandie.sargent@ntlworld.com>
Sent: Tuesday, October 04, 2005 9:40 AMt
Subjectt Re: Recommendation from Aaron Beller to contact you

Dear Sandie:
Thatnks for message. I have put my brief answers below in your text, starting with capitals. Btw, on my website you can find a book review of Beller; and the paper Quantum Curiositites of Psychophysics might interest youtt
Good Luck!
Best Jeremy B

The original (Heisenberg's) emphasis has been altered in its application to the social sciences, and the principle is now perceived to say that it is the fact of an observer being present which changes the reality instead of what the Copenhagen group actually appear to have said, i.e. that reality is dependent upon an observer. re-stated another way, it could be said that without an observer there is no reality, given that reality is relative to human perceptions. This is much closer to the view that the only valid knowledge is that which can be derived from observation and experiment, i.e. empiricim.

YES but what it is even closer to it is phenomenalism of the sort whose classic expression is 18c philosopher Bishop Berkeley, in his Principles of Human Knowledge

Am I correct in thinking that reality is an issue and was the issue that Schrodinger was responding to with his 'cat experiment' suggestion? YES!

Mara Beller had read the original documents and she seems to have said that Heisenberg kept changing what he was saying, depending upon his audience and the time line of history. See Beller, 1999, p.281)

YES SINCE IN THOSE STORMY TIMES THE CONCEPTUALSITUATION WAS VERY UNCLEAR, AND CONTESTED WITH PASSION!

Is Roth correct in thinking that one key point about the Heisenberg Uncertainty Principle is that it is based upon the supposedly precise measurement of variables YES HUP IS THUS BASED)
and that it is the observation element in a social context which changes the object of the observation. (WELL I DONT KNOW ABOUT METHODOLOGY OF SOCIAL SCIENCE!...)

> Jeremy Butterfield: Homepage: http://users.ox.ac.uk/~alls0074/ Visit
> the Oxford Philosophy of Physics website:
> http://users.ox.ac.uk/~ppox/index.html
> Visit the journal, Studies in the History and Philosophy of Modern
> Physics > http://www.sciencedirect.com/science/journal/13552198
>