

A MULTI-DISCIPLINARY APPROACH TO THE MANAGEMENT
OF NON-SCHOOL ATTENDANCE
VOLUME 2

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NON-SCHOOL ATTENDANCE

Volume 2: The Results, Discussions
and Conclusions

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Chapter 10a

Demographic Data

In this chapter the author will present some of the demographic data collected from her research population with the main objective of assessing the pertinence of pupils' backgrounds and personal characteristics to non-school attendance. This may provide some indicators as to the possible influential factors on poor school attendance; perhaps enabling practitioners to identify more effectively those pupils who are at greater risk of exhibiting school disaffection and so can promote early remedial action. The research population is divided into two schools: School X and School Y. The School X sample consists of seven non-school attenders, all of whom are allocated to the Subject Group, and they attend a special needs project. The School Y sample is divided into three groups: (i) the Subject Group which consists of 16 non-school attenders who attend a special needs project; (ii) Control Group A which consists of 16 non-school attenders who attend the mainstream curriculum; (iii) Control Group B which consists of 16 good school attenders who also attend the mainstream curriculum. The data collected include information on home background, self-concept, academic attainment, attitudes towards home and school, and the school staff's descriptive term preferences for 'illegal school absence'. Such data are discussed below.

The Local School Attendance Survey for Leicestershire

Data were collected on Leicestershire school attendance patterns via a survey conducted by the Education Welfare Service (see Chapter 9b) during February 1988. Five schools (including School X and School Y of the present action research project) are presented in Table 10a.1 to demonstrate some of the school attendance data from the survey. The data were collected in order to enable the author to make some comparisons on school attendance between

her research schools and other local schools. For each school data were collected on the average attendance for each year-group over a duration of one week in February 1988. All the schools presented in Table 10a.1 are secondary schools with the first year representing the 11-year age group through to the fifth year which represents pupils in the 15-year age group.

Table 10a.1: Weekly School Attendance Rates in Percentages
for Five Schools in Leicestershire

	School A (Rural)	School B (Urban)	School C (Rural)	School X (Urban)	School Y (Urban)
Year					
1	93.80	87.40	94.00	85.90	88.00
2	93.50	86.00	93.50	88.80	84.00
3	94.90	87.00	95.90	86.90	84.00
4	92.80	85.10	94.70	85.90	74.00
5	94.40	85.00	95.20	81.20	44.00
Total weekly average attendance for each school	93.90	86.10	94.70	87.70	74.80

Table 10a.1 suggests that the two rural schools achieve higher school attendance rates than the three urban schools. The average attendance for the two rural schools is 94.30 per cent compared with the average attendance of 82.87 per cent attained by the urban schools. An examination of the total average attendance for each school year shows that the 1st year pupils attain the highest attendance with 89.82 per cent, closely followed by the 3rd year group with 89.74 per cent, the 2nd year with 89.16 per cent, the 4th year with 86.50 per cent, and the 5th year has the lowest school

tattendance rate with 79.96 per cent. When assessing the total weekly average attendance for each school the figures indicate that School C has the highest school attendance rate (94.70 per cent), followed by School A (93.90 per cent), School X (87.70 per cent), School B (86.10 per cent) and then School Y which has the lowest total weekly average school attendance rate (74.80 per cent).

A two-way analysis of variance (ANOVA) was conducted to compare the mean school attendance rates of the urban and rural schools, and to compare the school years. The two-way ANOVA has two levels of the first factor (i.e. school type) and five levels of the second factor (i.e. school year). That is a 2 x 5 ANOVA with two levels of school type (i.e. urban versus rural) and five levels of school year (i.e. 1 to 5). The analysis shows that: (i) the main effect for school type indicates a significant difference between the urban and rural school attendance rates, $F(1, 15) = 11.50$, $p < .01$, with the rural schools attaining the highest school attendance rates as shown in Table 10a.1; (ii) the main effect for school year indicates that the five school years do not differ significantly in their school attendance rates, $F(4, 15) = 1.15$, $p > .05$; (iii) there is no significant interaction between the type of school and school year, $F(4, 15) = 0.86$, $p > .05$.

Term Preferences for 'Illegal School Absence' as Assessed by School Staff

The author administered Questionnaire N (see Appendix A9b.1) to members of Panel X and Panel Y in order to assess their term preferences for 'illegal school absence'. The main purpose of this questionnaire was to help negate any possible terminological discrepancies between the author and the panels which may otherwise jeopardize the consistency of the study. The scores were ranked from 1 (most preferred) to 4 (least preferred). The data are presented in Table 10a.2 and show that the term 'non-school attendance' is the most preferred term.

Table 10a.2: Term Preference Scores for 'Illegal School
Absence' as Assessed by Members of Panel X
and Panel Y

Term Category				
Panel Members (N=11)	Non-School Attendance	School Refusal	Truancy	Parental Withholding
Mean rank score	1.18	2.82	2.09	3.91

Pupil Sex Ratios

Data were collected from the school register on the male and female ratios among the pupils attending School X and School Y. This information was collected in order to compare the sex ratios of the projects with the sex ratios of the mainstream schools. The data on the male-female ratios are shown in Table 10a.3.

Table 10a.3: The Male to Female Pupil Ratio for the Mainstream School Y and Project Y Adolescents Monitored over a Three-Year Period, and the Male and Female Subject Pupil Ratio for School X

	Male Pupils	Female Pupils	Male:Female Ratio
School X:			
Project X			
(<u>n</u> = 7)	6 ^a (85.71) ^b	1 (14.29)	6 : 1
School Y:			
3rd year			
Mainstream			
School			
(<u>n</u> = 213)	113 (53.05)	100 (46.95)	1.13 : 1
3rd year			
pupils selected			
for Project Y			
(<u>n</u> = 21)	14 (66.67)	7 (33.33)	2 : 1
4th year			
Mainstream			
School			
(<u>n</u> = 207)	111 (53.62)	96 (46.38)	1.16 : 1

^aNumber of pupils

^bFigure in percentage

Table 10a.3 continued

	Male Pupils	Female Pupils	Male:Female Ratio
4th year pupils in Project Y (<u>n</u> = 22)	14 (63.64)	8 (36.36)	1.75 : 1
5th year Mainstream School (<u>n</u> = 197)	107 (54.31)	90 (45.69)	1.19 : 1
5th year pupils in Project Y (<u>n</u> = 19)	14 (73.68)	5 (26.32)	2.80 : 1

Table 10a.3 presents the data on male-female ratios for the projects and their mainstream schools. Concerning School X, the data indicate that there is a higher proportion of male Subject pupils than female Subject pupils attending the Project X programme. Concerning School Y, the data show that for all three school years there is a higher proportion of male adolescents than female adolescents in both the mainstream school and the Project Y programme. The School Y sample was analysed via the Comparison of proportions test (Hayslett & Murphy, 1974). The analysis indicates that: (a) the proportion of 3rd year male adolescents (66.67 per cent) who were assigned placements on Project Y is not significantly greater than the proportion of male adolescents (53.05 per cent) in the 3rd year population, $z = 1.19$, $p > .05$; (b) the proportion of female adolescents in the 3rd year population is not significantly greater than the proportion of 3rd year female adolescents assigned placements on Project Y, $z = 1.20$, $p > .05$; (c) the proportion of male adolescents (63.64 per cent) attending Project Y in their 4th year of secondary school is not

significantly greater than the proportion of male adolescents (53.62 per cent) in the 4th year population, $z = 0.90$, $p > .05$; (d) the proportion of female adolescents (46.38 per cent) in the 4th year population is not significantly greater than the proportion of 4th year female adolescents (36.36 per cent) attending Project Y, $z = 0.90$, $p > .05$; (e) the proportion of 5th year male adolescents (73.68 per cent) attending Project Y is not significantly greater than the proportion of male adolescents (54.31 per cent) in the 5th year population, $z = 1.62$, $p > .05$; (f) the proportion of female adolescents (45.69 per cent) in the 5th year population is not significantly greater than the proportion of 5th year female adolescents (26.32 per cent) attending Project Y, $z = 1.62$, $p > .05$.

Family Size

The information on the average family size for each group was collected via school documents, and information presented by Panel X and Panel Y. The size of the pupils' families were assessed by the number of children and adults (guardians with a maximum number of two) who constitute their nuclear families. Table 10a.4 shows the data on the average family size for each group. The number of families (n) in each category (i.e. no. of adults and no. of children) vary within each of the there groups at School Y. This difference in due to the variations in the Panel Y's knowledge about the sample's family background. Thus, for example, the Panel had detailed knowledge about the number of adults in 13 Control B adolescents' families, but were knowledgable about the number of children in only 9 of the Control B adolescents' families.

Table 10a.4: The Average Family Size for each Group

	School X	School Y		
	Subjects	Subjects	Control A	Control B
<u>M</u> no. of children per family	3.57	3.00	2.57	2.22
<u>SD</u>	1.51	1.41	0.85	0.67
<u>n</u>	7	11	14	9
<u>M</u> no. of adults per family	1.43	1.62	1.53	2.00
<u>SD</u>	0.54	0.51	0.52	0.00
<u>n</u>	7	13	15	13

Table 10a.4 presents the data on the population's family size. The School X Subject pupils have an average family of 1.43 adults and 3.57 children. Concerning the School Y sample, the data indicate that the Subject adolescents' families have the largest average number of children (3.00 children), followed by the Control A adolescents (2.57), and the Control B adolescents' families have the lowest average (2.22). However, a one-way ANOVA indicates that the three groups do not differ significantly in the mean number of children in their families, $F(2, 31) = 1.43$, $p > .05$.

Comparisons of the three groups on the average number of adults (guardians) in their families suggest that the Control B adolescents have the highest average number of adults in their families (2.00 adults), followed by the Subject adolescents with an average of 1.62, and the Control A adolescents have the lowest average number of adults in their families (1.53). The data on the number of adults per family were analysed via a chi-square test in order to assess whether the three groups differ significantly. This analysis was selected because the data do not show a normal

distribution, but instead has a minimum number of adults in any one family being one and the maximum being two. The chi-square test indicates that the three groups differ significantly in the mean number of adults in the families, χ^2 (2, N = 41) = 8.10, $p < .05$, with the Control B adolescents having the highest mean number of adults (guardians) in their families as shown in Table 10a.4.

Home Conditions

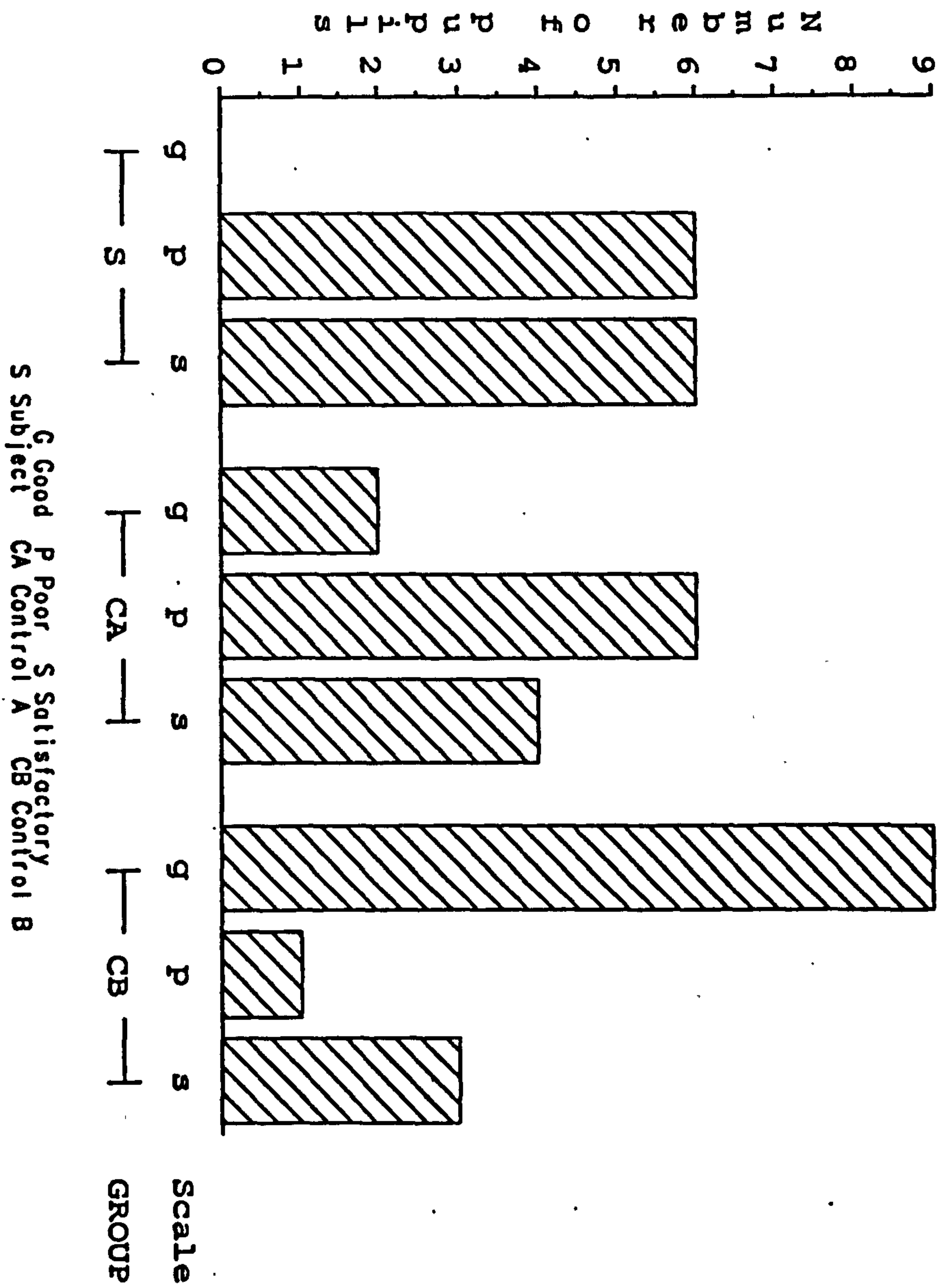
Information on the population's home conditions were collected from various sources including school documents, reports by social workers and EWOs, and the members of Panel X and Panel Y who are familiar with the homes concerned. The home conditions are divided into three categories: 'good', 'satisfactory' and 'poor'. The category 'good' is reserved for those homes which were considered by the panels to be clean, well furnished and possess resources relevant to the pupils' education, such as books, atlases, magazines, newspapers, dictionaries, encyclopaedias and work desks. The term 'satisfactory' is reserved for those homes which the panels considered to be clean and tidy, but tended to lack resources relevant to the pupils' education, such as books, work desks and magazines. The last category 'poor' is reserved by the panels for those homes which they considered to be poorly furnished, such as lacking in beds and chairs, and showing signs of severe dampness with large areas of the walls showing signs of decay. The Panels also believed that such 'poor' houses showed signs of poor hygiene which included very soiled, tacky furniture, and smelling of urine and decaying waste. In Table 10a.5 the information shows the number of pupils by group whose home conditions have been assessed.

Table 10a.5: The Home Conditions by Group

	School X	School Y		
	Subjects (<u>n</u> =7)	Subjects (<u>n</u> =12)	Control A (<u>n</u> =12)	Control B (<u>n</u> =13)
Poor	3	6	6	1
Satisfactory	3	6	4	3
Good	1	0	2	9

It can be seen from Table 10a.5 that the School X Subject pupils tend to come from 'poor' or 'satisfactory' homes. The figures for the School Y sample indicate that the Control B adolescents received the most 'good' home ratings. Figure 10a.1 also shows the rated home conditions for the three groups at School Y. The figure shows that the Control B adolescents have the largest proportion of pupils who are rated as having 'good' home backgrounds. No statistical analysis was conducted on the School X sample because of the limited sample size. However, the differences in rated home conditions for the School Y sample were analysed via the Kruskal-Wallis one-way ANOVA with scores of 1 = 'poor', 2 = 'satisfactory' and 3 = 'good' home conditions. The analysis indicate that the three groups differ highly significantly in their home conditions, $H^*(2, N = 37) = 13.74$, $p < .001$, with the Control B adolescents having a significantly higher number of 'good' homes as shown in Table 10a.5.

Figure 10a.1: The Rated Home Conditions for each Group at School Y



Family History of Truancy

Information on the family history of truancy among siblings and the families' attitudes towards non-school attendance was collected from school documents, interviews with EWOs and members of the panels. This information was collected to assess whether family behaviour may be related to school attendance patterns. The families' attitudes towards their children's truancy was divided into three categories: 'unconcerned', 'fairly concerned' and 'very concerned'. The panels reserve the term 'unconcerned' for those families who they consider showing very limited interest in their children's poor school attendance. Such parents ignore school invitations to meet to discuss problems and are considered to be unco-operative with the schools. The category 'fairly concerned' is reserved by the panels for those families who co-operate by visiting the schools to discuss problems, but very rarely follow-up with action, such as phoning the school to check on their child's subsequent behaviour. The category 'very concerned' is reserved by the panels for those families who not only attend meetings to discuss problems, but will also actively follow-up their children's subsequent behaviour by phoning the school or requesting weekly reports. Data concerning family attitude towards truancy were not collected for the Control B adolescents because Panel Y believe such information to be irrelevant to this group as they do not appear to have a history of truancy. Table 10a.6 shows the data on the family history of truancy for each group, their attitudes towards their children's poor school attendance, whether they are involved with the social services and number of court appearances made for their children's truancy.

Table 10a.6: Family History of Truancy for each Group and their Attitudes towards their Children's Poor School Attendance

	School X	School Y		
	Subjects (<u>n</u> =7)	Subjects	Control A	Control B
Families with history of truancy	5 ^a	5 (<u>n</u> =12)	12 (<u>n</u> =15)	0 (<u>n</u> =13)
Families' attitudes towards their child's truancy				
(1) Unconcerned	2	10	10	-
(2) Fairly Concerned	2	1	2	-
(3) Very Concerned	3	2 (<u>n</u> =13)	3 (<u>n</u> =15)	-
Families involved with agencies (e.g. social workers)	6	7 (<u>n</u> =13)	6 (<u>n</u> =14)	1 (<u>n</u> =13)
Number of court appearances made by parents of their child's truancy	-	<u>M</u> =0.69 <u>SD</u> =1.03 <u>n</u> =13	<u>M</u> =0.73 <u>SD</u> =0.96 <u>n</u> =15	<u>M</u> =0 <u>SD</u> =0 <u>n</u> =13

^aNumber of families per group

No statistical analysis was conducted on the School X sample. Concerning the School Y sample, the data on family history of truancy were analysed via the Chi-square tests in which scores of 1 = Yes and 2 = No. The Chi-square tests indicate that: (a) the groups differ highly significantly in the number of families who have a history of truancy, χ^2 (2, N = 40) = 18.24, $p < .001$, with the Control A adolescents'

families having the highest number truancy cases as shown in Table 10a.6; (b) the three groups differ significantly in the number of families involved with agencies, $\chi^2(2, N = 40) = 6.67, p < .05$, with the Subject group having the highest number of families involved with caring agencies as shown in Table 10a.6. The Subject and Control A adolescents were compared on their families' attitudes towards their child's truancy via the Kruskal-Wallis one-way ANOVA with scores of 1 = 'unconcerned', 2 = 'fairly unconcerned' and 3 = 'very unconcerned'. The analysis indicates that the two groups do not differ very significantly in their attitudes towards their child's non-school attendance, $H^*(1, N = 28) = 0.30, p > .05$. The average number of court appearances made by the Subject, Control A and Control B families were analysed via the Kruskal-Wallis one-way ANOVA. The analysis indicates that the three groups differ significantly in their average number of court appearances, $H^*(2, N = 41) = 7.55, p < .05$, with the Control A group parents making the highest number of court appearances for their child's truancy as shown in Table 10a.6.

Academic Performance

The academic performance of the School Y sample was assessed by number of examination entrances and passes. Such data were not collected for School X because the pupils had not yet reached the age for such assessments. The data on exam performance were collected from school examination documents for the purpose of assessing the relationship between scholastic performance and school attendance patterns. Table 10a.7(i) shows the mean number of 'O' levels and CSEs for each group at School Y. Table 10a.7(ii) shows the distribution of 'O' levels and CSE's for male and female adolescents by group at School Y.

Table 10a.7(i): Examination Performance by Group for School Y

	School Y		
	Subjects (<u>n</u> =12)	Control A (<u>n</u> =15)	Control B (<u>n</u> =13)
Number of 'O' levels sat	0.00 ^a (0.00) ^b	0.07 (0.26)	1.46 (2.18)
Number of 'O' level passes	0.00 (0.00)	0.00 (0.00)	1.23 (2.62)
Number of CSE's sat	0.17 (0.39)	0.80 (1.70)	5.69 (1.97)
Number of CSE passes	0.08 (0.29)	0.47 (1.81)	5.46 (2.44)
Number of non- examination candidates	10	11	0

^aMean

^bSD

Table 10a.7(i) shows that the Control B adolescents sat and passed the most examinations for both CSE and 'O' level subjects. Figure 10a.2 also shows that the Control B adolescents were the most successful in terms of examination passes, especially in terms of CSE subjects. The examination performance of the three groups were compared via the Kruskal-Wallis one-way ANOVA. The analysis indicates that the three groups differ very significantly in: (i) the mean number of 'O' levels sat, $H^*(2, N = 40) = 13.89$, $p < .001$, with the Control B adolescents sitting the highest number of 'O' levels as shown in Table 10a.7(i); (ii) the mean number of 'O' level passes, $H^*(2, N = 40) = 6.56$, $p < .05$, with the Control B adolescents passing the highest number of 'O'

levels as shown in Table 10a.7(i); (iii) the mean number of CSE subjects sat, $H^*(2, N = 40) = 27.15$, $p < .001$, with the Control B adolescents sitting the highest number of CSEs as shown in Table 10a.7(i); and (iv) in the mean number of CSE passes, $H^*(2, N = 40) = 30.32$, $p < .001$, with the Control B adolescents passing the highest number of CSE subjects as shown in Table 10a.7(i). The Chi-square test was conducted to compare the number of non-examination students for each group with a score of 1 = Yes and 2 = No. The Chi-square test on the three groups' scores indicates that they differ highly significantly in the number of pupils with non-examination status, $\chi^2(2, N = 40) = 22.40$, $p < .001$, with the Control A adolescents having the highest number of non-examination students as shown in Table 10a.7(i).

Table 10a.7(ii): Examination Performance for Male and Female Adolescents by Group for School Y

School Y			
	Subject	Control A	Control B
Number of 'O'			
levels sat			
Male	0.00 ^a	0.00	2.00
<u>n</u>	9	8	8
	(0.00) ^b	(0.00)	(2.67)
Female	0.00	0.14	0.60
<u>n</u>	3	7	5
	(0.00)	(0.38)	(0.55)
Number of 'O'			
level passes			
Male	0.00	0.00	2.00
<u>n</u>	9	8	8
	(0.00)	(0.00)	(3.16)
Female	0.00	0.00	0.00
<u>n</u>	3	7	5
	(0.00)	(0.00)	(0.00)

^aMean

^bSD

Table 10a.7(ii) continued

School Y			
	Subject	Control A	Control B
Number of CSE's			
sat			
Male	0.22	0.50	5.00
<u>n</u>	9	8	8
	(0.44)	(1.07)	(2.14)
Female	0.00	1.14	6.80
<u>n</u>	3	7	5
	(0.00)	(2.27)	(1.10)
Number of CSE			
passes			
Male	0.11	0.00	4.38
<u>n</u>	9	8	8
	(0.33)	(0.00)	(2.50)
Female	0.00	1.00	7.20
<u>n</u>	3	7	5
	(0.00)	(2.65)	(0.84)
Number of non-			
examination			
candidates			
Male	7	6	0
Female	3	5	0

The examination performances of the male and female populations were analysed via the Kruskal-Wallis one-way ANOVA. The analysis indicates that the male and female populations do not differ significantly in: (i) the number of 'O' levels sat, $H^*(1, N = 40) = 0.31, p > .05$; (ii) the number of 'O' level passes, $H^*(1, N = 40) = 1.89, p > .05$; (iii) the number of CSE subjects sat, $H^*(1, N = 40) = 0.38, p > .05$; and (iv) the number of CSE passes, $H^*(1, N = 40) = 0.84, p > .05$. When comparing the three male groups the analysis indicates that they differ very significantly in:

(i) the number of 'O' levels sat, $H^*(2, \underline{n} = 25) = 9.63$, $p < .01$, with the male Control B adolescents sitting the highest number of 'O' levels as shown in Table 10a.7(ii); (ii) the number of 'O' level passes, $H^*(2, \underline{n} = 25) = 6.93$, $p < .05$, with the male Control B adolescents passing the highest number of 'O' levels as shown in Table 10a.7(ii); (iii) the number of CSE subjects sat, $H^*(2, \underline{n} = 25) = 17.31$, $p < .001$, with the male Control B adolescents sitting the highest number of CSE subjects as shown in Table 10a.7(ii); and (iv) the number of CSE passes, $H^*(2, \underline{n} = 25) = 20.81$, $p < .001$, with the male Control B adolescents passing the highest number of CSE subjects as shown in Table 10a.7(ii). When comparing the three female groups the analysis indicates that the groups do not differ significantly in: (i) the number of 'O' levels sat, $H^*(2, \underline{n} = 15) = 4.18$, $p > .05$; and (ii) the number of 'O' level passes, $H^*(2, \underline{n} = 15) = 0.00$, $p > .05$. However, the three female groups differ very significantly in: (i) the number of CSE subjects sat, $H^*(2, \underline{n} = 15) = 10.32$, $p < .01$, with the female Control B adolescents sitting the highest number of CSE subjects as shown in Table 10a.7(ii); and (ii) the number of CSE passes, $H^*(2, \underline{n} = 15) = 10.35$, $p < .01$, with the female Control B adolescents passing the highest number of CSE subjects as shown in Table 10a.7(ii).

The non-examination status of the male and female groups were analysed via the Chi-square test. The analyses indicate that the male and female populations do not differ significantly in the number of students with non-examination status, $\chi^2(1, \underline{N} = 40) = 0.003$, $p > .05$. However, when comparing the three male groups analysis indicates that the groups differ very significantly in the number of non-examination students, $\chi^2(2, \underline{n} = 25) = 12.76$, $p < .01$, with the male Subject adolescents having the highest number of non-examination candidates as shown in Table 10a.7(ii). The analysis of the three female groups also indicates that the groups differ very significantly in the number of non-examination students, $\chi^2(2, \underline{n} = 15) = 10.20$, $p < .01$, with the female Control A adolescents having the highest number of non-examination candidates as shown in Table 10a.7(ii).

The Number of Teachers Involved in the Population's Weekly School Timetable

The information on the number of teachers involved in each pupil's weekly school time table was collected from school records. The purpose of such data is to assess whether the number of adults involved in the curriculum may be related to pupils' attitudes towards school and their school attendance patterns. Table 10a.8(i) shows the average number of teachers and 'outside' professions (e.g. social work) involved in the School X sample's mainstream and project timetables. Table 10a.8(ii) shows the average number of teachers involved in each group's curriculum timetable for School Y.

Table 10a.8(i): Number of Teachers and 'Outside' Professions involved in Pupil's Weekly Timetable for School X

	School X	
	Subjects	
	(n = 7)	
	<u>M</u>	<u>SD</u>
Teachers on pupil's weekly mainstream timetable	11.71	0.49
Number of 'outside' professionals involved in the pupils' mainstream timetable	0.00	0.00
Teachers on pupil's weekly project timetable	5.71	0.49
Number of 'outside' professionals involved in the pupils' project timetable	2.00	0.00

The data were analysed via the two-tailed correlated t-test. The analysis indicates that: (i) there are significantly more teachers involved in the Subject pupils' mainstream timetable than involved in their project timetable, $t(6) = 19.44$, $p < .001$ (see Table 10a.8(i)); and (ii) there are significantly more 'outside' professions involved in the Subject pupils' project timetable than involved in their mainstream timetable, $t(6) = 99.00$, $p < .001$ (see Table 10a.8(i)).

Table 10a.8(ii): Number of Teachers and involved in Pupil's Weekly Timetable by Group for School Y

	School Y		
	Subjects (<u>n</u> =12)	Control A (<u>n</u> =15)	Control B (<u>n</u> =13)
Teachers on pupil's 4th year weekly timetable	6.17 ^a (0.39) ^b	11.73 (0.59)	11.85 (0.38)
Teachers on pupil's 5th year weekly timetable	7.00 (0.00)	8.07 (0.46)	8.85 (1.07)

^aMean

^bSD

Table 10a.8(ii) shows the number of teachers involved in the weekly 4th and 5th year curricular timetables for the School Y sample. The within-subject comparisons of each group's 4th and 5th year timetables were analysed via the two-tailed correlated t-test. The analysis indicate that: (a) the Subject adolescents' 4th and 5th year timetables differ highly significantly in the average number of teachers involved, $t(11) = 7.42$, $p < .001$; (b) the Control A adolescents' 4th and 5th year timetables differ highly significantly in the number of teachers involved, $t(14) =$

19.62, $p < .001$; and (c) the Control B adolescents' 4th and 5th year timetables differ highly significantly in the number of teachers involved, $t(12) = 8.83$, $p < .001$.

The between-subject comparisons were analysed via the one-way ANOVA, and the Scheffé multiple comparison test with p set at .05. One-way ANOVA on the 4th year weekly timetable indicates that the three groups differ highly significantly in the number of teachers involved in their curricula, $F(2, 37) = 591.90$, $p < .001$. The Scheffé procedure indicates that: (a) the number of teachers involved in the Control A adolescents' 4th year timetable is significantly greater than the number of teachers involved in the Subject adolescents' 4th year timetable; (b) the number of teachers involved in the Control B adolescents' 4th year timetable is significantly greater than the number of teachers involved in the Subject adolescents' 4th year timetable; (c) the number of teachers involved in the Control A adolescents' 4th year timetable is not significantly different to the number of teachers involved in the Control B adolescents' 4th year timetable. The one-way ANOVA on the 5th year timetable indicate that the three groups differ highly significantly in the number of teachers involved in their weekly timetables, $F(2, 37) = 23.78$, $p < .001$. The Scheffé test indicate that: (a) the number of teachers involved in the Control B adolescents' timetable is significantly greater than the number of teachers involved in the Subject adolescents' timetable; (b) the number of teachers involved in the Control A adolescents' timetable is significantly greater than the number of teachers involved in the Subject adolescents' timetable; and (c) the number of teachers involved in the Control B adolescents' timetable is significantly greater than the number of teachers involved in the Control A adolescents' timetable.

Pupil Activity Since Leaving the Project or School

This follow-up data focus on the population's activity since leaving the project or mainstream school. This information was collected from forms completed by pupils, school registers and interviews with school staff.

The purpose of this follow-up data is to assess the success of the projects in terms of their pupils readapting to mainstream school or attaining jobs after completing compulsory schooling. Table 10a.9(i) shows the Subject Pupils' activities, for School X, since leaving Project X. Table 10a.9(ii) shows each group's activities, for School Y, since completing compulsory schooling. In the tables some of the categories may appear to have a greater number of cases than is indicated by n. This is due to two or more activities being applicable to any one particular pupil.

Table 10a.9(i): Pupil Activity since leaving the Project
by Group for School X

Item	School X
	Subjects (<u>n</u> =7)
Pupil activity since leaving the project	
1) Job	1 ^a
2) College	0
3) Change of school	3
4) Attend behavioural unit	1
5) Change of city	1
6) Expelled from school	2
Type of employment:	
Unskilled	1

^aNumber of pupils

The data in Table 10a.9(i) indicate that the largest proportion of the School X sample experienced a change of school.

Table 10a.9(ii): Adolescents' Adult Activity since leaving School by Group for School Y

	School Y		
	Subjects (<u>n</u> =12)	Control A (<u>n</u> =15)	Control B (<u>n</u> =13)
Adolescents' vocation			
(a) Job	8	7	4
(b) College	1	1	6
(c) Unemployed	1	5	0
(d) Voluntary Worker	0	0	0
Type of job obtained			
(a) Professional	0	0	1
(b) Skilled	0	0	0
(c) Semi-skilled	1	0	0
(C) Unskilled	7	7	3

The data in Table 10a.9(ii) indicate that the group with in largest proportion of adolescents who obtained jobs is the Subject group, while the Control A adolescents have the largest proportion of unemployed youth and the Control B group has the largest number of college students.

Aspects of Parent Social Problems

Information on the parents social problems was collected from school records, the panels, and social workers reports. This information was collected to assess the degree to which the parents of the research population experience social difficulties, such as alcoholism, agoraphobia, soliciting and criminal records. The panels consider a parent to be an 'alcoholic' because of known medical history of parent's poor health due to excessive drinking, history of regular violence or neglect of family because of excessive drinking or the parent is known by the panel to be attending Alcoholic Anonymous because of

problems with excessive drinking. The panels consider parents to be agoraphobic if they are aware of the parents' medical conditions (usually through contact with the social worker or EWO) which indicate that they (parents) are receiving treatment from their General Practitioner (GP) for excessive fear and anxiety of leaving the home - a condition which the GP has labelled as 'agoraphobia'. The parents criminal records for stealing or soliciting is assessed by the panels' knowledge of the parents having spent time in prison or having been fined by the courts. Table 10a.10 shows the patterns of parent social problems for each group.

Table 10a.10: Number of Parents who have Social Problems by Group

	School X	School Y		
	Subjects (<u>n</u> =7)	Subjects (<u>n</u> =12)	Control A (<u>n</u> =15)	Control B (<u>n</u> =13)
Mothers with problems				
(a) Alcoholism	0	1	1	0
(b) Agoraphobia	0	1	0	0
(c) Soliciting	1	0	0	0
Fathers with problems				
(a) Criminal record	0	1	0	0
(b) Alcoholism plus a criminal record	1	0	1	0

Table 10a.10 shows the number of parents of the population who are considered by Panel X and Panel Y to exhibit social difficulties. The data indicate that only a minority of the School X Subject pupils' parents have criminal records. Concerning the School Y sample, the

between-subject comparisons indicate that the Subject parents have the highest incidents of social problems, followed by the Control A parents and none of the Control B group's parents appear to exhibit any social problems.

Aspects of Pupil Social Problems

Data on the pupils' social problems were collected from various sources including school reports, discussions with social workers and EWOs, and information presented by the panels. This information was collected to assess the association between non-school attendance and conduct disorders such as a history of stealing, drug abuse or family neglect. Another behaviour, which was monitored by the school, is the molesting of young female pupils. Such behaviour involved one male pupil being accused, on several occasions, of touching the girls on their breasts and genitals without their consent. Table 10a.11 shows the patterns of social problems experienced by the pupils by group.

Table 10a.11: Number of Adolescents with Problems by Group

	School X	School Y		
	Subjects (<u>n</u> =7)	Subjects (<u>n</u> =12)	Control A (<u>n</u> =15)	Control B (<u>n</u> =13)
Abused by family	1	1	1	0
Glue-sniffing	0	1	0	0
Delinquent	1	1	2	1
Neglected by family	1	0	1	0
Has molested female pupils	0	0	0	1
Drug addiction	0	0	1	0
Has been in Residential care	0	2	0	0

Table 10a.11 presents data on the patterns of social problems experienced by the population. Three School X Subject pupils have experienced social problems, such as family neglect and delinquency. Concerning School Y, 5 Subject adolescents have experienced social problems, such as family abuse or glue-sniffing, followed by 5 Control A adolescents experiencing problems. Control B group has the least number of social problems with only 2 adolescents experiencing difficulties.

Self-Concept Scale

The population's self-perception was assessed via the Self-Concept Scale (Chapman, 1981). The purpose of this data is to give the author some insight into the population's attitudes towards their own behaviour and educational abilities. This data may also indicate how far self-perception may influence school progress. Table 10a.12 shows the distribution of the mean self-concept score for each group. Table 10a.13 shows the mean score for male and female students by group. Table 10a.14 shows the incidence of pupil responses to some of the items on the Self-Concept Scale. These specific items were chosen so that comparisons can be made with data in the literature (e.g. Cooper, 1984; Reid, 1982a, 1984a; Tyerman, 1968).

Table 10a.12: The Distribution of Global Scores on the Self-Concept Scale by Group

Group	<u>n</u>	<u>M</u>	<u>SD</u>
School X:			
Subjects	5	53.00	10.49
School Y:			
Subjects	12	46.83	11.31
Control A	7	42.00	8.89
Control B	13	67.77	5.90

Note: minimum global score = 10 points
maximum global score = 80 points

Table 10a.12 presents the mean self-concept scores. The School X Subject pupils scored a mean of 53.00 points on the scale. For the School Y population, the Control B adolescents scored the highest with a mean of 67.77 points, followed by the Subject adolescents with a mean of 46.83 points and the Control A adolescents obtained the lowest mean score with a mean of 42.00 points.

For School Y, the three groups' scores were compared via the two-way ANOVA. The two-way ANOVA has three levels of the first factor (i.e. group) and two levels of the second factor (i.e. sex). That is a 3 x 2 ANOVA with three levels of group (i.e. Subject, Control A and Control B) and two levels of sex (i.e. male and female). The 3 x 2 ANOVA shows that: (i) the main effects for group indicate that the three groups differ highly significantly on their mean self-concept scores, $F(2, 26) = 27.36$, $p < .001$, with the Control B adolescents obtaining the highest mean score as shown in Table 10a.12; (ii) the main effects on sex indicate that the male and female adolescents do not differ significantly on their mean self-concept scores, $F(1, 26) = 0.44$, $p > .05$; (iii) there is also no significant interaction between group and sex, $F(2, 26) = 2.49$, $p > .05$.

The main group differences were further analysed via a Scheffé multiple comparison test with p set at .05. The Scheffé procedure indicates that: (a) the Control B adolescents have a significantly higher mean self-concept score than the Subject adolescents; (b) the Control B adolescents have a significantly higher mean self-concept score than the Control A adolescents; and (c) the Subject adolescents and the Control A adolescents do not differ significantly on their mean self-concept scores.

Table 10a.13: The Distribution of Male and Female Global Self-Concept Scores by Group

Group	Sex	<u>M</u>	<u>SD</u>	Sex	<u>M</u>	<u>SD</u>
School X:						
Subjects	M	51.25	11.24	F	60.00	0.00
<u>n</u>	4			1		
School Y:						
Subjects	M	52.17	11.69	F	41.50	8.76
<u>n</u>	6			6		
Control A	M	40.25	8.66	F	44.33	10.50
<u>n</u>	4			3		
Control B	M	66.63	6.32	F	69.60	5.27
<u>n</u>	8			5		

Note: M=Male and F=Female.

Table 10a.13 shows the distribution of the mean self-concept scores for the male and female pupils by group. However, the two-way ANOVA, already mentioned, indicates that the School Y male and female populations do not differ significantly on their self-concept scores.

The three male groups for School Y were compared via a one-way ANOVA. The one-way ANOVA indicates that the three male groups differ highly significantly on their mean scores, $F(2, 15) = 12.52$, $p < .001$, with the male Control B adolescents attaining the highest mean self-concept score as shown in Table 10a.13. The Scheffé procedure, with p set at 0.5, indicates that: (a) the male Control B adolescents obtained a significantly higher score than the male Subject adolescents; (b) the male Control B adolescents obtained a significantly higher score than the male Control A adolescents; and (c) the male Subject adolescents and the male Control A adolescents do not differ significantly on their mean self-concept scores.

For the School Y female population the one-way ANOVA indicates that the three female groups differ highly

significantly on their self-concept scores, $F(2, 11) = 18.35$, $p < .001$, with the female Control B adolescents attaining the highest mean self-concept score as shown in Table 10a.13. The Scheffé procedure, with p set at 0.5, indicates that: (a) the female Control B adolescents obtained a significantly higher mean score than the female Subject adolescents; (b) the female Control B adolescents obtained a significantly higher mean score than the female Control A adolescents; and (c) the female Subject adolescents and the female Control A adolescents do not differ significantly on their mean self-concept scores.

Table 10a.14: The Incidence of Pupils' Responses to selected Items from the Self-Concept Scale

Item	School X	School Y		
	Subjects (<u>n</u> =5)	Subjects (<u>n</u> =12)	Control A (<u>n</u> =7)	Control B (<u>n</u> =13)
I am clever	3 ^a	4	2	13
I am an important member of my family	4	7	3	13
I hate school	4	8	6	1
I am good in my school work	2	10	2	12
I am a good reader	2	5	1	13

^aNumber of pupils per group who agree with each statement

Table 10a.14 presents the number of pupils who agree with some of the individual items on the Self-Concept Scale. The School Y sample's responses were analysed via the Chi-square tests with scores ranging between 0 and 1 point (only the significant results are discussed here - see Appendix A10a.1 for details). The Chi-square test was conducted to assess whether there are any significant differences in the three groups' responses. The groups

differ very significantly in their responses to the item 'I am clever', $\chi^2(2, N = 32) = 10.89, p < .01$, with the highest proportion of Control B adolescents agreeing with this item as shown in Table 10a.14. The groups do differ significantly on item 'I am an important member of my family', $\chi^2(2, N = 32) = 8.75, p < .05$, with the highest proportion of Control B adolescents agreeing with this item as shown in Table 10a.14. The groups differ highly significantly on the item 'I hate school', $\chi^2(2, N = 32) = 14.14, p < .001$, with the highest proportion of Control A adolescents agreeing with this item as shown in Table 10a.14. The groups differ very significantly on the item 'I am good in my school work', $\chi^2(2, N = 32) = 10.57, p < .01$, with the highest proportion of Control B adolescents agreeing with this item as shown in Table 10a.14. The three groups differ highly significantly on the item 'I am a good reader', $\chi^2(2, N = 32) = 15.89, p < .001$, with the highest proportion of Control B adolescents agreeing with this item as shown in Table 10a.14.

The individual items were analysed further via the Kendall's tau correlation coefficient in order to assess the degree of relationship between the variables which may explain further the respondents' self-images. Such a test may indicate further some of the underlying factors related to the pupils' self-image. For School X ($N = 5$), the item 'I am a happy person' appears not to be significantly related to most of the items on the Self-Concept Scale. The item 'It is hard for me to make friends' appears to have a significant positive association with other items, such as 'I worry when I have a test at school', $\tau = 1.00, p < .05$; 'I am sick a lot', $\tau = 1.00, p < .05$; and 'I am unhappy', $\tau = 1.00, p < .05$. Further, this item 'I find it hard to make friends' has a significant negative correlation with the item 'I often volunteer in school', $\tau = -1.00, p < .05$. The item 'I am clever' appears to have a significant positive correlation with the item 'I sleep well at nights', $\tau = 1.00, p < .05$. The item 'I am good in my school work' appears to have a significant positive correlation with the item 'I am a good reader', $\tau = 1.00, p < .05$. The item 'I hate school' appears to have a significant positive correlation

with the item 'I usually want my own way', $\tau = 1.00$, $p < .05$.

The Kendall's tau correlation coefficient was also used to analyse the degree of relation between the self-concept items completed by the School Y sample ($N = 32$) in order to assess further their perceived self-concepts. The item 'I am a happy person' appears to have a significant positive relationship with other items, such as 'I like being the way I am', $\tau = 0.37$, $p < .05$; 'I sleep well at night', $\tau = 0.39$, $p < .05$; and 'I am easy to get on with', $\tau = 0.41$, $p < .05$. The item 'I am clever' appears to have a significant positive correlation with other items, such as 'I am an important member of my class', $\tau = 0.49$, $p < .05$; 'I have attractive eyes', $\tau = 0.54$, $p < .05$; and 'My class mates think I have good ideas', $\tau = 0.51$, $p < .05$. The item 'I am good at my school work' appears to have a significant positive relationship with other items, such as 'I am good in music', $\tau = 0.51$, $p < .05$; and 'I often volunteer in school', $\tau = 0.36$, $p < .05$. The item 'I hate school' appears to have a significant positive correlation with other items, such as 'I am often mean to other people', $\tau = 0.53$, $p < .05$; 'I am good at most things', $\tau = 0.62$, $p < .05$; 'I am a good reader', $\tau = 0.56$, $p < .05$; and 'I would rather work alone than with a group', $\tau = 0.37$, $p < .05$.

The Home-School Questionnaire

Data were collected via the Home-School Questionnaire in order to ascertain the population's attitudes towards their home and school lives. The main purpose of this questionnaire is to assess whether pupils' experiences and attitudes towards their home-school environments may influence their school behaviour. Most of the items in the questionnaire require a yes/no response. Thus, in Table 10a.15 the pupils' 'yes' responses are recorded. Other items on the Home-School Questionnaire requires the respondents to indicate their experiences of, say, pocket money in the form of figures (e.g. pound sterling). Thus, Table 10a.16 shows the distribution of 'actual' and 'desired' weekly pocket money for each group. Table 10a.17 shows the distribution of 'actual' and 'desired' weekly pocket for male and female

pupils by group. The questionnaire also required the population to indicate the times that they are allowed to 'stay out' and the number of hours that they believe should be spent on homework each night. Thus, Table 10a.18 shows the average time, in hundred hours, that each group is allowed to 'stay out' during weekdays and weekends. Table 10a.19 shows the average time that male and female pupils, by group, are allowed to 'stay out' during weekdays and weekends. Table 10a.20 shows the mean number of hours that each group believes should be spent on homework per night. Table 10a.21 shows the mean number of hours that male and female pupils, by group, believe should be spent on homework per night.

Table 10a.15: Number of Adolescents per Group who agree with the Statements in the Home-School Questionnaire

Item	School X	School Y	
	Subjects (<u>n</u> =6)	Subjects (<u>n</u> =13)	Control A (<u>n</u> =8) Control B (<u>n</u> =8)
Feel at ease at school	0 ^a	2	0
Feel at ease with friends	0	4	3
You should have a job plus pocket money from home	4	8	1
The uniform should be worn in school	1	0	1
Homework is necessary	4	2	3

^aNumber of adolescents per group who agree with each item

Table 10a.15 presents the data on the incidents of the population's responses to the items on the Home-School Questionnaire. The data on the School X Subject pupils

indicate that they tended to feel at ease at home, feel uncomfortable at school and with friends, believe that children should have a job plus pocket money from parents and believe that homework is necessary. The data for the School X sample were analysed via the Kendall's tau correlation coefficient to assess the degree of relationship between the variables which may explain further their attitudes towards their environments. However, the analysis indicates that no two variables are significantly related, $p > .05$.

The items were analysed via the Chi-square test in order to assess any differences in the three School Y groups' responses, with scores of 1 = Yes and 2 = No (only the significant results are discussed here - see Appendix A10a.2 for details). The Chi-square test indicate that:

- (a) the groups differ highly significantly in their responses to 'feel at ease at school', $\chi^2(2, N = 29) = 21.51, p < .001$, with the highest proportion of Control B adolescents agreeing with this item as shown in Table 10a.15;
- (b) the groups differ significantly in their responses to the item 'feel at ease with friends', $\chi^2(2, N = 29) = 6.90, p < .05$, with the highest proportion of Control B adolescents agreeing with this item as shown in Table 10a.15;
- (c) the groups differ significantly in their responses to the item 'you should have a job plus pocket money from home', $\chi^2(2, N = 29) = 7.63, p < .05$, with the highest proportion of Subject adolescents agreeing with this item as shown in Table 10a.15;
- (d) the difference between the three groups fall short of significance in their responses to the item 'the uniform should be worn in school', $\chi^2(2, N = 29) = 5.87, p = .053$;

- (e) the groups differ very significantly in their responses to the item 'homework is necessary', $\chi^2(2, N = 29) = 9.24$, $p < .01$, with the highest proportion of Control B adolescents agreeing with this item as shown in Table 10a.15.

The data for the School Y sample were further analysed via the Kendall's tau correlation coefficient in order to assess the degree of relationship between the variables ($N = 29$) which may reflect further their attitudes towards their environments. Such a test may indicate further some of the underlying factors related to the pupils' perceptions of their environment. The analysis indicates that: (a) the item 'I feel at ease at home' has a significant positive correlation with the item 'I feel at ease at school', $\tau = 0.33$, $p < .05$, and has a very significant negative relationship with the item 'care for pet yourself', $\tau = -0.49$, $p < .01$; (b) the item 'I feel at ease at school' has a highly significant positive correlation with the item 'I feel at ease with friends', $\tau = 0.61$, $p < .001$, it has a significant positive correlation with the item 'the uniform should be worn in school', $\tau = 0.34$, $p < .05$, and it also has a very significant positive relationship with the item 'homework is necessary', $\tau = 0.47$, $p < .01$; (c) the item 'both sexes should have equal amount of housework' has a very significant negative relationship with the item 'senior forms should have special privileges', $\tau = -0.51$, $p < .01$; (d) the item 'the uniform should be worn in school' has a very significant positive correlation with the item 'school dinners are good value for money', $\tau = 0.46$, $p < .01$, and it also has a very significant positive relationship with 'homework is necessary', $\tau = 0.47$, $p < .01$.

Table 10a.16: The Distribution of Weekly Pocket Money received by each Group (Home-School Questionnaire)

	School X	School Y		
	Subjects (<u>n</u> = 5)	Subjects (<u>n</u> = 13)	Control A (<u>n</u> = 8)	Control B (<u>n</u> = 8)
Weekly pocket money in £'s	4.92 ^a (3.92) ^b	3.35 (3.88)	2.31 (1.31)	2.75 (1.31)
Desired weekly pocket money in £'s	10.20 (13.99)	3.13 (1.63)	2.94 (1.97)	5.00 (2.58)

^aMean amount of money in pounds

^bSD

Table 10a.16 presents the distribution of weekly and desired pocket money for the population. Concerning School X, the data indicate that the Subject pupils' desired weekly pocket money is greater than their actual pocket money received. Concerning the School Y sample, the Subject adolescents actual average weekly pocket money is slightly greater than their desired average weekly pocket money; whereas the converse is true for the other two groups.

The School Y sample data on actual average weekly pocket money were analysed via the two-way ANOVA. The two-way ANOVA has three levels of the first factor (i.e. group) and two levels of the second factor (i.e. sex). That is a 3 x 2 ANOVA with three levels of group (i.e. Subject, Control A and Control B) and two levels of sex (i.e. male and female). The analysis shows that: (i) the main effects for group indicate no significant differences between the groups on their weekly pocket money allowance, $F(2, 23) = 0.29$, $p > .05$; (ii) the main effects for sex indicate no significant difference between the male and female

population on their actual weekly pocket money allowance, $F(1, 23) = 1.13$, $p > .05$; (iii) there is also no significant interaction between group and sex, $F(2, 23) = 5.69$, $p > .05$.

The School Y sample data on desired average weekly pocket money were analysed via the two-way ANOVA. The two-way ANOVA has three levels of the first factor (i.e. group) and two levels of the second factor (i.e. sex). That is a 3 x 2 ANOVA with three levels of group (i.e. Subject, Control A and Control B) and two levels of sex (i.e. male and female). The analysis shows that: (i) the main effects for group on desired weekly pocket money indicate that the three groups do not differ significantly, $F(2, 23) = 2.39$, $p > .05$; (ii) the main effects for sex indicate that there are no significant sex differences on desired weekly pocket money, $F(1, 23) = 0.97$, $p > .05$; (iii) there is also no significant interaction between group and sex, $F(2, 23) = 0.03$, $p > .05$.

The within-subject comparisons on the data, via a two-tailed correlated t-test, for the School X Subject pupils indicate that there is no significant difference between their actual weekly pocket and their desired weekly pocket money, $t(4) = 0.81$, $p > .05$.

The within-subject comparisons for the School Y sample's data, via the two-tailed correlated t-test, indicate that: (a) the Subject adolescents' desired weekly pocket money is not significantly greater than their actual weekly pocket money, $t(12) = 0.66$, $p > .05$; (b) the Control A adolescents' desired weekly pocket money is not significantly greater than their actual weekly pocket money, $t(7) = 0.91$, $p > .05$; (c) the Control B adolescents' desired weekly pocket money is very significantly greater than their actual weekly pocket money, $t(7) = 3.97$, $p < .01$.

Table 10a.17: The Distribution of Weekly Pocket Money for Male and Female Adolescents by Group (Home-School Questionnaire)

		Item							
		Weekly pocket money in £'s				Desired weekly pocket money in £'s			
Group	Sex	<u>M</u>	<u>SD</u>	<u>n</u>		Sex	<u>M</u>	<u>SD</u>	<u>n</u>
School X:									
Subjects	M	3.50	2.03	5		M	11.00	16.02	4
	F	12.00	0.00	1		F	7.00	0.00	1
School Y:									
Subjects	M	4.18	4.41	9		M	3.44	1.86	9
	F	1.48	1.36	4		F	2.50	0.91	4
Control A	M	2.40	1.56	5		M	3.38	1.89	5
	F	2.17	1.04	3		F	2.38	2.32	3
Control B	M	2.70	1.48	5		M	5.20	2.86	5
	F	2.83	1.26	3		F	4.67	2.57	3

Table 10a.17 presents the distribution of actual and desired weekly pocket money for the male and female populations. The School X sample indicate that the female Subject pupil receives more pocket money than the male Subject pupils. Concerning School Y, the data indicate that the male Subject adolescents tend to receive and desire more weekly pocket money than the female Subject adolescents: this pattern is also true for the male and female adolescents in the Control A group and the Control B group. However, as already mentioned, the two-way ANOVA indicates that there is no significant difference between the male and female populations in both their desired and actual weekly pocket money.

Table 10a.18: The Average Time the Adolescents by Group are allowed to 'Stay out' During the Weekdays and Weekends (Home-School Questionnaire)

Item	School X	School Y		
	Subjects (<u>n</u> =6)	Subjects (<u>n</u> =13)	Control A (<u>n</u> =8)	Control B (<u>n</u> =8)
Time allowed to stay out during weekdays	2130 ^a (0100) ^b	2118 (0134)	2111 (0113)	2032 (0040)
Time allowed to stay out during weekends	2242 (0059)	2223 (0133)	2251 (0240)	2254 (0102)

^aMean time in hundred-hours

^bSD

Table 10a.18 presents the data on the population's time that they are permitted to 'stay out' during weekdays and weekends. Concerning School X, the Subject pupils are on allowed to stay out later during weekends than during weekdays. Similar, the three groups at School Y are allowed to stay out later during weekends than during weekdays. Between-subject comparisons for the School Y sample indicate that during weekdays it is the Subject adolescents who tend to stay out the latest, followed by the Control A adolescents and it is the Control B adolescents who tend to return home earlier than the other two groups during weekdays. However, the converse is true for the weekends with the Control B adolescents tending on average to stay out the latest, followed by the Control A adolescents and the Subject adolescents tend to return home earlier than the other two groups during the weekends.

The within-subject comparisons for the School X sample were analysed via the two-tailed correlated t-test.

The statistical analysis indicates that the Subject pupils stay out highly significantly later during weekends than during weekdays, $t(5) = 6.45$, $p < .001$.

The within-subject comparisons for the School Y sample were also analysed via the two-tailed correlated t-test. The statistical analysis indicates that: (a) the Subject adolescents stay out highly significantly later during weekends than during weekdays, $t(12) = 5.31$, $p < .001$; (b) the Control A adolescents stay out significantly later during weekends than during weekdays, $t(7) = 2.08$, $p < .05$; and (c) the Control B adolescents stay out highly significantly later during weekends than during weekdays, $t(7) = 5.08$, $p < .001$.

The between-subject comparisons for the School Y groups were analysed via the two-way ANOVA. The two-way ANOVA has three levels of the first factor (i.e. group) and two levels of the second factor (i.e. sex). That is a 3 x 2 ANOVA with three levels of group (i.e. Subject, Control A and Control B) and two levels of sex (i.e. male and female). The 3 x 2 ANOVA on time allowed to stay out during weekdays shows that: (i) the main effects for group indicate that the three groups do not differ significantly on the time they are allowed to stay out during weekdays, $F(2, 23) = 0.88$, $p > .05$; (ii) the main effects for sex indicate that there are no significant sex differences for the time allowed to stay out during weekdays, $F(1, 23) = 0.90$, $p > .05$; (iii) there is also no significant interaction between group and sex, $F(2, 23) = 0.95$, $p > .05$. The 3 x 2 ANOVA on the time allowed to stay out during weekends indicate: (a) the main effects for group show that the three groups do not differ significantly on the times they stay out at weekends, $F(2, 23) = 0.28$, $p > .05$; (ii) the main effects also indicate no significant sex differences for time allowed to stay out during weekends, $F(1, 23) = 0.60$, $p > .05$; (iii) there is also no significant interaction between group and sex, $F(2, 23) = 0.70$, $p > .05$.

Table 10a.19: The Average Time that Male and Female Pupils by Group are Allowed to 'Stay out' During Weekdays and Weekends (Home-School Questionnaire)

		Item							
		Time allowed to stay out during weekdays				Time allowed to stay out during weekends			
Group		Sex	<u>n</u>	<u>M</u>	<u>SD</u>	Sex	<u>n</u>	<u>M</u>	<u>SD</u>
School X:									
Subjects	M	5	2136 ^b	0105		M	5	2245	0105
	F	1	2100	0000		F	1	2230	0000
School Y:									
Subjects	M	9	2137	0044		M	9	2237	0053
	F	4	2037	0245		F	4	2152	0239
Control A	M	5	2130	0030		M	5	2236	0032
	F	3	2040	0201		F	3	2330	0622
Control B	M	5	2018	0026		M	5	2327	0042
	F	3	2055	0052		F	3	2200	0052

^bMean time in hundred-hours

Table 10a.19 presents data on the distribution of the male and female population's times allowed to stay out during weekdays and weekends. Concerning the School X sample, the data indicate that the male Subject pupils tend to stay out later than the female Subject pupil during both the weekdays. The female Control B adolescents tend to stay out slightly later than the male Control B adolescents during the weekdays, whereas it is the male Control B adolescents who tend to stay out slightly later than the female Control B adolescents during the weekends. However, as already mentioned, the two-way ANOVA indicates that the School Y male and female populations do not differ significantly on the times they are allowed to stay out during the weekdays and the weekends.

Table 10a.20: The Distribution of the Number of Hours that each Group Believes should be Spent on Homework (Home-School Questionnaire)

Item			
Number of hours that should be spent on homework per night			
Group	<u>n</u>	<u>M</u>	<u>SD</u>
School X:			
Subjects	6	1.00	0.63
School Y:			
Subjects	10	0.10	0.32
Control A	8	0.50	0.76
Control B	8	1.38	0.74

Table 10a.20 presents the distribution of the number of hours that the population believe should be spent on homework nightly. The School X Subject pupils believe that an average of 1.00 hour should be spent on homework per night. Concerning School Y, the Control B group indicate the longest mean time to be spent on homework per night with 1.38 hours, followed by the Control A group with 0.50 hour, and the Subject group indicate the shortest average mean time which they believe should be spent on homework, that is 0.10 hour.

The between-subject comparisons were analysed via the two-way ANOVA. The two-way ANOVA has three levels of the first factor (i.e. group) and two levels of the second factor (i.e. sex). That is a 3 x 2 ANOVA with three levels of group (i.e. Subject, Control A and Control B) and two levels of sex (i.e. male and female). The analysis shows that: (i) the main effects for group indicate that the three groups differ highly significantly on the mean times which they believe should be spent on home work per night, $F(2, 20) = 10.99$, $p < .001$, with the Control B adolescents

indicating the highest mean time that should be spent on homework per night as shown in Table 10a.20; (ii) the main effects for sex indicate no significant sex differences on the average time spent on homework per night, $F(1, 20) = 0.46$, $p > .05$; (iii) there is no significant interaction between group and sex, $F(2, 20) = 2.77$, $p > .05$.

The between-subject comparisons were further analysed via a Scheffé procedure, with p set at .05, in order to assess the group differences. The procedure indicates that: (a) the Control B adolescent's believed average time to spend on homework is significantly greater than that of the Subject adolescents; (b) the Control B adolescent's believed average time to spend on homework is significantly greater than that of the Control A adolescents; (c) the Subject adolescents and the Control A adolescents do not differ significantly on the number of hours which they believe should be spent on homework.

The data were further analysed via the Pearson correlation coefficient in order to assess the degree of relationship between the population's time allowed to stay out and their time allocated to homework per night. Such a test may indicate further some of the underlying factors which affect pupils' attitudes towards school. Concerning School X Subject pupils ($N = 6$), there appears to be: (a) no significant relationship between the time allowed to stay out during weekdays and the time spent on homework per night, $r = 0.00$, $p > .05$; and (b) no significant relationship between the time allowed to stay out during weekends and the time spent on homework per night, $r = 0.40$, $p > .05$. Concerning School Y ($N = 26$), the analysis indicates that: (a) the time spent on homework per night has a significant negative relationship with time allowed to stay out during weekdays, $r = -0.42$, $p < .05$; (b) the time spent on homework per night has no significant relationship with time allowed to stay out during weekends, $r = -0.21$, $p > .05$.

Table 10a.21: The Distribution of the Number of Hours that Male and Female Adolescents by Group believe should be Spent on Homework (Home-School Questionnaire)

Item								
Number of Hours that should be spent on homework per night								
Group	Sex	<u>n</u>	<u>M</u>	<u>SD</u>	Sex	<u>n</u>	<u>M</u>	<u>SD</u>
School X:								
Subjects	M	5	1.00	0.71	F	1	1.00	0.00
School Y:								
Subjects	M	6	0.00	0.00	F	4	0.25	0.50
Control A	M	5	0.20	0.45	F	3	1.00	1.00
Control B	M	5	1.60	0.55	F	3	1.00	1.00

Table 10a.21 presents the data on the time spent on homework per night for the male and female populations. Concerning School X, the data indicate that the female Subject pupil and the male Subject pupils both believe that 1.00 hour per night should be spent on homework. Concerning School Y, the data indicate that: (a) the female Subject adolescents believe that a longer time should be spent on homework per night than do the male Subject adolescents; (b) the female Control A adolescents believe that a longer time should be spent on homework per night than do the male Control A adolescents; (c) the male Control B adolescents believe that a longer time should be spent on homework per night than do the female Control B adolescents. However, the two-way ANOVA, already mentioned, indicates that there are no significant differences between the School Y male and female populations on the mean number of hours which they believe should be spent on homework per night. No analysis was conducted to compare the School X male and female Subject pupils because of the limited size of the data.

Summary of the Main Findings

The author has attempted to examine the demography of the non-school attenders and her findings suggest that:

- (i) Children living in urban areas tend to exhibit significantly more school absenteeism than children living in rural areas.
- (ii) Non-school attenders tend to come from families with a similar number of children to the families of good school attenders. However, the former tend to come from families with significantly fewer adult guardians than the latter.
- (iii) Persistent absentees are significantly more likely to live in 'poorer' home conditions than good attenders.
- (iv) The families of persistent absentees are significantly more likely to have histories of truancy than good attenders. They are also significantly more likely to be involved with caring agencies (e.g. social worker) and with the courts in relation to their children's delinquent behaviour.
- (v) There is a highly significant difference in the scholastic performance of poor and good attenders. The indications are that good attenders attain significantly more examination passes than non-school attenders.
- (vi) Based on a restricted sample, the parents of persistent absentees tended to exhibit more social pathologies, such as a criminal record, than good attenders.
- (vii) Good school attenders show significantly higher self-concept scores than non-school attenders. Further investigation of the population's responses to individual items on the Self-Concept Scale indicate that good attenders are significantly more

likely than poor school attenders to believe themselves to be 'clever', to be 'good at school work', to be 'good readers', and to believe that they are 'important members of their families'. Conversely, non-school attenders are significantly more likely than good attenders to state that they 'hate school'. However, persistent absentees and good school attenders do not differ significantly in their tendencies to believe that they are 'well behaved at school' or that they are 'happy persons'.

(viii) Non-school attenders are significantly more likely than good attenders to 'feel uncomfortable at school' and to 'feel uncomfortable with friends'. Poor attenders are also significantly more likely than good attenders to perceive homework as an unnecessary activity. However, persistent absentees and good attenders do not differ significantly in their opinions of family life, such as 'feeling at ease at home', or having to obey parents on various issues, such as choice of clothes. Nor do they differ significantly in their opinions on school organization, such as the teaching of both sexes together. However, the difference between the good and poor attenders on the issue of the wearing of the school uniform fell just short of significance, with more good attenders tending to believe that a uniform should be worn in school (i.e. $p = .053$).

(ix) There is no significant difference in the times that good and poor attenders are allowed to stay outside the home during weekdays and weekends. There are also no significant sex differences on this issue.

(x) The good school attenders are significantly more likely than non-school attenders to believe that a greater number of hours should be spent on homework nightly.

(xi) Examination of the adult activities of the population

suggests that good school attenders are more likely than persistent absentees to attend colleges of further education.

- (xii) The comparisons between the special needs projects and the mainstream school on their curricular organization indicate that non-school attenders who are placed on such projects tend to work with significantly fewer teachers than their counterparts in mainstream school. Furthermore, the project pupils are significantly more likely than mainstream pupils to work closely with community volunteers and 'outside' professions, such as social workers, as part of their school programme.

The data presented in this chapter suggest a model of the non-school attender as a child who tends to experience 'poorer' home conditions; low self-perception; poor scholastic achievement; a greater tendency to feel uncomfortable in school; a greater tendency to dislike school; a greater tendency for his/her family to have a history of truancy; and a greater tendency for his/her family to be involved with agencies, such as the social service. The data further indicate that non-school attenders who are placed on special projects tend to have fewer teachers involved in their curricula than the mainstream school population and, further, they are more likely to have contact with the community, via voluntary workers, than the mainstream school population.

In the following chapters the author will present further data on the demography of the research population and also some data on their curricular experiences. The main aim of this further investigation is to allow the author to contrive an analytical framework which may suggest some heuristic educational approaches for future disaffected pupils.

Chapter 10b (Part I)

The Demographic Data for the Research Population

In this chapter the author will discuss further some of the details of the demographic data. Such data include reward preference patterns, behaviour disorder scores, parents' attitudes towards their children's education and teachers' attitudes towards special needs projects.

Reward Preference Patterns

Information on the population's reward preference patterns was collected from the Reward Preference Questionnaire (Dunn-Rankin et al., 1969). The main purpose for collecting these data is to gain some insight into pupils' interests which, if incorporated into the curriculum, may increase their motivation to participate in school activities. The questionnaire is divided into five reward categories which include adult approval (AA), such as praise; competitive rewards (C), such as scoring the highest marks in the class; peer approval (PA), such as being chosen by peers to be class leader; consumable rewards (CR), such as chocolates; and independent rewards (I), such as being allowed to choose an activity. In the questionnaire the respondents are required to choose one item, from each pair of items, as their preferred reward. The maximum score for any one type of reward category is 16 points. Table 10b.1 shows the mean score for each reward category by group. Table 10b.2(i) shows the mean scores for each reward category by sex and by group. Table 10b.2(ii) shows the incidence of pupil responses to some of the individual items on the questionnaire. These items were chosen because they may provide further insights into how the various groups respond to more specific reward contingencies.

Table 10b.1: Distribution of Scores by Group for
each Reward Category

Group	<u>n</u>	Reward Category				
		AA	C	PA	CR	I
School X:						
Subjects	7	12.43 ^a (2.57) ^b	5.71 (2.43)	5.43 (2.64)	3.86 (2.12)	12.00 (2.08)
School Y:						
Subjects	13	9.69 (3.64)	4.38 (3.07)	7.23 (3.09)	8.38 (5.01)	10.08 (2.87)
Control A	7	13.43 (2.94)	3.43 (1.51)	6.14 (1.68)	4.14 (2.19)	12.86 (0.69)
Control B	9	14.44 (2.96)	10.55 (2.35)	4.11 (2.67)	2.44 (1.51)	8.44 (1.74)

^aMean score

^bSD

Table 10b.1 presents the scores by the population for each reward category. The data indicate that the School X Subject pupils showed most preference for the adult approval. Figure 10b.1 also shows that the School X Subject pupils most preferred adult approval which is closely followed by independence rewards. The table also presents the data on the reward patterns for the School Y sample with the Subject adolescents indicating that their most preferred reward is the independence reward, the Control A adolescents' most preferred reward is adult approval, and the Control B adolescents' most preferred reward is also adult approval. The competitive reward is among the least popular rewards for both the Subject and Control A adolescents, whereas it is among the more popular types of rewards for the Control B adolescents. Figure 10b.2 also shows the reward preferences for the three groups at School Y. The figure indicates that the Subject adolescents most preferred independence rewards, and both the Control A and Control B adolescents most preferred adult approval.

Figure 10b.1: Reward Preference Patterns for the School X Subject Pupils

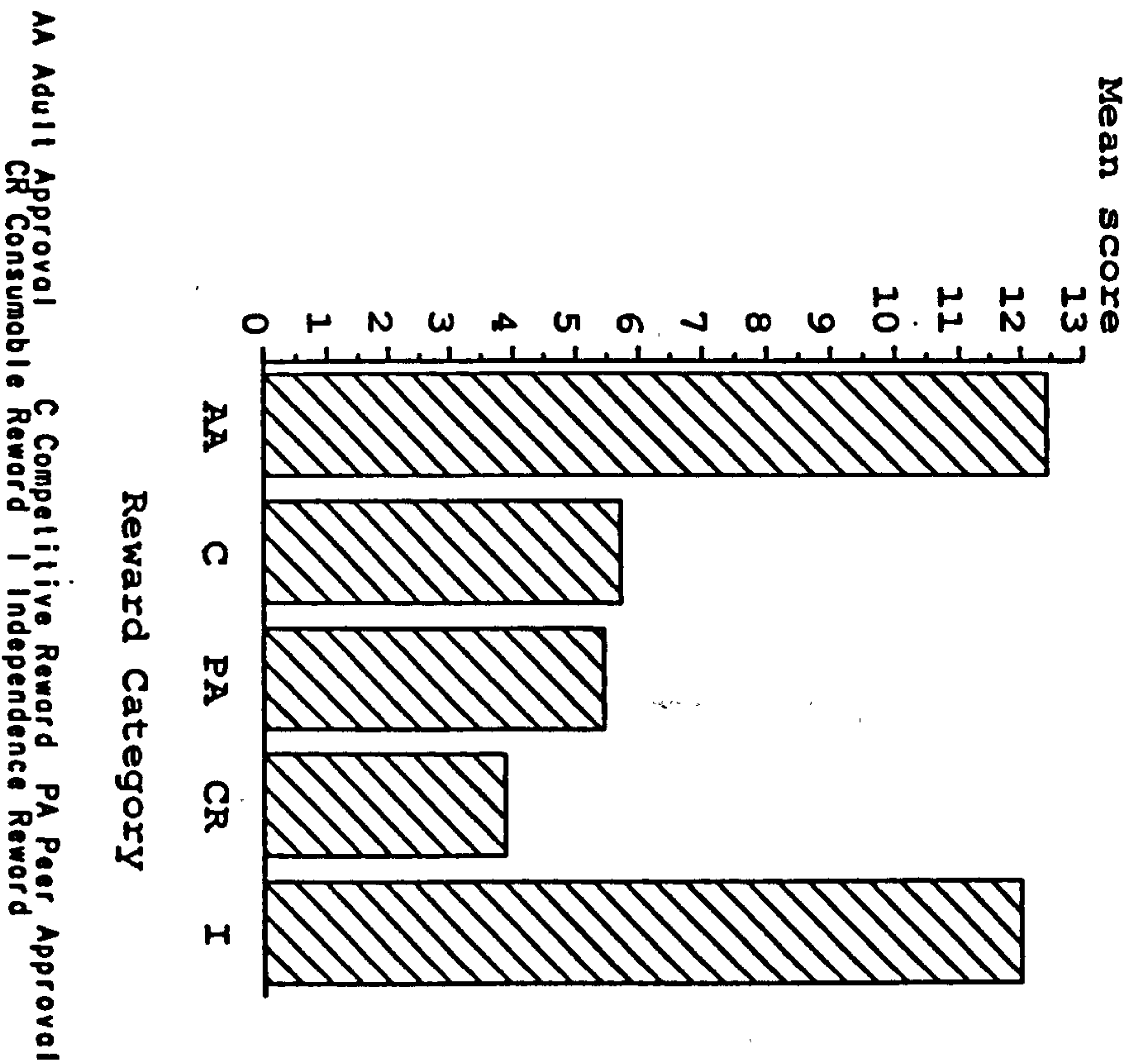
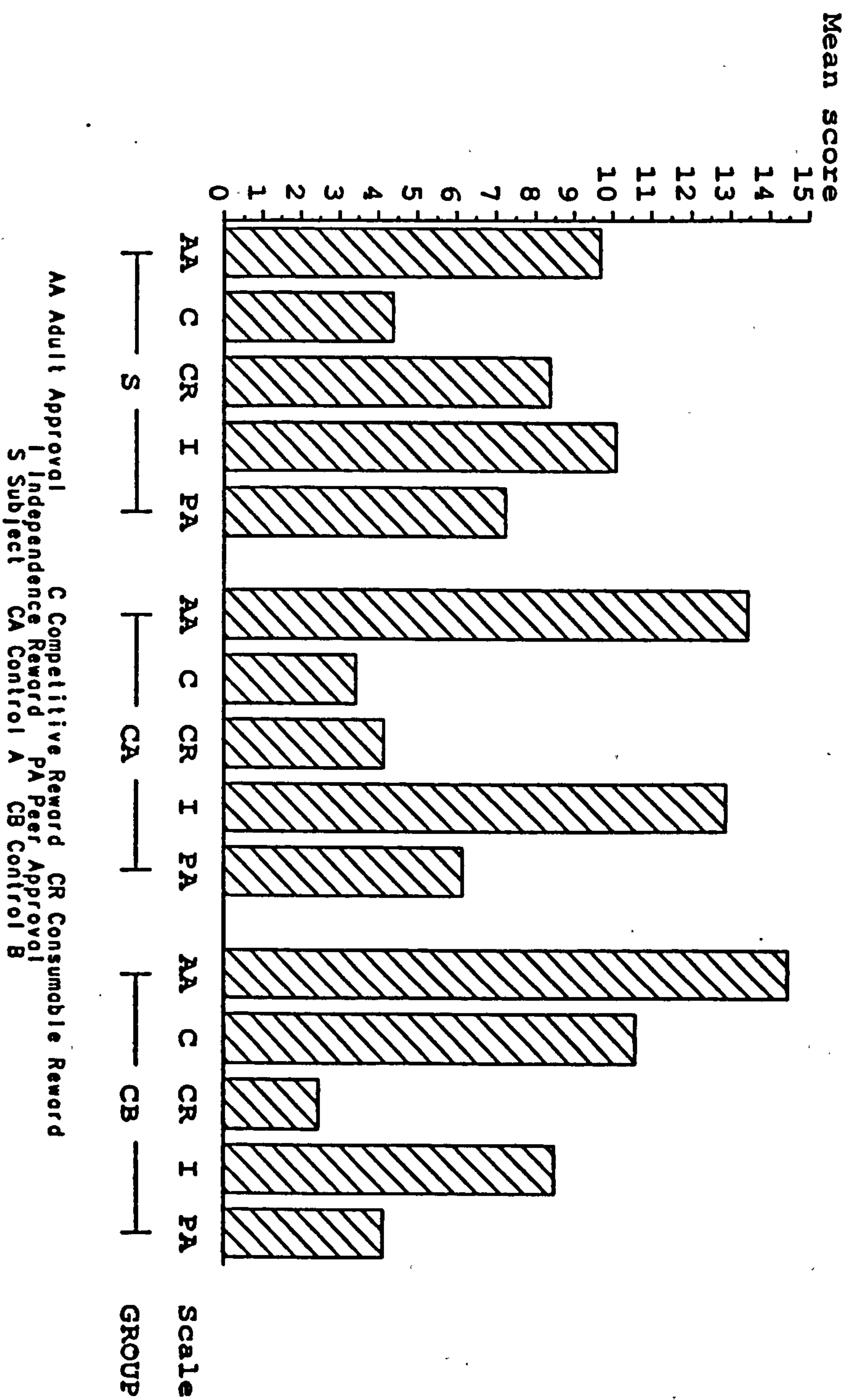


Figure 10b.2: Reward Preference Patterns for each Group at School Y



The School X Subject pupils' reward preference scores were analysed via the one-way ANOVA in order to assess whether there are any significant differences between the mean scores of the five reward categories (i.e. intra-subject comparison). The analysis indicate that the five reward categories differ highly significantly from each other in their mean scores, $F(4, 30) = 19.97$, $p < .001$, with adult approval receiving the highest mean score as shown in Table 10b.1. The data were analysed further by the Scheffé test, with p set at .05, in order to assess which particular reward categories received most preference from the Subject pupils. The procedure indicates that their two most preferred rewards (i.e. adult approval and independence reward) have significantly higher mean scores than competitive reward, peer approval and consumable reward (least preferred reward).

The within-subject comparisons for the School Y sample were analysed via the one-way ANOVA in order to assess whether there are any significant differences in each group's ratings of the five reward categories. For the Subject adolescents the analysis indicate that their mean scores for the five reward categories are very significantly different from each other, $F(4, 60) = 5.20$, $p < .01$, with the independence reward receiving the highest mean score as shown in Table 10b.1. The data were analysed further by the Scheffé test, with p set at .05, in order to assess which particular reward categories received most preference from the Subject adolescents. The procedure indicates that their most preferred reward (independence reward) has a significantly higher mean score than that for their least preferred reward (competitive reward).

The Control A adolescents' mean score for each category was compared with each other via the one-way ANOVA. The analysis indicates that their mean scores for the five reward categories differ highly significantly from each other, $F(4, 30) = 42.50$, $p < .001$, with adult approval

receiving the highest mean score as shown in Table 10b.1. The data were analysed further by the Scheffé test, with p set at .05, in order to assess which particular reward categories received most preference from the Control A adolescents. The procedure indicates that their two most preferred rewards (i.e. adult approval and independence rewards) have significantly high mean scores than those of peer approval, consumable reward and competitive reward (least preferred reward).

The Control B adolescents' mean score for each reward category was compared with each other also via the one-way ANOVA. The analysis shows that their mean scores for the five reward categories differ highly significantly from each other, $F(4, 40) = 39.68$, $p < .001$, with adult approval receiving the highest mean score as shown in Table 10b.1. The data were analysed further by the Scheffé test, with p set at .05, in order to assess which particular reward categories received most preference from the Control B adolescents. The procedure indicates that their two most preferred rewards (i.e. adult approval and competitive reward) received significantly high mean scores than peer approval and consumable rewards (least preferred reward).

The between-subject comparisons for the School Y sample were analysed via the two-way ANOVA in order to assess the three groups on their ratings for each reward category. The two-way ANOVA has three levels for the first factor (i.e. group) and two levels for the second factor (i.e. sex). That is a 3 x 2 ANOVA, with three levels of group (i.e. Subject, Control A and Control B) and two levels of sex (i.e. male and female). The analysis indicate that:

- (a) For the adult approval reward, the main effects on group indicate that the mean scores for the three groups differ very significantly, $F(2, 23) = 6.17$, $p < .01$. The main effect for sex indicate that there is no significant sex differences on the mean scores for adult approval, $F(1, 23) = <1$, $p > .05$. Furthermore, there are no significant interactions between group and sex, $F(2,$

23) = 1.19, $p > .05$. The data were analysed further by the Scheffé test, with p set at .05, which indicates that; (i) the mean score for the Control B adolescents is significantly greater than the mean score for the Subject adolescents, (ii) the mean scores for the Control A adolescents and the Control B adolescents do not differ significantly, and (iii) the mean scores for the Subject adolescents and the Control A adolescents do not differ significantly.

- (b) For the competitive reward, the main effects for group indicate that the mean scores for the three groups differ highly significantly, $F(2, 23) = 19.72$, $p < .001$. The main effects for sex indicate that there are no significant sex differences on the mean scores for competitive reward, $F(1, 23) = 0.41$, $p > .05$. There are also no significant interactions between the two variables, $F(2, 23) = 0.85$, $p > .05$. The data were analysed further by the Scheffé procedure, with p set at .05, which indicates that; (i) the mean score for the Control B adolescents is significantly higher than the mean score for the Subject adolescents, (ii) the mean score for the Control B adolescents is significantly higher than the mean score for the Control A adolescents, (iii) the mean scores for the Subject and Control A adolescents do not differ significantly.
- (c) For the peer approval reward, the main effects for group indicate that the mean scores for the three groups differ significantly, $F(2, 23) = 3.43$, $p < .05$. The main effects for sex indicate that there are no significant sex differences on the mean scores for peer approval, $F(1, 23) = 0.53$, $p > .05$. There are no significant interactions between the two variables, $F(2, 23) = 0.78$, $p > .05$. The data were analysed further by the Scheffé procedure, with p set at .05, which indicates; (i) the mean score for the Subject adolescents is significantly higher than the mean score for the Control B adolescents, (ii) the mean scores for the Subject and Control A adolescents do not differ significantly, (iii)

the mean scores for the Control A and Control B adolescents do not differ significantly.

- (d) For the consumable reward, the main effects for group indicate that the mean scores for the three groups differ very significantly, $F(2, 23) = 8.16, p < .01$. The main effects for sex indicate that there are no significant sex differences on the mean scores for consumable reward, $F(1, 23) = 0.53, p > .05$. There are also no significant interactions between the two variables, $F(2, 23) = 1.86, p > .05$. The data were analysed further by Scheffé test, with p set at .05, which indicates; (i) the mean score for the Subject adolescents is significantly higher than the mean score for the Control B adolescents, (ii) the Subject and Control A adolescents do not differ significantly on their mean scores, (iii) the Control A and Control B adolescents do not differ significantly on their mean scores.
- (e) For the independence reward, the main effects for group indicate that the mean scores for the three groups differ very significantly, $F(2, 23) = 7.17, p < .01$. The main effects for sex indicate that there are no significant sex differences on the mean scores for independence reward, $F(1, 23) = 0.37, p > .05$. There are also no significant interactions between the two variables, $F(2, 23) = 0.03, p > .05$. The data were analysed further by the Scheffé procedure, with p set at .05, which indicates that; (i) the mean score for the Control A adolescents is significantly higher than the mean score for the Subject adolescents, (ii) the mean score for the Control A adolescents is significantly higher than the mean score for the Control B adolescents, (iii) the mean scores for the Subject and Control B adolescents do not differ significantly.

Table 10b.2(i): Distribution of Reward Preference Scores for each category for Male and Female Adolescents by Group

Group	n	Reward Category				
		AA	C	PA	CR	I
School X:						
Subjects						
Male	6	12.83 ^a (2.56) ^b	6.33 (1.97)	5.00 (2.61)	3.67 (2.25)	11.50 (1.76)
Female	1	10.00 (0.00)	2.00 (0.00)	8.00 (0.00)	5.00 (0.00)	15.00 (0.00)
School Y:						
Subjects						
Male	8	10.50 (4.28)	5.00 (2.27)	6.88 (3.00)	6.88 (5.30)	10.38 (2.77)
Female	5	8.40 (2.07)	3.40 (4.16)	7.80 (3.49)	10.80 (3.77)	9.60 (3.29)
Control A						
Male	4	12.50 (3.70)	2.75 (1.71)	7.00 (1.15)	4.75 (2.06)	13.00 (0.82)
Female	3	14.67 (1.15)	4.33 (0.58)	5.00 (1.73)	3.33 (2.52)	12.67 (0.58)
Control B						
Male	5	13.80 (3.83)	11.00 (2.55)	3.60 (2.30)	3.00 (1.22)	8.60 (1.82)
Female	4	15.25 (1.50)	10.00 (2.31)	4.75 (3.30)	1.75 (1.71)	8.25 (1.89)

^aMean score

^bSD

Table 10b.2 (i) shows the mean scores for each reward category by sex by group. Concerning School X, the data indicate that the male Subject pupils tended to show the most preference for adult approval, whereas the female showed the most preference for independence reward. The male

Subject pupils least preferred the consumable reward, whereas the female Subject pupil least preferred the competitive reward. Concerning the School Y sample, the data indicate that the male Subject adolescents tended to show most preference for adult reward, whereas the female Subject adolescents tended to most prefer consumable rewards. However, both the male and female Subject adolescents tended to show least preference for the competitive reward. The male Control A adolescents tended to show the most preference for independence reward, whereas the female Control A adolescents tended to show most preference for adult approval. Both the male and female Control B adolescents tended to show most preference for adult approval and they tended to show least preference for consumable rewards. However, the two-way ANOVA, as already, indicates that the School Y male and female populations do not differ significantly on their mean scores for each reward category.

Table 10b.2(ii): The Incidences of Pupil Responses to Selected Items from the Reward Preference Questionnaire

	School X	School Y		
	Subject (n=7)	Subject (n=13)	Control A (n=7)	Control B (n=9)
Paired Items				
1a Teacher writes '100' on your paper	5 ^a	9	6	8
1b Be first to finish your work	2	4	1	1
17a Be the only one that can answer a question	0	1	0	5
17b Be free to go home	7	12	7	4
24a Classmates ask you to be class leader	5	9	4	2
24b Have only your paper shown to the class	2	4	3	7

^aNumber of pupils who preferred one out of the paired items as a reward

Table 10b.2(ii) continued

	School X	School Y		
	Subject (n=7)	Subject (n=13)	Control A (n=7)	Control B (n=9)
Paired Items				
25a Be free to play out- side	4	7	6	8
25b An ice cream cone	3	6	1	1
37a Have your paper put on the bulletin board	2	1	0	7
37b Be free to work on some- thing you like	5	12	7	2

Table 10b.2(ii) shows the population's responses to some of the paired items on the Reward Preference Questionnaire. Concerning School X, when comparing the items, the data indicate that the Subject pupils tend to prefer the 'freedom to go home' (independence reward), and adult and peer approval. The degree of relationship between the items were assessed via the Kendall's tau correlation coefficient in order to provide some further insight into the underlying factors which might explain pupils' reward preferences. the analysis indicates that ($N = 7$): (i) item 24 'Classmates ask you to be class leader' has a very significant negative relationship with item 37a 'Have your paper put on the bulletin board', $\tau = -1.00$, $p < .01$ and has a very significant positive relationship with item 37b 'Be free to do something you like', $\tau = 1.00$, $p < .01$; (ii) item 25a 'Be free to play outside' has a significant negative relationship with item 38a 'A soft drink', $\tau = -0.73$, $p < .05$ and has a significant positive relationship with item 38b "Teacher writes 'Excellent' on your paper", $\tau = 0.73$, $p <$

.05.

Concerning the School Y sample, the data on the items indicate that the Subject and Control A adolescents tend to prefer independence rewards (e.g. 'freedom to go home') and teacher approval. The Control B adolescents tend to prefer adult approval and competitive rewards (e.g. 'have only your paper shown to the class').

The data for the School Y sample were analysed via the Chi-square tests, with scores of 0 and 1 point, in order to assessed the significance of the group differences in terms of their responses to each item (some of the results are discussed here - see Appendix A10b.1 for details). The analyses indicate that: (a) the three groups do not differ significantly in their responses to item 1a "Teacher writes '100' on your paper", $\chi^2(2, N = 29) = 1.48, p > .05$; (b) the groups do not differ significantly in their responses to item 1b 'Be first to finish your work', $\chi^2(2, N = 29) = 1.48, p > .05$; (c) the groups differ significantly in their responses to item 17a 'Be the only one that can answer a question', $\chi^2(2, N = 29) = 7.62, p < .05$; (d) the groups differ very significantly in their responses to item 17b 'Be free to go home', $\chi^2(2, N = 29) = 9.83, p < .01$; (e) the groups do not differ significantly in their responses to item 24a 'Classmates ask you to be class leader', $\chi^2(2, N = 29) = 4.82, p > .05$; (f) the groups do not differ significantly in their responses to item 24b 'Have only your paper shown to the class', $\chi^2(2, N = 29) = 4.82, p > .05$; (g) the groups do not differ significantly in their responses to item 25a 'Be free to play outside', $\chi^2(2, N = 29) = 4.09, p > .05$; (h) the groups do not differ significantly in their responses to item 25b 'An ice cream', $\chi^2(2, N = 29) = 4.09, p > .05$; (i) the groups differ highly significantly in their responses to item 37a 'Have your paper put on the bulletin board', $\chi^2(2, N = 29) = 16.59, p < .001$; (j) the groups differ significantly in their responses to item 37b 'Be free to do something you like', $\chi^2(2, N = 29) = 16.59, p < .001$.

The degree of relationship between the selected items

(see Table 10b.2(ii)) were assessed via the Kendall's tau correlation coefficient in order to understand further any underlying factors of the School Y samples' reward preferences. The analysis indicates that ($N = 29$): (i) item 1a "Teacher writes '100' on your paper" has a significant negative relationship with item 24a 'Classmates ask you to be class leader', $\tau = -0.32$, $p < .05$, but has a significant positive relationship with item 24b 'Have only your paper shown to the class', $\tau = 0.32$, $p < .05$; (ii) item 24b 'Have only your paper shown to the classroom' has a significant positive relationship with item 3b "Teacher writes '100' on your paper", $\tau = 0.38$, $p < .05$; (iii) item 17b 'Be free to go home' has a highly significant negative relationship with item 37a 'Have your paper put on the bulletin board', $\tau = -0.83$, $p < .001$, and has a highly significant positive relationship with item 37b 'Be free to do something you like', $\tau = 0.83$, $p < .001$.

Behaviour Disorder Scores

Data on the population's behaviour disorder patterns were collected via the Children's Behaviour Questionnaire Scale B (Rutter, 1967). This inventory was completed by the teachers concerned and required them to indicate the degree to which each item on the questionnaire is relevant to the child's behaviour. The main purpose here is to assess whether there is any relationship between behaviour problems and school attendance patterns. Such data may also help the author to appreciate further the difficulties that pupils may experience during social interactions which may influence their educational progress or rather the lack of it. The scale is used to assess three main aspects of behaviour disorder including: (a) global disorder score which is assessed by the summing of the child's total scores from the main scale, if the score is nine points or more then the child is designated as having behaviour disorders; (b) anti-social subscale is assessed by summing the scores of specified items, such as 'bullies other children'; (c) neurotic subscale is also assessed by the summing of specified items, such as 'is often worried'.

For those children who are designated as exhibiting behaviour disorders, the anti-social and neurotic subscores can also be calculated. Table 10b.3 shows the average global disorder scores, the average anti-social scores and the average neurotic scores for each group. Table 10b.4 shows the distribution of global scores for male and female pupils by group. Table 10b.5 shows the pattern of anti-social scores for male and female pupils by group. Table 10b.6 shows the distribution of neurotic scores for male and female pupils by group.

In order to gain further appreciation of the behaviour disorder patterns for each group, individual items of the questionnaire are presented in Table 10b.7 which indicates the frequency of disorders for each group.

Table 10b.3: The Distribution of the Global Behaviour Disorder Scores (Rutter), the Anti-Social Subscale and Neurotic Subscale Scores by Group on the Rutter Scale

Scale	Group	n	M	SD
	School X:			
Rutter	Subjects	7	16.43	6.29
	School Y:			
Rutter	Subjects	16	12.63	6.66
Rutter	Control A	16	13.94	6.67
Rutter	Control B	16	5.06	6.15
	School X:			
Anti-Social	Subjects	7	4.71	3.73
	School Y:			
Anti-Social	Subjects	16	2.44	3.27
Anti-Social	Control A	16	3.06	3.11
Anti-Social	Control B	16	1.44	2.87
	School X:			
Neurotic	Subjects	7	1.71	1.11
	School Y:			
Neurotic	Subjects	16	2.38	2.03
Neurotic	Control A	16	1.88	1.36
Neurotic	Control B	16	0.56	0.63

Table 10b.3 presents data on the conduct disorder patterns of the population. For the School X Subject pupils, the Rutter main scale indicates that they tend to be designated as having behaviour disorders with a mean score of 16.43 points. The subscales indicate that the Subject pupils tend to exhibit more anti-social behaviour (4.71 points) than neurotic behaviour (1.71 points).

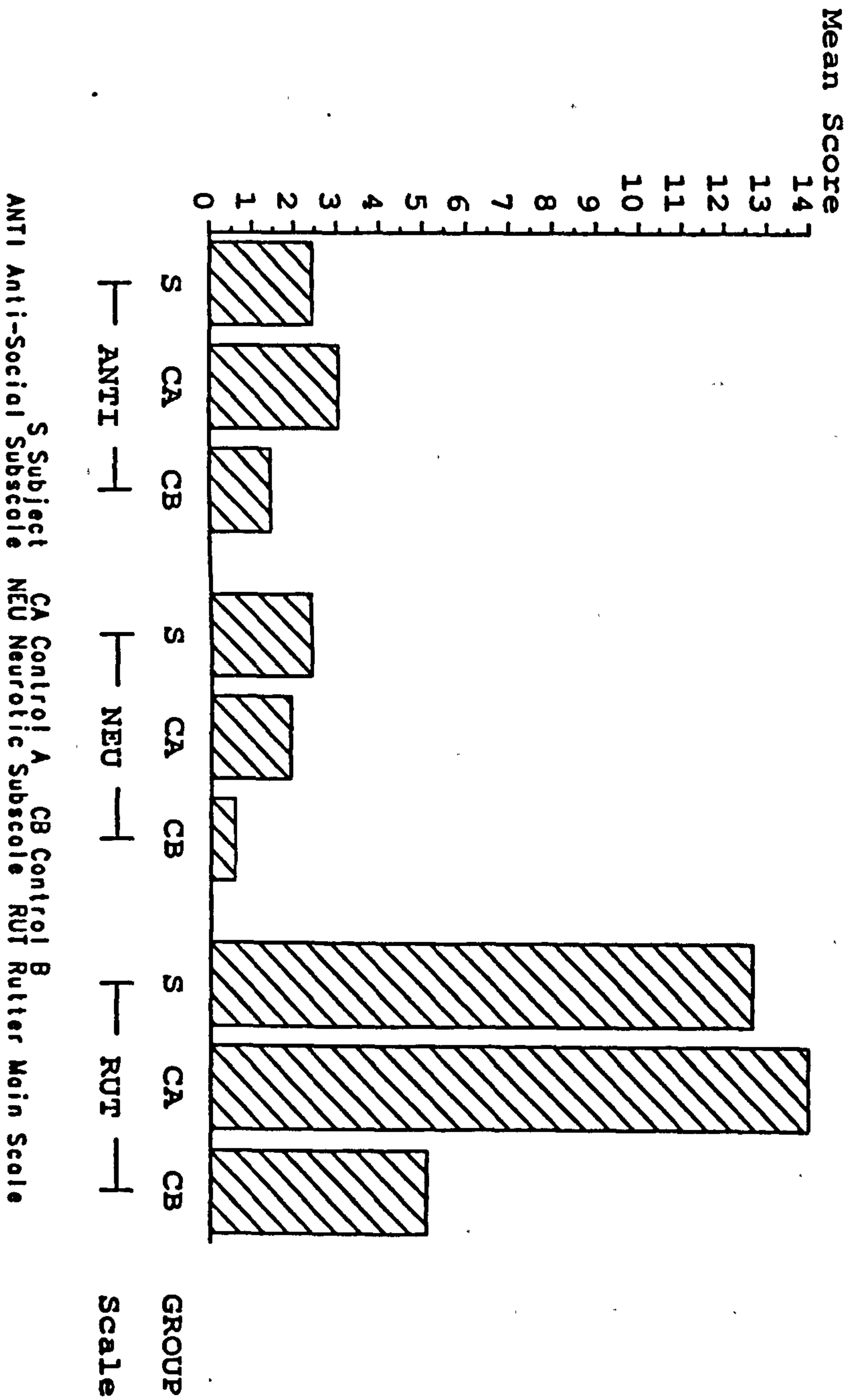
When comparing the three groups at School Y, the Rutter main scale indicates that the Control A adolescents exhibit the highest frequency of global behaviour disorders

and anti-social problems, while the Subject adolescents display the highest frequency of neurotic disorders, and the Control B adolescents exhibit the lowest rate of conduct disorders. Figure 10b.3 also indicates that it is both the Subject and Control A adolescents who display a higher number of behaviour disorders than the Control B adolescents.

The data for the School Y sample were analysed via the two-way ANOVA in order to assess whether there are any significant differences between the groups and the sexes. The two-way ANOVA has three levels for the first factor (i.e. group) and two levels for the second factor (i.e. sex). That is a 3 x 2 ANOVA, with three levels of group (i.e. Subject, Control A and Control B) and two levels of sex (i.e. male and female). The analysis indicate that:

- (a) For the Rutter main scale, the main effects for group indicate that the three groups differ highly significantly on their mean scores for the Rutter main scale, $F(2, 42) = 8.53, p < .001$. The main effects for sex indicate that there are no significant sex differences in mean scores on the main scale, $F(1, 42) = <1, p > .05$. There are also no significant interactions between the two variables on the main scale, $F(2, 42) = 1.24, p > .05$. The global scores were analysed further by group via the Scheffé procedure, with p set at .05, which indicates that: (a) the Subject adolescents exhibit a significantly higher mean global disorder score than the Control B adolescents; (b) the Control A adolescents exhibit a significantly higher mean global disorder score than the Control B adolescents; (c) there is no significant difference between the mean global disorder scores for the Subject and Control A adolescents.
- (b) For the anti-social subscale, the main effects for group indicate that the three groups do not differ significantly on their mean scores for the anti-social subscale, $F(2, 42) = 1.09, p > .05$. The main effects for

Figure 10b.3: The Distribution of Global Disorder Scores (Rutter), the Anti-social Subscale and Neurotic Subscale Scores Compared by Group (School Y)



sex indicate that there are no significant sex differences in mean scores on the anti-social subscale, $F(1, 42) = 0.95$, $p > .05$. There are also no significant interactions between the two variables on the anti-social subscale, $F(2, 42) = 0.19$, $p > .05$.

- (c) For the neurotic subscale, the main effects indicate that the three groups differ highly significantly on their mean scores for the neurotic subscale, $F(2, 42) = 8.21$, $p < .001$. The main effects indicate that there are no significant sex differences on the mean scores for the neurotic subscale, $F(1, 42) = 1.98$, $p > .05$. However, there is a very significant interaction between the two variables, $F(2, 42) = 5.95$, $p < .01$. The neurotic subscores were analysed further by group via the Scheffé test, with p set at .05, which indicates that: (a) the Subject adolescents exhibit a significantly higher mean neurotic subscore than the Control B adolescents; (b) the Control A adolescents exhibit a significantly higher mean neurotic subscore than the Control B adolescents; (c) there is no significant difference between the mean neurotic subscores for the Subject and Control A adolescents.

Table 10b.4: The Distribution of Global Disorder Scores for Male and Female Pupils by Group on the Rutter Main Scale

Group	Sex	n	M	SD	Sex	n	M	SD
School X:								
Subjects	M	6	16.17	6.85	F	1	18.00	0.00
School Y:								
Subjects	M	9	10.67	6.95	F	7	15.14	5.79
Control A	M	9	15.11	7.47	F	7	12.43	5.91
Control B	M	9	5.33	6.54	F	7	4.71	6.10

Table 10b.4 presents data on the population's global

behaviour disorder scores (Rutter main scale) by group by sex. Concerning School X, the data indicate that the female Subject pupil exhibits more behaviour disorders (score 18.00 points) than the male Subject pupils with a mean score of 16.17 points.

Concerning School Y, the data indicate that: (a) the female Subject adolescents tend to exhibit a higher mean global disorder score (15.14 points) than the male Subject adolescents (10.67 points); (b) the male Control A adolescents tend to exhibit a higher mean global disorder score (15.11 points) than the female Control A adolescents (12.43 points); and (c) the male Control B adolescents tend to exhibit a higher mean global disorder score (5.33 points) than the female Control B adolescents (4.71 points). However, as already mentioned, the two-way ANOVA indicates no significant sex differences.

The between-subject comparisons for the three male groups were analysed via the one-way ANOVA and the Scheffé procedure. This analysis was conducted in order to assess whether the three male groups differ in their behaviours. The analyses indicate that the three male groups differ significantly on their mean global scores, $F(2, 24) = 4.41$, $p < .05$. The Scheffé procedure, with p set at .05, indicates that: (a) the male Control A adolescents exhibit a significantly higher mean global disorder score than the male Control B adolescents; (b) the male Subject and male Control A adolescents do not differ significantly on their mean global disorder scores; (c) the male Subject and male Control B adolescents do not differ significantly on their mean global disorder scores.

The between-subject comparisons for the three female groups were also analysed via the one-way ANOVA and the Scheffé procedure. This analysis was conducted in order to assess whether the three female groups differ in their behaviours. The analyses indicate that the three female groups differ significantly on their mean global disorder scores, $F(2, 18) = 5.82$, $p < .05$. The Scheffé procedure, with

p set at .05, indicates that: (a) the female Subject adolescents exhibit a significantly higher mean global disorder score than the female Control B adolescents; (b) the female Subject and female Control A adolescents do not differ significantly on their mean global disorder scores; (c) the female Control A and female Control B adolescents do not differ significantly on their mean global disorder scores.

Table 10b.5: The Distribution of Anti-Social Scores for Male and Female Pupils by Group on the Rutter Subscale

Group	Sex	n	M	SD	Sex	n	M	SD
School X:								
Subjects	M	6	4.83	4.07	F	1	4.00	0.00
School Y:								
Subjects	M	9	2.78	3.60	F	7	2.00	3.00
Control A	M	9	3.78	3.77	F	7	2.14	1.86
Control B	M	9	1.56	3.43	F	7	1.29	2.21

Table 10b.5 presents the population's anti-social subscores by group by sex. Concerning School X, the data indicate that the male Subject pupils tend to exhibit a higher mean anti-social score (4.83 points) than the female Subject pupil (4.00 points).

Concerning the School Y sample, the data indicate that for all three groups there is a tendency for the male adolescents to exhibit higher mean anti-social subscores than the female adolescents. Between-subject comparisons of the three male groups indicate that the male Control A adolescents exhibit the highest mean anti-social subscores (3.78 points), followed by the male Subject adolescents (2.78 points) and the male Control B adolescents exhibit the lowest rate of anti-social problems (1.56 points). The between-subject comparisons of the three female groups

indicate that the female Control A adolescents exhibit the highest mean anti-social subscores (2.14 points), followed by the female Subject adolescents (2.00 points) and the female Control B adolescents exhibit the lowest mean anti-social subscore (1.29 points). No further statistical analysis was conducted on this data because, as already mentioned, the two-way ANOVA indicates that there are no significant group or sex differences on this anti-social subscale.

Table 10b.6: The Distribution of Neurotic Scores for Male and Female Pupils by Group on the Rutter Subscale

Group	Sex	n	M	SD	Sex	n	M	SD
School X:								
Subjects	M	6	1.83	1.17	F	1	1.00	0.00
School Y:								
Subjects	M	9	1.33	1.73	F	7	3.71	1.60
Control A	M	9	2.11	1.05	F	7	1.57	1.72
Control B	M	9	0.67	0.71	F	7	0.43	0.53

Table 10b.6 shows the population's neurotic subscores by group by sex. Concerning School X, the data indicate that the male Subject pupils tend to exhibit a higher mean neurotic subscore (1.83 points) than the female Subject pupil (1.00 point).

Concerning School Y, the data indicate that: (a) the female Subject adolescents tend to exhibit a higher mean neurotic subscore (3.71 points) than the male Subject adolescents (1.33 points); (b) the male Control A adolescents tend to exhibit a higher mean neurotic subscore (2.11 points) than the female Control A adolescents (1.57 points); and (c) the male Control B adolescents tend to exhibit a higher mean neurotic subscore (0.67 points) than the female Control B adolescents (0.43 points).

Comparisons between the male and female populations' neurotic subscores were analysed via the two-tailed uncorrelated t-test. The analysis indicates that: (a) the male and female Subject adolescents differ significantly on their mean neurotic subscores, $t(14) = 2.82$, $p < .05$, with the female Subject adolescents displaying greater neurotic disorders as shown in Table 10b.6; (b) the male and female Control A adolescents do not differ significantly on their mean neurotic subscores, $t(14) = 0.78$, $p > .05$; and (c) the male and female Control B adolescents do not differ significantly on their mean neurotic subscores, $t(14) = 0.74$, $p > .05$.

Comparisons of the three male groups on the neurotic subscale indicate that the male Control A adolescents exhibit the highest mean neurotic subscore (2.11 points), followed by the male Subject adolescents (1.33 points) and the male Control B adolescents exhibit the lowest mean neurotic subscore (0.67 points). Comparisons between the three female groups indicate that the female Subject adolescents exhibit the highest mean neurotic subscore (3.71 points), followed by the female Control A adolescents (1.57 points) and the female Control B adolescents exhibit the lowest mean neurotic subscore (0.43 points).

The between-subject comparisons on the neurotic subscale for the three male groups were analysed via the one-way ANOVA and the Scheffé procedure. The analyses indicate that the three male groups do not differ significantly on their mean neurotic subscores, $F(2, 24) = 3.06$, $p > .05$. The neurotic subscores for the three female groups were also analysed via the one-way ANOVA and the Scheffé procedure. The analyses indicate that the three female groups differ very significantly on their mean neurotic subscores, $F(2, 18) = 10.06$, $p < .01$. The Scheffé test, with p set at .05, indicates that: (a) the female Subject adolescents exhibit a significantly higher mean neurotic subscore than the female Control A adolescents; (b) the female Subject adolescents exhibit a significantly higher mean neurotic subscore than the female Control B

adolescents; and (c) the female Control A and female Control B adolescents do not differ significantly on their mean neurotic subscores.

Table 10b.7: The Incidence of Behaviour Disorders by Group on the Rutter Main Scale

Item	School X	School Y		
	Subjects (n=7)	Subjects (n=16)	Control A (n=16)	Control B (n=16)
1. Very restless	6 ^a	6	11	4
2. Truants from school	7	11	16	0
3. Fidgety	1	6	4	3
4. Destructive	3	2	3	2
5. Fights other children	3	9	5	3
6. Disliked by other children	4	12	6	6
7. Often worried	2	12	6	5
8. Rather solitary	1	11	7	6
9. Irritable	4	7	6	2
10. Often distressed	5	9	10	4
11. Has twitches	1	0	0	1
12. Sucks thumb	0	0	0	0
13. Frequently bites nails	2	4	4	5
14. misses school for trivial reasons	6	11	16	0
15. Often disobedient	5	4	11	2

^aNumber of pupils who are rated on each item as either 'Applies Somewhat' or 'Certainly Applies'.

Table 10b.7 continued

Item	School X	School Y		
	Subjects (n=7)	Subjects (n=16)	Control A (n=16)	Control B (n=16)
16. Has short attention span	5	9	13	4
17. Afraid of new situations	1	6	6	0
18. Is a fussy child	0	6	0	3
19. Often tells lies	5	8	8	4
20. Has stolen things	3	4	5	1
21. Has wet or soiled self at school	0	0	0	0
22. Often complains of pain	0	2	2	0
23. Tearful on arrival to school	0	1	0	0
24. Has a stutter	1	0	0	0
25. Has speech difficulties	0	1	1	0
26. Bullies other children	2	3	2	3

Table 10b.7 shows the incidence of behaviour disorders for each group on the individual items of the Child Behaviour Questionnaire. Concerning School X, the data indicate that a majority of the Subject pupils are considered by their teachers to be 'very restless', 'truants from school', 'disliked by other children', 'irritable', 'often distressed', 'misses school for trivial reasons', 'often disobedient', 'has a short attention span', and 'often tells lies'. The degree of relationship between the

items were analysed via the Spearman's Rho rank order correlation coefficient in order to understand further the behaviour patterns of each group. The analysis indicates that most of the items are not significantly related ($p > .05$).

Concerning the School Y sample, the data indicate that the two persistent absentee groups are more likely, than the Control B adolescents, to be regarded by their as 'truants', 'restless', 'often distress', 'miss school for trivial reasons', 'often disobedient', and 'have short attention spans'.

The differences in the three groups ratings on each item were analysed via the Kruskal-Wallis one-way ANOVA (some of the results are discussed here - see Appendix A10b.2 for details). The analysis indicates: (a) the groups differ significantly on their ratings as being 'restless', $H^*(2, N = 48) = 6.99, p < .05$, with the Control A adolescents exhibiting the highest frequency of this type of behaviour as shown in Table 10b.7; (b) the groups differ highly significantly on their ratings as being 'truants', $H^*(2, N = 48) = 33.07, p < .001$, with the Control A adolescents exhibiting the highest frequency of this type of behaviour as shown in Table 10b.7; (c) the groups differ significantly on their ratings as being 'often worried', $H^*(2, N = 48) = 8.03, p < .05$, with the Subject adolescents exhibiting the highest frequency of this type of behaviour as shown in Table 10b.7; (d) the groups differ significantly on their ratings as 'often appearing distressed', $H^*(2, N = 48) = 6.28, p < .05$, with the Control A adolescents exhibiting the highest frequency of this type of behaviour as shown in Table 10b.7; (e) the groups differ highly significantly on their ratings as 'tends to miss school for trivial reasons', $H^*(2, N = 48) = 33.89, p < .001$, with the Control A adolescents exhibiting the highest frequency of this type of behaviour as shown in Table 10b.7; (f) the groups differ very significantly on their ratings as being 'disobedient', $H^*(2, N = 48) = 9.61, p < .01$, with the Control A adolescents exhibiting the highest frequency of

this type of behaviour as shown in Table 10b.7; (g) the groups differ significantly on their ratings as having 'short attention span', $H^*(2, N = 48) = 7.66, p < .05$, with the Control A adolescents exhibiting the highest frequency of this type of behaviour as shown in Table 10b.7; (h) the groups differ significantly on their ratings as being 'afraid of new situations', $H^*(2, N = 48) = 7.69, p < .05$, with both the subject and Control A adolescents exhibiting the highest frequency of this type of behaviour as shown in Table 10b.7.

The degree of relationship between the variables was assessed via the Spearman Rho rank order correlation coefficient in order to investigate further how related factors may affect conduct disorders. The analysis indicate that:

- (a) Item 1 'very restless' has a significant positive relationship with item 2 'truants', $\rho(48) = 0.26, p < .05$; has a highly significant positive relationship with item 9 'irritable' $\rho(48) = 0.64, p < .001$; and has a very significant positive relationship with item 10 'often distressed', $\rho(48) = 0.35, p < .01$.
- (b) Item 2 'truants from school' has a significant positive relationship with item 15 'often disobedient', $\rho(48) = 0.30, p < .05$; has a very significant positive relationship with item 16 'has a short attention span', $\rho(48) = 0.35, p < .01$; has a highly significant positive relationship with item 14 'misses school for trivial reasons', $\rho(48) = 0.95, p < .001$; and has a significant positive relationship with item 17 'afraid of new situations', $\rho(48) = 0.33, p < .05$.
- (c) Item 4 'often destructive' has a highly significant positive correlation with item 15 'often disobedient', $\rho(48) = 0.51, p < .001$; has a highly significant positive correlation with item 9 'irritable', $\rho(48) = 0.48, p < .001$; and has a highly significant positive relationship with item 26 'bullies other children', $\rho(48) = 0.63, p < .001$.

.001.

- (d) Item 7 'often worried' has a very significant positive relationship with item 10 'often distressed', $\rho(48) = 0.42$, $p < .01$.
- (e) Item 8 'rather solitary' has a significant positive relationship with item 25 'has speech difficulties', $\rho(48) = 0.29$, $p < .05$.
- (f) Item 15 'often disobedient' has a highly significant positive relationship with item 26 'bullies other children', $\rho(48) = 0.54$, $p < .001$.
- (g) Item 18 'fussy child' has a significant negative correlation with item 20 'has stolen things', $\rho(48) = -0.24$, $p < .05$.

Summary of the Research Findings

Here the author presents further analysis of the demography of the population. The attitudes of their parents and teachers towards related educational issues are also assessed. The main objective for analysing such data is to examine the possible home and school experiences of the population which may have some influence on their behaviour. The main findings indicate that:

- (a) Both good and poor school attenders tended to show most preference for adult approval as a form of reward. However, good attenders indicated competitive rewards as their second most preferred reward, whereas the poor attenders showed a significantly lower preference for this type of reward than the good attenders.
- (b) The persistent absentees exhibited significantly higher conduct disorders than the good attenders, especially those disorders which are described as 'neurotic' behaviours. Further analysis indicated that poor school attenders are significantly more likely than good school

attenders to be considered by their teachers as being 'very restless', regarded as 'truants', 'worried', 'distressed', 'disobedient', having a 'short attention span', and 'afraid of new situations'.

In this chapter the author has attempted to analyse some of the population's experiences in their school environments. The analyses indicate that poor school attenders are significantly more likely to experience behaviour problems than good school attenders. The former is also more likely than the latter to avoid competitive rewards which include public acknowledgment, such as having work displayed on the bulletin board.

In the following section, which is a continuation of this chapter, the author will discuss the attitudes of the population's parents and teachers towards educational issues in order to assess how such attitudes may influence pupils' school behaviour.

Chapter 10b (Part II)Parents' and Teachers' Attitudes towards
Educational Issues

As a continuation of previous chapter the author will discuss further the data on home and school environments of the population. Such data were collected from the parents and teachers concerned in order to provide further insight into the possible causal factors of non-school attendance.

The Parent Questionnaire

The author administered two parent questionnaires to the parents of the School Y sample. Questionnaire CP2 (see Appendix A9a.3) was designed for the Control A and Control B parents, and Questionnaire PP2(b) (see Appendix A9a.4) was designed for the parents of the Subject adolescents. The main difference between the two questionnaires is that the PP2(b) Parent Questionnaire contains questions which are directly related to the experiences of the project pupils (i.e. Subject adolescents) and their parents. Parent questionnaires were not administered to the parents of the School X sample because the members of Panel X believed that it might be inappropriate as many of the parents concerned were upset with the subsequent results of their children's post-intervention experiences (e.g. some of the Subject pupils were expelled from School X shortly after being reintegrated into mainstream school). The main purposes of the questionnaire are to assess parents' attitudes towards their children's education and examine whether such attitudes are associated with the population's educational progress. Table 10b.8 shows the pattern of parent job occupations for each group. The 'job occupations' are divided into six categories as assessed by the panels. However, some of the cases are missing in Table 10b.8 because some of the families are single-parent families and, therefore, they tend not to include the father's occupation. The term 'Professional' refers to those posts which usually

require the standard five 'O' levels and/or college training (e.g. State Registered nurse, teacher or lawyer). The category 'Skilled' is reserved for those jobs which do not normally require formal academic qualifications, but rather apprenticeships (e.g. mechanic, builder or joiner). The term 'Semi-skilled' is reserved for those parents who describe themselves as semi-skilled (e.g. semi-skilled machinist). The term 'Unskilled' is reserved for those parents who are domestic workers, window cleaners or labourers. Both the terms 'Housewife' and 'Unemployed' are reserved for those parents who describe themselves as such. Table 10b.9 shows the incidence of parents per group who believe that the items reflect their opinions. Table 10b.10 shows the mean average rank scores for various educational issues as rated by the parent groups. Table 10b.11 shows the average frequency of home-school contact as rated by the parent groups. This table also shows the mean average distance (in miles) between the home and school as rated by the parent groups.

**Table 10b.8: The Number of Parents by Group
in Job Occupations**

School Y			
Occupation	Subject Parents (<u>n</u> =8)	Control A Parents (<u>n</u> =9)	Control B Parents (<u>n</u> =11)
Fathers			
Professional	0 ^a	0	0
Skilled	0	0	5
Semi-skilled	2	1	3
Unskilled	1	1	2
Unemployed	3	4	0
Mothers			
Professional	0	0	0
Skilled	0	0	0
Semi-skilled	0	0	0
Unskilled	1	4	5
Housewife	7	3	5
Unemployed	0	1	0

^aNumber of parents per group

Table 10b.8 presents the data on the job occupations of the parents for the School Y sample. The data indicate that: (i) none of the three groups' fathers have professional jobs. However, the Control B group has the highest proportion of fathers who are skilled workers, whereas both the Subject and Control A adolescents have the highest proportion of fathers who are unemployed. The data on the mothers' job occupations indicate that none of the three groups have mothers who occupy professional, skilled or semi-skilled posts. However, the Control B group has the highest proportion of mothers in unskilled jobs, whereas the Subject and Control A mothers tend to be housewives.

Table 10b.9: The Number of Parents per Group who Agree with the Following Selected Items of the Parent Questionnaires

Item	School Y		
	Subject	Control A	Control B
	Parents (<u>n</u> =8)	Parents (<u>n</u> =9)	Parents (<u>n</u> =11)
Would or did you consent to your child being placed on the project?	8 ^d	6	1
Have received home visits from school/ project	1	8	1
Your child has benefited from attending school over the past two years	4	2	11

^dNumber of parents per group

Table 10b.9 shows the incidence of parent responses to the selected items relating to home-school contact and the project on the Parent Questionnaire (see Appendix A10b.3 for other parent responses). The responses of the three parent groups were analysed via the Chi-square test, with a score of 1 = Yes and 2 = No. The analyses indicate that: (i) the three parent groups differ very significantly in their responses to 'would you allow your child to attend a special project', $\chi^2(2, N = 28) = 11.81, p < .01$, with the highest number of Subject group parents agreeing with this item; (ii) the three parent groups differ highly significantly in their responses to 'number of home visits received from the school', $\chi^2(2, N = 28) = 16.36, p < .001$, with Control A group parents receiving the highest number of visits from

the school; (iii) the three parent groups differ very significantly in their responses to 'has your child benefited from attending school over the last two years of compulsory schooling', $\chi^2(2, \underline{N} = 28) = 13.09$, $p < .01$, with the highest number of Control B group parents agreeing with this item.

Table 10b.9: continued

Item	School Y		
	Subject Parents (<u>n</u> =8)	Control A Parents (<u>n</u> =9)	Control B Parents (<u>n</u> =11)
You had doubts about your child attending the project	2	-	-
You discussed these doubts with the school	0	-	-
You receive enough support from the project	2	-	-
Your child receives enough support from the project	4	-	-
Would you like your child to attend some normal lessons	7	-	-
You are satisfied with the school's reasons for placing your child on the project	8	-	-

Here in Table 10b.9 the Subject parents were asked questions that are specifically related to the special needs project. The data indicate that only a minority of the Subject parents believe that they and their child receive enough support from the project. A few of the Subject

parents also had doubts about their child attending the project with parents stating as such and none of the Subject parents discussed their doubts with the school. The figures also show that the vast majority of Subject parents prefer their child should maintain some mainstream school lessons as part off the curriculum and they were also satisfied with the school's reasons for wanting to place their child on the project.

Table 10b.9: continued

Item	School Y		
	Subject	Control A	Control B
	Parents (<u>n</u> =8)	Parents (<u>n</u> =9)	Parents (<u>n</u> =11)
How do you feel about you child's school progress?			
(1) Very Disappointed	1	4	0
(2) Disappointed	2	2	2
(3) Don't know	0	1	1
(4) Satisfied	4	2	3
(5) Very Satisfied	1	0	5
What is your opinion on the amount of school feedback received?			
(a) Too much	0	0	0
(b) Adequate	2	4	4
(c) Too little	6	5	7
Any changes in your child's behaviour over the past two years?			
(a) Greatly Deteriorated	0	1	0
(b) Deteriorated	2	3	0
(c) No change	2	4	5
(d) Improved	2	0	5
(e) Greatly Improved	2	1	1

Here Table 10b.9 indicate the three parent groups' opinions on items relating to their child's behaviour and the amount of school work received by their child. The ratings on the various items include: (a) child's school progress and social behaviour is rated as 1 = Very disappointed through to 5 = Very satisfied; (b) the amount of school feedback is rated as 1 = 'Too much', 2 = 'Adequate' and 3 = 'Too little'. The differences in the three parent groups' ratings to the items were analysed via the Kruskal-Wallis one-way ANOVA. The analysis indicates that: (a) the three parent groups differ significantly on how they rated their child's school/project progress, $H^*(2, N = 28) = 8.68, p < .05$, with the Control B parents showing greatest satisfaction with their child's school progress; (b) the three parent groups do not differ significantly on their opinions of the amount of school feedback which they receive, $H^*(2, N = 28) = 0.68, p > .05$; (c) the three parent groups do not differ significantly on their opinions about their child's social behaviour, $H^*(2, N = 28) = 5.06, p > .05$. The figures on the parents' responses to the other items are presented in Appendix A10b.3.

Table 10b.9: continued

Item	School Y		
	Subject	Control A	Control B
	Parents (<u>n</u> =8)	Parents (<u>n</u> =9)	Parents (<u>n</u> =11)
<hr/>			
Does your child appear happier over the past two years?			
(a) Yes	6 ^a	1	5
(b) No	0	3	0
(c) Same	2	5	6
What is your opinion on the amount of school/project work that your child receives?			
(a) Too much	0	0	0
(b) Adequate	5	3	9
(c) Too little	3	5	2

^aNumber of parent responses

Here Table 10b.9 shows the parent responses to various issues relating to their child's behaviour. The ratings for the various items include: (a) the child's appearance of being 'happier' is rated as 0 = No, 1 = Same and 2 = Yes; (b) the amount of school work received by the child is rated as 1 = 'Too much', 2 = 'Adequate' and 3 = 'Too little'. The ratings of the three parent groups for each item were analysed via the Kruskal-Wallis one-way ANOVA. The analysis indicate that: (a) the three parent groups do not differ significantly on their opinions of their child's temperament, $H^*(2, N = 25) = 4.54, p > .05$; (b) the three parent groups do not differ significantly on their ratings of the amount of work which their child receives at school, $H^*(2, N = 27) = 3.76, p > .05$. The parents responses

to other items are presented in Appendix A10b.3.

Table 10b.9: continued

Item	School Y		
	Subject	Control A	Control B
	Parents (<u>n</u> =8)	Parents (<u>n</u> =9)	Parents (<u>n</u> =11)
What is your opinion on the number of home visits received from the school?			
(a) Too many	0	2	0
(b) Adequate	0	2	0
(c) Too few	1	4	1
How far do you believe that your child's needs have been met by the school/ project?			
(1) Not at all	1	4	0
(2) Very little	3	2	1
(3) Don't know	0	2	1
(4) Satisfactory	4	1	7
(5) Very satisfactory	0	0	2

Here Table 10b.9 shows the three parent groups' responses to issues relating to home-school contact and the adequacy of the school in meeting their child's needs. The ratings for the above items include: (a) the ratings on the frequency of home visits are 1 = 'Too many, 2 = 'Adequate' and 3 = 'Too few'; (b) the ratings on how far the school has met the educational needs of the child are 1 = 'Not at all' through to 5 = 'Very satisfactorily'. The ratings for the three parent groups were analysed via the Kruskal-Wallis one-way ANOVA. The analysis indicates that: (a) the three parent groups do not differ significantly on their opinions of the number of home visits received from the school, $H^*(2,$

$\underline{N} = 10$) = 1.41, $p > .05$; (b) the three groups differ very significantly on their opinions on how far the school/project has accommodated for their child's needs, $H^*(2, \underline{N} = 28) = 10.98$, $p < .01$, with the Control B parents showing greatest satisfaction with the adequacy of the school in meeting their child's needs. Parent responses to other items are shown in Appendix A10b.3.

Table 10b.9: continued

Item	School Y		
	Subject	Control A	Control B
	Parents ($\underline{n}=8$)	Parents ($\underline{n}=9$)	Parents ($\underline{n}=11$)
<hr/>			
Where have you received the most support?			
(a) Mainstream school	1	-	-
(b) The Project	7	-	-
Where has your child received the most support?			
(a) Mainstream school	1	-	-
(b) The Project	7	-	-
What in your opinion is the adequate duration for your child's attendance on the project?			
(a) 1-4 weeks	0	-	-
(b) 1-6 months	0	-	-
(c) 6-12 months	2	-	-
(d) 1-2 years	6	-	-
<hr/>			

Table 10b.9 continued

Item	School Y		
	Subject	Control A	Control B
	Parents (<u>n</u> =8)	Parents (<u>n</u> =9)	Parents (<u>n</u> =11)
<hr/>			
What is your most preferred school timetable for your child?			
(a) Mixed timetable (i.e. both normal and project lessons)	7	-	-
(b) Normal lessons only	0	-	-
<hr/>			

Here the items in Table 10b.9 are specifically related to the Subject parents opinions on the special needs project. The data were analysed via the Single Proportion test (Hayslett & Murphy, 1974) in order to assess the distribution of the Subject parents' responses to the various items. The test indicate that (a) a significant proportion of the Subject parents believe that they receive more support from the project than from the mainstream school, $z = 2.12$, $p < .05$; (b) a significant proportion of the Subject parents believe that their child receives more support from the project than from the mainstream school, $z = 2.12$, $p < .05$; (c) the proportion of Subject parents who believe that a child should attend a special project for a duration of between one and two years is not significant in relation to the other categories, $z = 1.41$, $p > .05$; (d) a very significant proportion of Subject parents believe that their child should experience a mixed curriculum which allows attendance to both project and mainstream lessons, $z = 2.65$, $p < .01$.

Table 10b.9: continued

Item	School Y		
	Subject	Control A	Control B
	Parents (<u>n</u> =8)	Parents (<u>n</u> =9)	Parents (<u>n</u> =11)
What was your child's progress during the pre-project stage?			
(1) Very Disappointed	3	-	-
(2) Disappointed	5	-	-
(3) Don't know	0	-	-
(4) Satisfied	0	-	-
(5) Very satisfied	0	-	-
How many of your children have been placed on the project?			
(a) one child	8	-	-
(b) more than one child	0	-	-

Here the data indicate that: (a) all of the Subject parents (100 per cent) were very disappointed about their child's progress during the pre-intervention phase (in mainstream school); (b) all of the Subject parents (100 per cent) have only one child attending the project.

Comparisons of the Subject parents' opinions of their child's progress during pre-intervention and during the intervention programme were analysed via the Wilcoxon rank matched-pairs test. The analysis indicates that the Subject parents considered their child to have made significantly greater progress during intervention than during pre-intervention in the mainstream school, $z(\underline{n} = 8) = 2.11$, $p < .05$.

All the above items on the Parent Questionnaire were further analysed via the Kendall's tau correlation coefficient and the Spearman Rho correlation coefficient in order to assess the degree of relationship between the variables which may suggest further the underlying factors that affect parents' attitudes towards their child's education. However, the statistical analyses indicate that the vast majority of the variables are not significantly related ($p > .05$).

Table 10b.10: The Distribution of Mean Rank Orders for Parents by Group On Educational Issues.
Rank (1=Most Preferred to lowest number=Least Preferred)

Item	School Y		
	Subject	Control A	Control B
	Parents (<u>n</u> =8)	Parents (<u>n</u> =9)	Parents (<u>n</u> =11)
Which ways do you most or least prefer to be involved in your child's education? Through:			
(1) PTA meetings	2.50 ^b (1.20) ^c	1.67 (0.71)	2.18 (0.98)
(2) Involvement with classroom activities	2.75 (1.28)	4.33 (1.80)	5.00 (0.89)
(3) Help with homework	2.88 (1.64)	4.00 (2.06)	3.91 (1.30)
(4) Fund-raising	5.38 (0.74)	3.67 (1.32)	5.00 (1.55)

^bMean average rank score

^cSD

Table 10b.10 continued

Item	School Y		
	Subject Parents (<u>n</u> =8)	Control A Parents (<u>n</u> =9)	Control B Parents (<u>n</u> =11)
(5) School visits	3.63 (1.85)	4.22 (1.09)	2.73 (1.49)
(6) Parents' Evenings	3.88 (1.96)	3.11 (1.76)	2.18 (1.25)
Which areas do you think that the school should be most or least concerned with?			
(a) Standard of Education	5.38 (1.69)	4.22 (1.56)	1.18 (0.40)
(b) School attendance	1.88 (0.83)	2.78 (1.99)	3.18 (1.08)
(c) Teacher-pupil relationship	1.38 (0.52)	4.11 (2.26)	3.55 (1.44)
(d) Relationship between peers	5.13 (2.53)	7.56 (0.53)	7.82 (0.40)
(e) Pupil-self awareness	7.13 (1.36)	7.33 (0.71)	7.00 (0.63)
(f) Courses related to employment	5.63 (1.77)	2.11 (0.78)	3.82 (0.87)
(g) Co-operative behaviour	4.63 (1.41)	4.00 (1.41)	5.18 (1.60)
(h) Counselling on problems	4.88 (0.99)	3.89 (1.45)	4.18 (1.94)

Table 10b.10

Item	School Y		
	Subject Parents (<u>n</u> =8)	Control A Parents (<u>n</u> =9)	Control B Parents (<u>n</u> =11)
Which aspects of the school/project do you feel would be the most or least beneficial to your child?			
(1) Individual teaching	1.00 (0.00)	4.22 (1.20)	1.45 (0.69)
(2) Having friends in the classroom	4.63 (0.74)	6.22 (1.09)	7.00 (0.00)
(3) Smaller classes	2.25 (0.46)	5.22 (1.86)	2.18 (1.08)
(4) Emphasis on work experience	3.25 (0.89)	2.22 (1.20)	3.09 (1.22)
(5) Counselling on problems	4.33 (1.25)	1.44 (0.73)	3.73 (0.79)
(6) Practical activities (e.g. cookery)	6.13 (0.64)	3.44 (1.33)	4.82 (0.40)
(7) Creative activities (e.g. camping)	6.63 (0.74)	5.22 (1.20)	5.91 (0.30)

Table 10b.10 presents the patterns of the three parent groups' rank orders on various educational issues.

The parents were asked to rank six possible methods of participation in their child's education in terms of preference (rank 1 = most preferred and rank 6 = least preferred). The figures show that all three parent groups most preferred 'PTA' meetings as a method of participating in their child's education.

The parents were asked to rank the importance of eight possible educational issues (rank 1 = most important and rank 8 = least important). The Subject group parents rated 'teacher-pupil relationship' (mean rank = 1.38) as the most important school issue and they rated 'school attendance' (mean rank = 1.88) as the second most important issue. The Control A group parents rated 'courses related to employment' (mean rank = 2.11) as the most important school issue and they rated 'school attendance' (mean rank = 2.78) as the second most important issue. The Control B group parents rated 'standard of education' (mean rank = 1.18) as the most important school issue and they rated 'school attendance' (mean rank = 3.18) as the second most important issue.

Comparisons of the three parent groups on their rankings of the possible school issues indicate that: (i) the Subject group parents rated 'teacher-pupil relationship' as the most important issue, while the Control A group parents rated 'courses related to employment' as the most important issue and the Control B group parents rated 'standard of education' as the most important school issue; (ii) the least important school issue for the Subject group parents is 'pupil-self awareness', and for both the Control A group and Control B group parents the item 'relationship with peers' is rated as the least important school issue.

The parents were asked to rank the beneficial qualities of seven possible aspects of the school/project in relation to their child's needs (rank 1 = most preferred and rank 7 = least preferred). Both the Subject and Control B group parents rated 'individual teaching' (mean rank = 1.00 and 1.45 respectively) as being the most beneficial approach

for their child's educational needs, whereas the Control A group parents rated 'counselling' (mean rank = 1.44) as the most beneficial approach for their child's educational needs.

The comparison of the three parent groups on their rankings for the seven possible beneficial factors for their child's educational needs indicate that: (i) both the Subject group and Control B group parents rated 'individual teaching' as the most beneficial for their child's education, whereas this item was rated as fourth by the Control A group parents; (ii) the Control A group parents rated 'counselling' as the most beneficial for their child's education, whereas both the Subject group and Control B group parents rated this item as the fourth most beneficial factor in relation to their child's education; (iii) 'creative activities' is ranked by the Subject group parents as the least beneficial factor for their child's needs, while both the Control A group and Control B group parents ranked 'having friends in the classroom' as the least beneficial factor for their child's educational needs.

The rank order data were analysed via the Mann-Whitney and Wilcoxon tests. The Mann-Whitney test examines the differences in mean rank scores for the between-subject design. The Wilcoxon test examines the differences in mean rank scores for the within-subject design. Starting with the within-subject comparison, the most preferred item for each parent group was compared with their rank scores for the other items. The analysis of the Subject group parents' ratings on methods of participation in their child's education indicate that the mean score for their most preferred item 'PTA meetings' is: (a) not significantly different to their mean rank score for 'involvement in the classroom', $z(\underline{n} = 8) = 0.35, p > .05$; (b) not significantly different to their mean rank score for 'help with homework', $z(\underline{n} = 8) = 0.70, p > .05$; (c) not significantly different to their mean rank score for 'school visits', $z(\underline{n} = 8) = 1.19, p > .05$; (d) not significantly different to their mean rank score for 'parent evenings',

$z(\underline{n} = 8) = 1.47, p > .05$; (e) significantly different to their mean rank score for 'fund-raising', $z(\underline{n} = 8) = 2.52, p < .05$.

The within-subject analysis of the Control A group parents' ratings on methods of participation in their child's education indicate that the mean score for their most preferred item 'PTA meetings' is: (a) very significantly different to their mean rank score for 'involvement in the classroom', $z(\underline{n} = 9) = 2.67, p < .01$; (b) significantly different to their mean rank score for 'help with homework', $z(\underline{n} = 9) = 2.07, p < .05$; (c) significantly different to their mean rank score for 'fund-raising', $z(\underline{n} = 9) = 2.31, p < .05$; (d) very significantly different to their mean rank score for 'school visits', $z(\underline{n} = 9) = 2.67, p < .01$; (e) 'slightly' significantly different to their mean rank score for 'parent evenings', $z(\underline{n} = 9) = , p < .051$.

The analysis of the Control B group parents' ratings on methods of participation in their child's education indicate that the mean score for their two most preferred items 'PTA meetings' and 'parent evenings' is: (a) very significantly different to their mean rank score for 'involvement in the classroom', $z(\underline{n} = 11) = 2.93, p < .01$; (b) significantly different to their mean rank score for 'help with homework', $z(\underline{n} = 11) = 2.40, p < .05$; (c) very significantly different to their mean rank score for 'fund-raising', $z(\underline{n} = 11) = 2.85, p < .01$; (d) not significantly different to their mean rank score for 'school visits', $z(\underline{n} = 11) = 0.71, p > .05$.

The between-subject comparisons via the Mann-Whitney test indicate that: (a) the Subject and Control A parents differ very significantly on their mean rank scores for 'fund-raising', $z(\underline{n} = 17) = 2.86, p < .01$; (b) the Subject and Control B parents differ very significantly on their mean rank scores for 'involvement in the classroom', $z(\underline{n} = 19) = 3.11, p < .01$; (c) the Control A and Control B parents differ significantly on their mean rank scores for 'fund-raising', $z(\underline{n} = 20) = 2.37, p < .05$; (d) the Control A

and Control B parents differ significantly on their mean rank scores for 'school visits', $z(\underline{n} = 20) = 2.33$, $p < .05$. The analysis indicates further that the three parent groups do not differ significantly on their mean rank scores for the other items relating to methods of participation in their child's education ($p > .05$).

The parents' ratings on school issues were also analysed via the Wilcoxon and Mann-Whitney tests. The within-subject analysis on the Subject group parents' mean rank score for their rated most important school issue, 'teacher-pupil relationship', indicates that it is: (a) significantly different to the mean rank score for item 'standard of education', $z(\underline{n} = 8) = 2.52$, $p < .05$; (b) not significantly different to the mean rank score for item 'school attendance', $z(\underline{n} = 8) = 1.05$, $p > .05$; (c) significantly different to the mean rank score for item 'relationship with peers', $z(\underline{n} = 8) = 2.52$, $p < .05$; (d) significantly different to the mean rank score for item 'pupil-self awareness', $z(\underline{n} = 8) = 2.52$, $p < .05$; (e) significantly different to the mean rank score for item 'courses related to employment', $z(\underline{n} = 8) = 2.52$, $p < .05$; (f) significantly different to the mean rank score for item 'co-operative behaviour', $z(\underline{n} = 8) = 2.52$, $p < .05$; (g) significantly different to the mean rank score for item 'counselling', $z(\underline{n} = 8) = 2.52$, $p < .05$.

The within-subject analysis on the Control A group parents' mean rank score for their rated most important school issue, 'courses related to employment', indicates that it is: (a) significantly different to the mean rank score for item 'standard of education', $z(\underline{n} = 9) = 2.31$, $p < .05$; (b) not significantly different to the mean rank score for item 'school attendance', $z(\underline{n} = 9) = 0.89$, $p > .05$; (c) not significantly different to the mean rank score for item 'teacher-pupil relationship', $z(\underline{n} = 9) = 1.78$, $p > .05$; (d) very significantly different to the mean rank score for item 'relationship with peers', $z(\underline{n} = 9) = 2.67$, $p < .01$; (e) very significantly different to the mean rank score for item 'pupil-self awareness', $z(\underline{n} = 9) = 2.67$, $p < .01$; (f) very

significantly different to the mean rank score for item 'co-operative behaviour', $z(\underline{n} = 9) = 2.67, p < .01$; (g) significantly different to the mean rank score for item 'counselling', $z(\underline{n} = 9) = 2.43, p < .05$.

The within-subject analysis on the Control B group parents' mean rank score for their rated most important school issue, 'standard of education', indicates that it is: (a) very significantly different to the mean rank score for item 'school attendance', $z(\underline{n} = 11) = 2.93, p < .01$; (b) very significantly different to the mean rank score for item 'teacher-pupil relationship', $z(\underline{n} = 11) = 2.93, p < .01$; (c) very significantly different to the mean rank score for item 'relationship with peers', $z(\underline{n} = 11) = 2.93, p < .01$; (d) very significantly different to the mean rank score for item 'pupil-self awareness', $z(\underline{n} = 11) = 2.93, p < .01$; (e) very significantly different to the mean rank score for item 'courses related to employment', $z(\underline{n} = 11) = 2.93, p < .01$; (f) very significantly different to the mean rank score for item 'co-operative behaviour', $z(\underline{n} = 11) = 2.85, p < .01$; (g) very significantly different to the mean rank score for item 'counselling', $z(\underline{n} = 11) = 2.76, p < .01$.

The examination of some of the between-subject comparisons via the Mann-Whitney test indicate that: (a) the Subject and Control A parents do not differ significantly on their mean scores for item 'standard of education', $z(\underline{n} = 17) = 1.27, p > .05$; (b) the Subject and Control A parents do not differ significantly on their mean scores for item 'school attendance', $z(\underline{n} = 17) = 0.65, p > .05$; (c) the Subject and Control A parents differ significantly on their mean scores for item 'teacher-pupil relationship', $z(\underline{n} = 17) = 2.36, p < .05$; (d) the Subject and Control A parents differ highly significantly on their mean scores for item 'courses related to employment', $z(\underline{n} = 17) = 3.37, p < .001$; (e) the Subject and Control B parents differ highly significantly on their mean scores for item 'standard of education', $z(\underline{n} = 19) = 3.85, p < .001$; (f) the Subject and Control B parents differ significantly on their mean scores for item 'school attendance', $z(\underline{n} = 19) = 2.46, p < .05$; (g) the Subject and

Control B parents differ significantly on their mean scores for item 'teacher-pupil relationship', $z(\underline{n} = 19) = 3.26$, $p < .01$; (h) the Subject and Control B parents differ significantly on their mean scores for item 'courses related to employment', $z(\underline{n} = 19) = 2.26$, $p < .05$; (i) the Control A and Control B parents differ highly significantly on their mean scores for item 'standard of education', $z(\underline{n} = 20) = 3.81$, $p < .001$; (j) the Control A and Control B parents do not differ significantly on their mean scores for item 'school attendance', $z(\underline{n} = 20) = 0.77$, $p > .05$; (k) the Control A and Control B parents do not differ significantly on their mean scores for item 'teacher-pupil relationship', $z(\underline{n} = 20) = 0.70$, $p > .05$; (l) the Control A and Control B parents differ highly significantly on their mean scores for item 'courses related to employment', $z(\underline{n} = 20) = 3.44$, $p < .001$.

Parents ratings of the six possible beneficial factors were also analysed via the Wilcoxon and Mann-Whitney tests. The Wilcoxon test was used to compare each parent group's most preferred item with other related items (within-subject design). Starting with the within-subject design, the analysis on the Subject group parents' mean rank score for their rated most beneficial item, 'individual teaching', indicates that it is: (a) significantly different to their mean rank score for item 'having friends in the classroom', $z(\underline{n} = 8) = 2.52$, $p < .05$; (b) significantly different to their mean rank score for item 'smaller classes', $z(\underline{n} = 8) = 2.52$, $p < .05$; (c) significantly different to their mean rank score for item 'emphasis on work experience', $z(\underline{n} = 8) = 2.52$, $p < .05$; (d) significantly different to their mean rank score for item 'counselling', $z(\underline{n} = 8) = 2.52$, $p < .05$; (e) significantly different to their mean rank score for item 'practical activities', $z(\underline{n} = 8) = 2.52$, $p < .05$; (f) significantly different to their mean rank score for item 'creative activities', $z(\underline{n} = 8) = 2.52$, $p < .05$.

The within-subject analysis on the Control A group parents' mean rank score for their rated most beneficial

item, 'individual teaching', indicates that it is: (a) very significantly different to their mean rank score for item 'individual teaching', $z(\underline{n} = 9) = 2.67$, $p < .01$; (b) very significantly different to their mean rank score for item 'having friends in the classroom', $z(\underline{n} = 9) = 2.67$, $p < .01$; (c) significantly different to their mean rank score for item 'smaller classes', $z(\underline{n} = 9) = 2.55$, $p < .05$; (d) not significantly different to their mean rank score for item 'emphasis on work experience', $z(\underline{n} = 9) = 1.24$, $p > .05$; (e) very significantly different to their mean rank score for item 'practical activities', $z(\underline{n} = 9) = 2.67$, $p < .01$; (f) significantly different to their mean rank score for item 'creative activities', $z(\underline{n} = 9) = 2.67$, $p < .01$.

The analysis on the Control B group parents' mean rank score for their rated most beneficial item, 'individual teaching', indicates that it is: (a) very significantly different to their mean rank score for item 'having friends in the classroom', $z(\underline{n} = 11) = 2.93$, $p < .01$; (b) not significantly different to their mean rank score for item 'smaller classes', $z(\underline{n} = 11) = 1.33$, $p > .05$; (c) significantly different to their mean rank score for item 'emphasis on work experience', $z(\underline{n} = 11) = 2.36$, $p < .05$; (d) very significantly different to their mean rank score for item 'counselling', $z(\underline{n} = 11) = 2.93$, $p < .01$; (e) very significantly different to their mean rank score for item 'practical activities', $z(\underline{n} = 11) = 2.93$, $p < .01$; (f) very significantly different to their mean rank score for item 'creative activities', $z(\underline{n} = 11) = 2.93$, $p < .01$.

The examination of some of the between-subject comparisons via the Mann-Whitney test indicate that: (a) the Subject and Control A parents differ highly significantly on their mean rank scores for item 'individual teaching', $z(\underline{n} = 17) = 3.71$, $p < .001$; (b) the Subject and Control A parents differ very significantly on their mean rank scores for item 'smaller classes', $z(\underline{n} = 17) = 2.77$, $p < .01$; (c) the Subject and Control A parents differ highly significantly on their mean rank scores for item 'counselling', $z(\underline{n} = 17) = 3.32$, $p < .001$; (d) the Subject and Control B parents do not differ

significantly on their mean rank scores for item 'individual teaching', $z(\underline{n} = 19) = 1.86$, $p > .05$; (e) the Subject and Control B parents do not differ significantly on their mean rank scores for item 'smaller classes', $z(\underline{n} = 19) = 0.55$, $p > .05$; (f) the Subject and Control B parents do not differ significantly on their mean rank scores for item 'counselling', $z(\underline{n} = 19) = 0.90$, $p > .05$; (g) the Control A and Control B parents differ highly significantly on their mean rank scores for item 'individual teaching', $z(\underline{n} = 20) = 3.81$, $p < .001$; (h) the Control A and Control B parents differ very significantly on their mean rank scores for item 'smaller classes', $z(\underline{n} = 20) = 3.01$, $p < .01$; (i) the Control A and Control B parents differ highly significantly on their mean rank scores for item 'counselling', $z(\underline{n} = 20) = 3.67$, $p < .001$.

Table 10b.11: The Frequency of Home-School Contact by Group

Item	School Y		
	Subject	Control A	Control B
	Parents ($\underline{n}=8$)	Parents ($\underline{n}=9$)	Parents ($\underline{n}=11$)
How many home visits have you received from the school/ project?	0.13 ^a (0.35) ^b	2.44 (1.88)	0.27 (0.90)
How many times have you visited the school/project?	0.25 (0.46)	4.22 (3.63)	7.91 (3.96)
Approximately how many miles do you live away from the school?	0.78 (0.54)	1.00 (0.35)	0.59 (0.28)

^aMean average figure

^bSD

Table 10b.11 presents the frequency of home-school contact for each parent group. The data indicate that: (a) the Control A group parents received the most home visits from the school staff with a mean average of 2.44 visits, followed by the Control B group parents with a mean average of 0.27 visits and the Subject group parents received the least number of visits with a mean average of 0.13 visits; (b) the Control B group parents made the highest number of school visits with a mean average of 7.91 visits, followed by the Control A group parents with a mean average of 4.22 school visits Subject group parents made the least number of school visits with a mean average of 0.25 visits; (c) the Control A group parents live the farthest from the school with a mean average distance of 1.00 miles, followed by the Subject group parents with a mean average distance of 0.78 miles and the Control B parents live the nearest to the school with a mean average distance of 0.59 miles.

The data on the home-school contact were analysed via the one-way ANOVA and the Scheffé procedure, with p set at .05, in order to compare the average means of the three parent groups. The analysis indicate that:

- (a) The three parent groups differ highly significantly in the number of home visits which they have received from the school, $F(2, 25) = 10.25$, $p < .001$, with the Control A parents receiving the highest number of visits from school as shown in Table 10b.11. The Scheffé test indicate that; (i) the Control A group parents received significantly more home visits from the school than the Subject group parents, (ii) the Control A group parents received significantly more home visits from the school than the Control B group parents, (iii) the Subject and Control B parents do not differ significantly in the number of visits received from the school.
- (b) The three parent groups differ highly significantly on the mean number of school visits by the families over the last two years of their child's compulsory

schooling, $F(2, 25) = 12.93$, $p < .001$, with the Control B parents making the highest number of school visits as shown in Table 10b.11. The Scheffé test indicate that; (i) the Control B group parents made significantly more number of school visits than the Subject group parents; (ii) the Control A and Control B parents do not differ significantly on the number of visits made to the school; (iii) the Subject and Control A parents do not differ significantly on the number of visits made to the school.

- (c) The three parent groups do not differ significantly on the mean number of miles between their homes and the school, $F(2, 25) = 2.70$, $p > .05$.

Teacher Questionnaire

The teacher questionnaires were administered to staff members at both School X and School Y. Questionnaire T2a (see Appendix A9a.2) was administered to the School X staff and Questionnaire T2b (see Appendix A9b.6) was administered to the School Y staff. The two questionnaires are essentially similar with the main purpose of assessing the staff's attitudes towards the special needs projects, and examining possible ways of improving contact between the special projects and mainstream school. However, there are differences between the two questionnaires, for example, in the T2a Questionnaire the term 'project' is used whereas in the T2b Questionnaire the term 'Alternative Curriculum (or AC)' is used instead of the term 'project'. Such terms are chosen to keep in line with the daily descriptive language of each school. Table 10b.12 shows the incidence of teacher responses to the items in the teacher questionnaires.

Table 10b.12: School Staff's Responses to the Teacher Questionnaire

Item	School X Staff (<u>n</u> =15)	School Y Staff (<u>n</u> =20)
In which setting would you prefer children with behavioural problems to be 'treated'?		
1) School-based projects	13 ^a	14
2) Off-site projects	5	3
3) Mixed classes with normal children	2	2
4) Residential establishment	1	0
5) Segregated schools	2	7

^aFrequency of teacher responses

Table 10b.12 presents the incidence of teacher responses to the various items on the teacher questionnaire. The proportions of the School X teachers' responses to the various items were analysed via the Single Proportion test (Hayslett & Murphy, 1974). The analysis indicate that: (a) a highly significant proportion of the teachers believe that 'problem' children should be placed on school-based projects, $z(\underline{n} = 15) = 4.40, p < .001$.

Table 10b.12 continued

Item	School X Staff (<u>n</u> =15)	School Y Staff (<u>n</u> =20)
Have you visited the project?		
Yes	11	16
No	4	4
How many times have you visited the project?		
(a) Once	1	0
(b) Twice or more	6	4
(c) Five or more	1	3
(d) Ten or more	2	1
(e) Fifteen or more	1	0
(f) Twenty or more	0	8
Can problem behaviour be 'treated'?		
Yes	14	20
No	1	1
Number of teachers who have pupils attending the project	11	13
Has the project pupil's behaviour changed since intervention?		
1) Greatly Deteriorated	0	0
2) Deteriorated	1	0
3) No change	0	1
4) Improved	6	8
5) Greatly Improved	0	2

Here Table 10b.12 shows that: (b) a highly significant proportion of the teachers have visited the school project more than twice, $\underline{z}(\underline{n} = 15) = 3.17$, $p < .001$; (c) a highly significant proportion of the teachers believe that problem behaviour can be 'treated', $\underline{z}(\underline{n} = 15) = 3.36$,

$p < .001$; (d) a highly significant proportion of the teachers believe that the project pupils' behaviours had improved subsequent to intervention, $z(\underline{n} = 15) = 4.35$, $p < .001$.

Table 10b.12 continued

Item	School X Staff (<u>n</u> =15)	School Y Staff (<u>n</u> =20)
In which of the following areas has this change been most noticeable?		
1) Attitude towards family	0	0
2) Attitude towards teachers	4	4
3) School attendance	5	4
4) Co-operative behaviour	4	6
5) Standard of school work	5	0
6) Relationship with peers	2	7
7) Appears generally happier	0	1
8) Self-confidence	0	1
Did you prepare for the project pupil's return to your normal lessons?		
Yes	3	-
No	3	-

Table 10b.12: continued

Item	School X Staff (<u>n</u> =15)	School Y Staff (<u>n</u> =20)
Were you able to implement any advice from the project staff?		
Yes	2	-
No	2	-
Should outside professions (e.g. social workers) work on the project?		
Yes	12	12
No	1	1

Here Table 10b.12 shows that: (e) a very significant proportion of the teachers believe that 'outside' professions should be involved with the project, $z(\underline{n} = 15) = 3.04$, $p < .01$.

Table 10b.12 continued

Item	School X Staff (<u>n</u> =15)	School Y Staff (<u>n</u> =20)
Have you visited the project?		
Yes	11	16
No	4	4
How many times have you visited the project?		
(a) Once	1	0
(b) Twice or more	6	4
(c) Five or more	1	3
(d) Ten or more	2	1
(e) Fifteen or more	1	0
(f) Twenty or more	0	8
Should the project be extended?		
Yes	11	13
No	1	2
Are you involved in any of the project curricular activities?		
Yes	2	7
No	12	12
Are you willing to become more involved with the project's curriculum?		
Yes	6	-
No	6	-

Here Table 10b.12 shows that: (f) a very significant proportion of the teachers believe that the project should be extended, $z(\underline{n} = 15) = 2.89$, $p < .01$; (g) a very significant proportion of the teachers are not involved with the project curriculum, $z(\underline{n} = 15) = 2.67$, $p < .01$.

Table 10b.12: continued

Item	School X Staff (<u>n</u> =15)	School Y Staff (<u>n</u> =20)
Should mainstream teachers retain some responsibility for the project pupils?		
Yes	11	-
No	3	-
Do you find it difficult to assess the success of the project?		
Yes	12	16
No	2	3
Is there enough contact between the project and mainstream school?		
Yes	2	5
No	12	12
What is your department's proximity (in comparisons with most departments) to the project?		
(a) Very near	1	4
(b) Near	6	7
(c) Far	8	6
What is your teaching post?		
1) Subject teacher	8	7
2) Form teacher	0	0
3) Head of Department	4	3
4) Head of Pastoral	0	0
5) Head of Year/Division	0	6
6) Deputy Head	2	1
7) Headteacher	0	0
8) EWO	1	0

Here Table 10b.12 shows that: (h) a very significant proportion of the teachers stated that they find it difficult to evaluate the success of the project, $\underline{z}(\underline{n} = 15) = 2.67$, $p < .01$; (i) a very significant proportion of the teachers believe that there is insufficient contact between the project and the mainstream school, $\underline{z}(\underline{n} = 15) = 2.67$, $p < .01$; (j) a significant proportion of the teachers believe that mainstream school teachers should retain some responsibilities for pupils who are placed on the special projects, $\underline{z}(\underline{n} = 15) = 2.13$, $p < .05$. The other items were not statistically analysed because of the limited size of the data.

The degree of relationship between the variables was analysed via the Kendall's tau and Spearman Rho correlation coefficients in order to assess further the teachers' attitudes towards special needs projects. However, both the analyses indicate that no two variables are significantly related ($p > .05$).

The proportions of the School Y teachers' responses to each item were analysed via the Single Proportion test (Hayslett & Murphy, 1974). The analysis indicates that: (a) a very significant proportion of teachers believe that 'problem' children should be placed on school-based projects, $\underline{z}(\underline{n} = 20) = 4.34$, $p < .01$; (b) a very significant proportion of teachers have visited the project at least twenty times, $\underline{z}(\underline{n} = 20) = 3.00$, $p < .01$; (c) a highly significant proportion of teachers believe that problem behaviours can be 'treated', $\underline{z}(\underline{n} = 20) = 4.15$, $p < .001$; (d) a highly significant proportion of teachers believe that the project pupils have shown improvement in their behaviour subsequent to intervention, $\underline{z}(\underline{n} = 20) = 4.36$, $p < .001$; (e) a very significant proportion of teachers believe that 'outside' professions should be involved with the project, $\underline{z}(\underline{n} = 20) = 3.04$, $p < .01$; (f) a very significant proportion of teachers believe that the project should be extended, $\underline{z}(\underline{n} = 20) = 2.84$, $p < .01$; (g) although a relatively large proportion of teachers are not involved in the project's

curriculum, nevertheless, the analysis indicates that this proportion is not significant, $z(\underline{n} = 20) = 1.14, p > .05$; (h) a very significant proportion of teachers stated that they find it difficult to evaluate the success of the project, $z(\underline{n} = 20) = 2.97, p < .01$; (i) although a relatively large proportion of teachers believe that there is insufficient contact between the project and mainstream school, nevertheless, the analysis indicates that this proportion is not significant, $z(\underline{n} = 20) = 1.70, p > .05$. The other items were not statistically analysed because of the limited size of the data.

The degree of relationship between the items was analysed via the Kendall's tau and Spearman Rho correlation coefficients in order to understand further the factors that may influence project-mainstream school contact. However, both analyses indicate that there are no significant relationships between the variables ($p > .05$).

Summary of the Findings

The analysis on the parent and teacher questionnaires indicate that:

- (a) The parents of poor school attenders are more likely than parents of good school attenders to have a higher rate of unemployment. The parents of the poor school attenders are significantly more likely to allow their 'problem' children to be placed on special needs projects than the parents of good attenders. The parents of poor attenders are significantly more likely to receive home visits from the school staff than the parents of the poor school attenders. The parents of good school attenders are significantly more likely than parents of poor attenders to believe that their children have benefited from attending school during their 4th and 5th years of secondary schooling. A significant proportion of the Subject group parents believe that both themselves and their children receive more support from the special needs project than they did from mainstream school. The Subject group parents were also

significantly more likely to rate their children as showing greater progress during the intervention programme than during the pre-intervention phase in the mainstream school. All three parent groups tended to prefer home-school contact via the 'PTA' meetings.

Both the Subject and Control B parent groups tended to regard individual teaching as being the most beneficial school factor in relation to their child's needs, whereas the Control A parents tended to regard counselling on problem behaviour as being the most beneficial factor for their child's needs. Both the Subject and Control A parents were significantly more likely to regard social/employment issues as important school factors, whereas the Control B parents were significantly more likely to regard academic issues as the most important school factors. The analysis on the data indicates further that the parents of good school attenders make significantly more school visits than the parents of the poor school attenders.

- (b) A significant proportion of both the School X and School Y teachers indicate that; (i) problem children are best managed on school-based projects, (ii) project pupils tend to show some improvement in classroom behaviour as a consequence of attending the intervention programme, (iii) outside professions should be involved with school-based projects, (iv) the achievement of the special projects are believed to be difficult to evaluate, (v) there is poor contact between the project and mainstream, and (vi) mainstream teachers should retain some responsibilities for pupils who are placed on special projects.

In this chapter the author has attempted to analyse the attitudes of parents and teachers towards the population's school environment. The data indicate that although parents of poor school attenders tend to be disappointed with their child's progress in mainstream

school, conversely, they (parents) tend to regard the child's progress as improved when he or she attends the special project. However, the data indicate that parents of good attenders tend to be satisfied with their child's progress in the mainstream school and they are also more likely to visit the school than the parents of poor school attenders. The teachers tend to believe that 'problem' children are more likely to benefit from placements in school-based projects than when they are placed on other forms of institutions, such as off-site units. The teachers also tend to believe that there is insufficient contact between the project and mainstream school, and they also tend to believe that mainstream teachers should retain some responsibilities for those pupils who are placed on the special projects.

In the following chapter the author will discuss some of the qualitative data in order to provide some further insights into the experiences of the research population, and those of their parents and teachers.

Chapter 10c

Qualitative Data

In order to provide some further insight into the data so far discussed, the qualitative data will be presented as complementary information. Some of these data collected from the Parent Questionnaire, the Teacher Questionnaire and Questionnaire A will be discussed to enable one further to appreciate the experiences of the population, their parents and their teachers. Other qualitative data will include interviews with a Senior Officer at the EWS and the two project teachers who participated in this research. This discussion of the data presented by the pupils and the practitioners may provide some heuristic directions for educational practice.

The Subject Groups' Attitudes towards their Special Needs Programmes and Mainstream School

Questionnaire A (see Appendix A9a.1) was completed by all 7 Subject pupils at School X and 13 of the Subject adolescents at School Y. The main purpose of this questionnaire was to ascertain the Subject groups' attitudes towards their special needs programmes and their mainstream schools. These data may also reveal how well the Subject groups understand their problems and whether they believe that the special project has adequately catered for their needs. This questionnaire dealt with several issues:

1. Subject Groups' Perceived Reasons for being Placed on the Project

Concerning School X, the Subject pupils indicated as their most frequent reasons for their placements on the project to include truanting, poor reading, and poor relationships with their mainstream teachers. Some examples of their reasons for placement include:

'For skiving a lot'

'I could not get on with the teachers'

'I could not cope with teachers and the work is a bit hard'

Concerning School Y, the Subject adolescents most frequent reasons for their placements were also related to having problems with school work or with the mainstream teachers. Some examples of their reasons for placement include:

'because we don't behave in lessons'

'because we are in the bottom in class'

'because we have difficulty with reading'

2. How has the Project Helped?

Concerning School X, the Subject pupils' most frequent responses were that the project had helped them in terms of reading, writing and increased school attendance. Some of their responses include:

'help me to come to school more often'

'Attending the project helps me to read and write'

Concerning School Y, the Subject adolescents most frequent responses were that the project had helped them in terms of work, it allowed them to visit local businesses, and improved their reading and writing skills. Some of their responses include:

'I have got better at reading and writing'

'It has helped me in maths English and reading and has learnt me to decorate'

'I can talk to people easier and I can read better'

3. The Most Enjoyable Aspects of the Project

Concerning School X, the Subject pupils frequently stated that they most enjoyed art, swimming, computing and literacy. Some of their responses include:

'I like art computing and literacy'

'I like swimming'

'I like the computers'

Concerning School Y, the Subject adolescents frequently stated that they most enjoyed visiting people, gardening and camping. Some examples of their responses include:

'going to visit the old people, town, weaving and spinning'

'I like mothers and toddlers, camping'

'I like gardening, canoeing and town visits'

4. The Most Disliked Aspects of the Project

Concerning School X, the Subject pupils frequently stated that they disliked mathematics, science and group work. Some of their statements include:

'group work is boring and too much talking and going into your personal life'

'I do not like numeracy, science and craft'

Concerning School Y, the Subject adolescents tended to dislike PE and mathematics. Some of their responses include:

'I dislike the most PE'

'I dislike PE and maths'

5. The Subject Groups' Expectations from the Projects

Concerning School X, the Subject pupils tended to state that they expected the project to help them improve their reading and writing, and also help them to control their tempers. Some examples of their responses include:

'I would like to read and write and also help me to control my temper'

'To help me read much better'

Concerning School Y, the Subject adolescents tended to expect the project to help them to improve their spelling, reading and numeracy skills. Some of their responses include:

'I would like to be better in maths spelling and reading'

'I hope it will help me with spelling and reading'

6. Were those Needs Fulfilled?

Concerning School X, the Subject pupils stated that they believe that the project had helped them to improve their reading skills because of the increased time in reading practice. Others suggested that the project had helped them to increase their school attendance because it is much more 'fun' than the normal lessons. Concerning School Y, the Subject adolescents believed that the project had helped them to improve their scholastic skills. They believed that this was assisted by the project teacher's willingness to listen to them and also because they have access to a wider choice of resources, such as the job skill centre.

7. Feelings about Attending the Projects

Both the Subject Groups at School X and School Y stated that they felt 'happy' and 'very comfortable' with

their project groups. They attributed this to the fact that they had made new friends on these projects.

8. Attitudes towards the Idea of Returning to Mainstream

Both the Subject Groups at School X and School Y stated that they would not like to return to the mainstream curriculum. Their reasons for not wanting to be returned to the mainstream include 'dislike of certain teachers', 'some teachers are snobbish', 'the lessons are boring', or because they preferred to stay with the group in the project.

9. The Most Enjoyed Activities in Mainstream School

Both the Subject Groups at School X and School Y stated that they enjoyed some mainstream courses, such as expressive art, netball, child care studies and sciences.

10. Subjects Disliked in Mainstream School

Concerning School X, the Subject pupils disliked numeracy and English lessons. In the case of School Y, the Subject adolescents disliked Personal and Social Education (PSE), and social studies.

11. Ways in which the Projects have Changed the Subject Groups' Attitudes towards Mainstream School

Concerning School X, the Subject pupils tended to present a mixture of responses. Three (42.86 per cent) Subject pupils believed that the project had not helped them to improve their opinions of mainstream teachers. Their comments included:

'I can not get on with them [teachers]'

'No the project has not changed my view of teachers'

Whereas another three Subject pupils believed that the project had improved their opinions of the mainstream teachers. Some of their comments include:

'I like them [teachers] a bit more'

'The project helped by introducing me to my teachers when they came to visit the project'

'I get on with the teachers more because I can talk to the project teacher about any problems with them. She helps me.'

Concerning School Y, the Subject adolescents stated that the project had not improved their opinions of the mainstream teachers. None of the respondents gave any reasons for their responses.

12. Opinions of Normal Lessons Prior to Intervention

Concerning School X, the Subject pupils frequently stated that they found their mainstream lessons to be very boring. Some of their comments include:

'I hated the lessons'

'Normal lessons was too hard'

'They [normal lessons] are boring that is why I skived off'

Concerning School Y, the Subject adolescents frequently stated that they found the mainstream lessons to be very boring and difficult to understand. Some of their comments include:

'I found them [mainstream lessons] very hard'

'It was boring, very hard'

'The lessons were hard before I went to the project'

13. Opinion of Normal Lessons Since Returning to Mainstream School

Concerning School X, the Subject pupils frequently stated that they still disliked their mainstream lessons.

Most Subject pupils still perceived their normal lessons as boring and difficult to understand. some of their comments include:

'I still think there are boring'

'I still dont like English because it is boring, it has no activities'

The School Y Subject adolescents were not required to respond to this question because they were never returned to mainstream on a full-time basis.

14. The Subject Groups' Opinions on Their Friends' Attitudes towards their Project Placements

Concerning School X, the Subject pupils made a variety of comments ranging from their friends showing disinterest to their friends showing jealousy, or stating that they (friends) miss them:

'They dont care'

'They think the class is boring without me because I use to make them laugh by being cheeky to teachers. I wont be cheeky to teachers now because thats why I'm in the project'

'My friends are very jeolous of me when I went to the project'

Concerning School Y, the Subject adolescents also tended to make a variety of comments ranging from their friends think that they are 'lucky' to some friends thinking that they are 'silly':

'They think I am dippy'

'They think I am lucky'

'They are jeolous'

'My friends feel that I'm dippy they take the mikky'

15. How Do the Subject Groups Perceive their Parents Opinions of their Placements?

Concerning School X, the Subject pupils believed that their parents were not interested, and only two of the families had visited the project. Concerning School Y, the Subject adolescents said believe that their parents were pleased about their placements on the projects. However none of them stated whether their families had ever visited the projects.

16. Where has the Project Teachers' Help been most Effective?

Concerning School X, the Subject pupils believed that their project teacher has been most helpful in teaching them ways to control their behaviour or in improving their reading skills:

'She helped me to control my temper'

'She helped me with my work'

'Yes I think Miss X has helped by visiting my mum at home and going to see the teachers of the kids who bully me'

Concerning School Y, the Subject adolescents stated that they were encouraged by their project teacher to talk to others and that she was also most helpful in helping them to organise their work. However, some stated that they still felt 'ignored' by the project.

17. Would You Turn to the Project for Help?

Concerning School X, the Subject pupils stated that they would turn to the project for help if they needed assistance:

'Yes because I can trust the class'

'Yes. Because I believe that she [project teacher] would sort it out for me'

'Yes. Because there is no one else I can go to'

Concerning School Y, the Subject adolescents tended to state that they would turn to their project teacher for help because they believe that she is willing to listen to them:

'Yes because she listens and children can not solve problems themselves'

'Yes because I think she would understand'

18. The Type of Changes the Subject Groups would like to See in the Projects

Concerning School X, the Subject pupils suggested a variety of possible changes that they would like to see occur in the project:

'play more games and parents allowed to come [to project] when they want'

'Allowed more talking while working'

Concerning School Y, some of the Subject adolescents stated that they would like to change the project classroom by placing more paintings on the walls rather than posters. Others stated that they can not think of any changes.

19. Description of a Perfect School

Concerning School X, the Subject pupils presented a variety of responses to describe their perfect school:

'No work and free to do what you want'

'To have a swimming pool'

'There would never be a perfect school'

'The perfect school for me would be one which parents are allowed to work with me and other students. I would like to be payed for attending school'

Concerning School Y, the Subject adolescents also presented a variety of responses in their description of a perfect school:

'where peple do as they are told and use manners and obey rules'

'I would like teachers to be more kind'

'I would like to have more choice of lessons'

20. Has the Teachers' Industrial Strike Affected Your Behaviour?

Concerning School X, the Subject pupils found the strike rather inconvenient with many catching the bus to school only to be told on their arrival that the school is closed. They found this quite annoying. Concerning School Y, the Subject adolescents believed that the teachers' strike actions did not affect their behaviour. .

21. Has the Teachers' Industrial Strike Improved or Worsened Your Opinion of Schooling, Especially in Terms of School Attendance?

Concerning School X, the Subject pupils believed that their opinions of schooling had not changed, although one Subject pupil believed that his school attendance had deteriorated since the strike. Concerning School Y, the Subject adolescents believed that the industrial action had the consequence of decreasing their school attendance rate since normal schooling had been resumed.

22. Would Increased Contact between the Project and the Mainstream School Improve the Subject Groups' Opinions of their Mainstream Schools?

Concerning School X, the Subject pupils did not to answer this question. Concerning School Y, the Subject adolescents believed that increased contact between the project and the mainstream school would worsen their attitudes towards normal lessons.

23. The Subject Groups' Opinions on the Idea of Involving more Mainstream Teachers in the Project Activities

The School X Subject pupils did not respond to this item. Concerning School Y, the Subject adolescents tended to be adverse towards the idea of greater involvement of mainstream teachers in the project:

'No I dont think that more teachers should be involved. There is enough teachers [in the project]'

'No it would be come more confusing'

'No the teachers do not understand us like our [project] teachers'

'I dont want any more teachers because they dont care about us'

The Project Teachers Approaches to Education

Questionnaire R (see Appendix A9b.7) was administered to both the Project X and Project Y teachers in order to ascertain some background information about their projects, to examine their approaches towards teaching in the projects, and to assess their attitudes towards the level of social interactions between the projects and the mainstream schools. Several issues were raised by this questionnaire:

1. The Purpose of Establishing the Project

The Project X teacher's response:

'There was a need seen by the school in senior management to deal with some of the problems. We do have many children at [School X] with overt behaviour problems. This [project] was seen as a way of actually dealing with their problems. But I'm not very happy about the idea of a place where children have things done to them because children are human beings like us and they should be respected which is fundamental in my policy on the project. I became interested in the idea of the project because for two years I have been assertively stating to the Principal my needs for a change in direction and I am extremely fond of pupils who are suppose to have problems. I find them very stimulating and hard work, and I do feel that you can get some success with the children'

The Project Y teacher's response:

'The project was established for the special needs of the 3rd year group who were particularly disruptive, had a poor school attendance and showed signs of learning difficulties'

2. Who Suggested the Idea of the Project?

The Project X teacher's response:

'I do believe it was the Principal. He suggested that it should be placed next to the basic studies department I would rather it placed in the very centre of the school and not just have one or two teachers. I believe more teachers should be involved - team work. This would allow the project to work with more children'

The Project Y teacher's response:

'The Year Tutor suggested the idea'

3. The Underlying Problems that Prompted the Idea of the Project

The Project X teacher's response:

'I was aware [of the problems] as a pastoral teacher. I guess the senior management were also wondering what to do with some of the children who were causing concern among many of the staff. It is probably that concern which prompted the idea'

The Project Y teacher's response:

'We had too many pupils missing school'

4. Why did the Project Teachers Choose to Gravitate from Mainstream to the Project?

The Project X teacher's response:

'I went on a course to gain pastoral care skills. It was basically an approach to human psychology in caring and helping pupils to resolve their problems. I was working so hard in Home Economics with maintaining equipment and being in charge of the subject that I felt that I was losing my skills learnt on the course. So when the opportunity came [project] I was grateful. I feel much more fulfilled as a teacher doing this project'

The Project Y teacher's response:

'I have a lot of experience in working with special needs so the Head asked me if I was interested'

5. Who was Involved in the Decision to Establishing the Project?

The Project X teacher's response:

'It was the decision of the senior management. I was only involved in designing the project. The rest of the staff were not really involved, but I guess

that the majority of them feel that the project is a good thing'

The Project Y teacher's response:

'Initially the whole staff was involved and they attended meetings about the setting up of the project. But the detailed organisation of the project involved myself and the Head of 3rd Year'

6. What were the Arguments Presented by the Staff For and Against the Project

The Project X teacher's response:

'As far as I know there were no arguments presented. But coming up through the grapevine I hear there is a bit of 'hard feelings' about the teacher-pupil ratio with special needs having one teacher to four pupils. I guess they think there are too many teachers in special needs'

The Project Y teacher's response:

'Everybody thought that it was a good idea'

7. The Mainstream Teachers' Attitudes towards the Project

The Project X teacher's response:

"I don't really know . But I have quite a few good 'vibes' from some of the staff. Some nice things have been said like, 'Oh! well we knew that with your love and care that the pupils would blossom'. But sometimes I don't know whether that's a put down or what. But I can take that because if the pupil has blossomed then that is fine. My technique towards working with problem children is to have 'unconditional positive regard'. I just accept each one and try not to judge and also behave in a genuine way towards them [project pupils] because these pupils can see through you if you're not

genuine"

The Project Y teacher's response:

'They all supported the idea of the project'

8. What is the Behaviour of the Mainstream Pupils Towards You Since Becoming Involved in the Project?

The Project X teacher's response:

'Well the kids don't really know me and that concerns me. I don't really have as much contact with the mainstream as I use to - well I do teach 4th and 5th years one day a week in life skills and I know them quite well. I don't teach the younger ones. I do miss that, I guess I feel a sense of isolation at times'

The Project Y teacher's response:

'I don't work with the mainstream pupils'

9. Staff Support

The Project X teacher's response:

'They tend to support by giving feedback. I do actually go up to them and do a lot of talking, negotiating and show concern. It is quite tiring, but I think that it is important'

The Project Y teacher's response:

'Individual teachers have been very supportive by coming to the project and helping with the group. But there is very little active support from the staff as a whole'

10. The Number of Staff Involved with the Project

The Project X teacher's response:

'Well! I'm the only constant teacher, but there are other staff involved in teaching art and craft'.

The Project Y teacher's response:

'Six members of staff do one period [each] per week and two voluntary workers'

11. The Involvement of Other Professionals in the Project

The Project X teacher's response:

'Social Services are involved for one hour per week. Their aim is to do group therapy with the project pupils'

The Project Y teacher's response:

'No, not really'

12. Involvement of Voluntary Organisations

The Project X teacher's response:

'No they are not involved with the project'

The Project Y teacher's response:

'Yes, we have voluntary workers and contacts with teachers at off-site special needs units'

13. The Main Problems Faced when Establishing the Project

The Project X teacher's response:

'I faced difficulties in clarifying my aims and objectives. But it was helpful for me to do a lot of reading and seeking advice'

The Project Y teacher's response:

'We had no base, initially. There were problems in selection of the pupils and organising the teachers' timetables'

14. Financial Support for the Project

The Project X teacher's response:

'The project receives #150 annually from the basic studies budget'

The Project Y teacher's response:

'We receive funds from the mainstream capitation'

15. Pupils' Awareness of the Project Before it was Established

The Project X teacher's response:

'No the pupil population were not informed of the intentions to establish the project. I don't know why they were not informed'.

The Project Y teacher's response:

'The selected pupils were informed of the project through meetings with their parents'

16. Procedure for Receiving Feedback from Mainstream School

The Project X teacher's response:

'We do have meetings organised by the senior management which usually involves those teaching on the project. But it is difficult to get general feedback from the school because of industrial action. I do feel quite isolated and I don't know how other teachers feel unless I approach them and ask - which I do a lot anyway. But sometimes they'll come and tell me'.

The Project Y teacher's response:

'I usually receive feedback in a one-to-one contact and do make reports on the project pupils' progress, but I doubt if the staff reads it'.

17. The Evaluation Process of the Project

The Project X teacher's response:

'I find it difficult to evaluate this work. I know that there are instruments for measuring behaviour, but I don't feel skilful enough to actually implement them. I tend to use very subjective methods - it is really a 'gut' feeling. I do try to be objective and I have seen distinct changes in the kids. They appear happier and more open'.

The Project Y teacher's response:

'We evaluate the pupils' school attendance as an indication of their interest in the project'

18. The School's Expectations of the Project

The Project X teacher's response:

'I think that the school expectations are totally unrealistic. I believe that many of my colleagues believe that once the kids have been through the project that they are going to come out as model pupils who will soak in every piece of information put in front of them and never ask questions. I believe that a lot of the teachers are looking for model pupils'.

The Project Y teacher's response:

'A few staff members feel positive about the project, but others are just glad to get rid of the problem pupils. However, they do expect to see an increase in school attendance'

19. How Does One Help the School to Form more Realistic Ideas?

The Project X teacher's response:

'Encourage my colleagues to take a careful look at their expectations. However, I am very realistic about my expectations of the project. Research shows that there is an 80-per-cent failure rate and a 20 per cent success rate. I think perhaps we [project] are on about the same level in terms of success'

The Project Y teacher's response:

'We usually inform the staff that we intend to assess success based on pupil self-confidence, social development and finally their success in getting a job'

20. The Theoretical Framework of the Project Programme

The Project X teacher's response:

'I take a 'person-centred' approach which involves accepting the pupils for what they are and trying to understand their needs. I also use rewards to encourage them to improve their behaviour and school work'.

The Project Y teacher's response:

'We stress the importance of the individual. We use basic behaviour modification principles. And we try to make pupils see that they are responsible for themselves'

21. The Type of Support Received From Management

The Project X teacher's response:

'I have to go out sometime and seek support from management, especially in terms of counselling. I

suppose most of the time I appear to be in control, which I hope I am'

The Project Y teacher's response:

'I get support from the Head by allowing me room to use my own judgment. The Deputies support me when I have problems with a pupil. They will usually talk to the pupil'

22. Do the Staff Ever Give Advice or Counselling?

The Project X teacher's response:

'Yes, counselling. I often go out to find it. One teacher has an input of four periods per week in the project. He is very good at helping me to get things into perspective. The Head of Lower School is also very good at listening to me, although I don't believe that he is totally for the idea of the project'.

The Project Y teacher's response:

'The don't give advise in regards to the project'

23. Support or Counselling from Outside the School

The Project X teacher's response:

'Yes, but again I have to go out and find it. I regularly go to a group consisting of friends who also teach. I trust them, they are very similar people to me in ideas in teaching. I feel that I can open to them and yet not be judged. So I can be myself. I meet this group once a week, it is also very rewarding because of the support'.

The Project Y teacher's response:

'I get a lot of support from voluntary workers'

24. Do the Project Teachers Ever Give the Mainstream Teachers any Advice or Counselling on Coping with Project Pupils?

The Project X teacher's response:

'I do try, but this is usually on a one-to-one basis which I have found most successful. I write an observation sheet on each child when they leave the project. However, I do wonder how many teachers actually read my reports. I have thought of the idea of actually putting the report sheets into the pigeon holes. But I decided not to because this information is confidential. Some teachers do appear to appreciate my advice. I usually suggest that they should try the strategy of unconditional regard and attempt to listen to the pupil a bit more than previous'.

The Project Y teacher's response:

'I only give advise when asked particularly with regards to non-conforming behaviour'

25. Best Ways in which Mainstream Staff could Offer Support to the Project

The Project X teacher's response:

'I know that this is a bit idealistic, but I wish that the staff would show the capacity to care a bit more about the kids as individuals. I know that it would take up more time, I know what the pressure is like. But I feel if they just take a little more time to find out what makes the kid tick, I think that it would help to solve a lot of problems.

The Project Y teacher's response:

'They could show more interests in the individual pupils, visit the project and have discussions with

the pupils'

26. Project Teachers' Opinion of the Number of Visits Received From Mainstream School

The Project X teacher's response:

'I would like to see a lot more [visits] particularly from the pupils' pastoral tutors'

The Project Y teacher's response:

'The staff rarely visit the project. I would like to see more staff visiting'

27. What Changes Should Occur within the Project?

The Project X teacher's response:

'I would like to see the project expanded greatly. I would like to see a lot more teacher input, not just the five teachers we have at present. I would particularly like teachers who are trained in sciences, mathematics and literacy to participate because I don't want to be responsible for all the areas of the pupils' education. I would also like to have an area of about three rooms with different things going on'.

The Project Y teacher's response:

'To have more senior staff working with the pupils in the project'

28. Strength and Weaknesses of the Project

The Project X teacher's response:

'The strengths of the project - the project offers extra attention which I feel all the project pupils have benefited from in terms of help with reading and counselling on their problems. Weaknesses - I feel at the moment that the project can not produce

all of the support needed because of limited resources and skills'

The Project Y teacher's response:

'Strengths - pupils feel a sense of security or a sense of belonging and there is flexibility in the timetable which allows me to give pupils more individual attention. There is also the continuity provided by the pupils working mainly with one teacher. This is important in providing stability. Weaknesses - not enough staff involvement, we need more permanent staff. We also have financial problems with transport'

29. The Effects of Pupil Turnover on the Group's Cohesiveness

The Project X teacher's response:

'The pupil turnover greatly affects the group in a very negative way, because I like that the stability of the group constantly changes as pupils are returned to mainstream. But in mainstream the pupils are in a similar position because they have to face a large number of teachers per week in their timetables. I guess that it can be difficult for the pupil to learn to adapt to that many different approaches, personalities and different expectations'.

30. Given Hindsight What Aspects of the Project would be Changed?

The Project X teacher's response:

'I feel that I would change the criteria of the project to include more non-school attenders because they tend to be the most successful candidates. I would also like to work with younger children when they are beginning to manifest anti-social problems. But I definitely think that

the project has been successful with poor school attenders'.

The Project Y teacher's response:

'Establish more coordinated work with the various departments and establish closer links with the special needs department'

31. The Types of Rewards and Sanctions used by the Projects to Encourage Behavioural Change

The Project X teacher's response:

'At the beginning I started off with a point system, but I found that the kids weren't interested - I don't know why. I use praise which I find effective. But there are some pupils who will not accept praise and are always putting themselves down, but that is something I try to work through with them. But I believe that praise is very powerful if it is homing on positive behaviour rather than negative. They also have things like the computers on a Friday. Sanctions - they include disapproval, criticism, but NEVER sarcasm. I use constructive criticism'.

The Project Y teacher's response:

'I use mainly praise as a form of reward. The sanctions include expelling a pupil from the room, or ordering them to sit on their own'

32. Aspects of the Projects which the Project Teachers would like the Author to Evaluate

The Project X teacher's response:

'I would like you to find out more about how the project children feel about the project by using a one-to-one conversation with them. I would like to know what worked for them, what do they view as

worthwhile and their perceptions of life. I would also like to know more about their expectations'.

The Project Y teacher's response:

'I would like to see how the individual pupils have changed in terms of their attitudes towards school. I would be particularly interested in any information on how the project pupils interact with each other'

33. The Project Teachers' Opinions of Their Positions

The Project X teacher's response:

'I feel O.K. generally and I believe in what I am doing'.

The Project Y teacher's response:

'I see myself as just another teacher'

34. Plans for the Future

The Project X teacher's response:

'As I have said I would like to see the project expanded and more teachers involved. I would also like a core group will a permanent programme for those pupils who may never be able to cope with full-time mainstream curriculum'.

The Project Y teacher's response:

'I find the project so totally demanding that I would like to return to the special needs department'

An Interview with a Senior Official of the Leicestershire Education Welfare Service

The senior official was interviewed in order to gain some insight into how the Service manages school attendance

problems. Some of the issues raised during the interview include:

1. The Role of the EWO

The response of the official:

'It is the role of the EWO to enforce school attendance. The EWO is also expected to look at other wider issues of non-school attendance, such as family problems and living conditions.'

2. Resources Available in Leicestershire LEA's for Non-School Attendance

The response of the official:

'There are a variety of resources for working with school attendance problems, for example, the school pastoral care system and the EWO's. However, if non-school attendance is complicated with severe emotional or behavioural problems then such children are usually referred to residential care by a social worker. But I believe that children who are taken into care usually manifest worse problems than before the care order because they are exposed to other criminal patterns of behaviour which they tend to learn.'

3. The Stage when School Attendance is most Prevalent

The response of the official:

'Non-school attendance (truancy) is generally rare in primary schools. Probably because most children go through primary education with few problems. At that stage schooling learning is mediated mainly through playing and singing. The primary school children tend to see school as a happy experience - it is warm and has lots of toys.'

However, it is at the secondary stage of schooling where truancy begins to appear usually at about

11 or 12 years. The children begin to develop physically - girls start menstruation and boys become more self-conscious of their bodies. Such physical changes tend to become problems, especially during PE and games where some pupils may feel embarrassed about exposing themselves. Hence, they may become very self-conscious and try to skive school.'

4. Some Preventative Measures

The response of the Official:

"Preventative work should start with pupils aged between 11 and 12 years. Too many schools tend to deal with early signs of poor attendance as an internal problem. They only resort to informing the EWO when the problem becomes severe. However, any early intervention should look at the child's educational diet, his home and also investigate the child preferably when aged between 11 and 12 years.

There are some new developments in intervention. For example, we now have group work sessions where the non-school attenders can talk about their problems and discuss the things that school has to offer. This type of work also helps the children and the EWO's to develop closer, trusting relationships. At these sessions the EWO usually goes through the child's [school] timetable to discover the problem subjects, say, PE or maths. This group work is extremely important because it also helps the children to see that the EWO is not a 'police man' "

5. Other Actions taken to Prevent Non-School Attendance

The response of the Official:

'EWO's are now school-based and they work with families of the secondary schools and the feeder schools. This allows the EWO to follow the family through school life. EWO's also work with children

with emotional problems, they also tend to follow-up the education of children in entertainment (circus), and children with special needs. They assist the integration process of special needs pupils through conversations with the families and the schools. The EWO's are also involved in work with excluded children and ensure that home tuition is given to pregnant school girls.'

6. Future Approaches to Non-School Attendance

The response of the Official:

'The new Reform Education Act [1988] will still enforce school attendance. However, it allows schools to opt out of LEA funding and to be grant-maintained by Central Government. That is the school will receive their own budget. This has already happened with some grammar schools. It means that in future some schools might be tempted to conserve their budget by cutting back on services, such as the EWS. Therefore, some [grant-maintained] schools may attempt to deal with truancy problems themselves rather than having to pay the EWS. This could lead to added pressure on the teachers and threaten the standard of service which schools can offer to their problem pupils. However, only time will tell.'

The Parent Questionnaire

The Parent Questionnaire was administered to the parents of the Subject adolescents, the Control A adolescents and the Control B adolescents who attend School Y. Sixteen parents for each group were contacted in relation to the questionnaire. The author received 8 (50.00 per cent) completed questionnaires from the Subject group parents, 9 (56.25 per cent) completed questionnaires from the Control A group parents and 11 (68.75 per cent) completed questionnaires from the Control B parents. The main purpose of this questionnaire was to assess the parents' attitudes

towards their children educational experience. Several issues were raised by the questionnaire:

1. The School's Reason for Your Child's Placement on the Project

Many of the Subject parents stated that the school's explanation for wanting to place their child on the project included 'problems with reading and writing', and 'problems with school attendance'. All the Subject group parents stated that they were satisfied with the reasons given by the school and that they had agreed to the placement in the hope that it would help their child to improve scholastically, or at least help him or her from 'getting bad influence'.

2. Methods by which parents were Informed of the School's Intention of Placement

most of the Subject parents stated that they were informed by letters from the school, and they were also invited to visit the project and meet its staff.

3. Ways of Improving Contact between the home and School/Project

The most frequent responses from the three parent groups were that home-school relationships could be improved through 'weekly get together talks', the school providing 'counselling for parents and pupils', 'regular information about the child's school work' and 'invitations to survey school work'.

4. The Benefits of the School/Project

The Subject group parents presented a mixture of responses. Some 50 per cent stated that the project had not really improved their child's behaviour, especially in terms of school attendance and scholastic skills. Whereas the other 50 per cent of the Subject parents believed that their child had improved in the "three R's" and in 'behaviour'. One parent felt that her child had received more 'push' in the project than in the mainstream school. Most of the Control A group parents

believed that their child had not benefited from schooling - 'he learnt nothing' or 'she just truanted'. Whereas most of the Control B group parents believed that their children had benefited from school, especially in terms of sitting examinations - 'he sat his 'O' levels' or 'she sat quite a few CSE's'.

5. How should the School Show more Interests in the Child's Education

The most frequent responses from the three parent groups included 'show more attention and interest in early education', 'give more support especially in first year' or 'talk to pupils more regularly over their progress'.

6. Methods of Parental Involvement in Their Child's Education

The three parent groups tended to suggest that they would like to become involved in their child's education via receiving more information about the examination system, or through increasing school visits.

7. The Parents Perception of their Child's Needs

The three parent groups tended to believe that their child needed more encouragement to acquire scholastic skills in English, mathematics and computing. Many of their responses included: 'he needs a bit more pushing in school work', '[needs] help with basic education' or 'needs to practice more reading and writing'.

8. The Effects of the Teachers' Industrial Action on the Child's Behaviour

The three parent groups tended to believe that the industrial action had very limited affect on their child's behaviour and on their opinions of the school. However, some of the Subject and Control A group parents believed that the industrial action had encouraged their child to play truant or to deliberately miss school when he should be attending.

The Teacher Questionnaire

The Teacher Questionnaire was administered to 75 members of the School X staff and to 70 members of the School Y staff. The author received 15 (20.00 per cent) completed questionnaires from the School X staff and 20 (28.57 per cent) completed questionnaires from the School Y staff. However, some of the items were not completed by the School Y staff because of their irrelevance to the organisation of the school-based project. The main purpose of the questionnaire was to assess the teacher's attitudes towards the special needs projects based in their schools. The questionnaire raised several issues:

1. The Type of Child who is Believed to be the Most Likely to Benefit from the Projects

Both the School X and School Y staff tended to suggest that children with learning problems, or experiencing difficulties in behaviour and in the home are believed to be the most likely pupils to benefit from a special needs project. Some of the teachers' responses include:

- '[Pupils from] broken homes where there is a lack of love and stability'
- 'Those who need a one-to-one relationship, have learning difficulties in group situations, and lacking in self-esteem'
- 'Introverted pupils who lack self-confidence and have severe difficulties with reading, writing and maths'

2. The Type of Child who is Believed to be the Least likely Benefit from the Projects

Both the School X and School Y staff tended to suggest that bright (above average intelligence) bright children with behaviour problems are the least likely to benefit from a special needs project. Some of the teachers' comments include:

'Those who are bright, but seeking attention and are anti-establishment'

'Those who have no real difficulties with academic work, but display totally disruptive behaviour'

3. Suggested Methods for Managing Pupils

Both the School X and School Y staff tended to suggest counselling and the building of closer teacher-pupil relationships as possible approaches to dealing with problem behaviour. Some of their responses include:

'Closer personal relationship with an adult figure who they [problem pupils] perceive as taking a genuine interest in their problems'

4. Preparation for the Project Pupils' Return to Mainstream Classes

Of those School X teachers who had project pupils returned to their mainstream classes, most of them (teachers) tended not to respond to this question. However, the few who did respond stated that they tended to tell the class concerned of the imminent return of the project pupil to their lessons.

5. Advice Received by the Mainstream Teachers from the Project Teacher on Pupil Management

Of those few School X teachers who responded, they tended to state that the project teacher had a general discussion with them about the project pupils' needs, strengths and general progress.

6. Changes in the Referral System

Both the School X and School Y staff suggested that the referral system should aim more directly towards younger pupils, and that it should include both short-term and long-term problem pupils. Some of their suggestions include:

'[criteria] to be more responsive at an earlier stage'

7. The Type of Professionals who are Likely to have Positive Influences on the Projects

The most frequent responses from the staff of the two schools were educational psychologists, the Social Services, industrialists, councillors, welfare rights officials, musicians and actors.

8. Mainstream Teachers' Activities in the Projects

The staff, at both schools, who are involved with the projects tended to teach their own specialist subjects, such as science and craft, or they provided general support in the project classroom.

9. Ways in which Mainstream Teachers would Like to Become more Involved in the Project

Of those School X staff who indicated that they would like to become more involved with the project also tended to indicate their reservations. Many stated that they would like to become more involved with counselling, but they believe that other responsibilities (i.e. the teaching timetable) precluded them from making any real commitment to the project.

10. How Should Mainstream Teachers Demonstrate Their Responsibilities to Project Pupils

The School X staff tended to suggest that mainstream teachers should play an integral part in the planning of the project pupil's curricular and examination courses. Some of the comments include:

'Planning of the curriculum and examination course where appropriate'

'weekly set times where teachers can attend drop-in sessions [in the project] for coffee and exchange work on both sides'

'Through work i.e. mainstream teachers need to set and mark project students' work. Pastorally - tutors and senior management need to work closely with project teacher on difficulties and problems'

11. How Should the Success of the Project be Evaluated

Both the School X and School Y staff tended to suggest that they find it very difficult to evaluate the success of the project. However, some teachers attempted to make some general comments on how to assess pupil output, for example, 'show ability to cope with different situations and different people' or 'show signs of improvement in academic work and sociability'. Others were a little more specific by suggesting that we should evaluate the success of the project through monitoring the numbers of pupils who successfully 'reintegrate' into mainstream.

12. Suggestions on How to Improve Contact between the Project and the Mainstream School

Both the School X and School Y staff tended to suggest that contact between the two systems could be greatly improved via greater teacher involvement in the project's programme, by encouraging project pupils to take more responsibility in the maintenance of the mainstream facilities, such as decorating the display boards, by inviting project pupils to visit mainstream lessons, or the project could present an updated news paper once a month to the mainstream staff. Some of the teachers' comments include:

'More staff involvement in activities. Project students invited to complete tasks (Design, Building Decorating etc.) with real outcomes. Informed updates on progress and pupil motivation'

'Maybe an update paper once a month [from project] to the staff'

'Each project pupil should be assigned to a form within the school. They could spend one form-time session per week with the teacher and pupils'

13. Other Comments

Very few of the staff made any further comments. Of those who responded, they tended to suggest that the projects should clarify its aims and objectives - few teachers appear to clearly understand the role of the project. They also suggested that the teaching timetables should be reorganised in order to permit teachers the time to offer more counselling on behaviour problems and academic difficulties. One teacher commented:

'Clearer definition for project role. More funding for activities, e.g. small restaurant area for pupils to entertain, cook. Bigger personal library. More autonomy [for project] over spending and more co-operative democracy. More staff time to support integration into mainstream'.

Summary of the Qualitative Data

The qualitative data provided some interesting ideas on the issue of educational approaches. Many of these ideas were presented by teachers, parents, pupils and EWO's. Their comments tended to indicate:

1. Project pupils were likely to perceive their needs to include problems with literacy, numeracy, poor relationships with teachers and poor school attendance. They also tended to believe that their needs were better catered for within the project programme mainly because it offered more individual attention in academic work.
2. Project pupils enjoyed subjects which involve a relatively large amount of activities, such as camping, canoeing, visiting people in the community and computing. They disliked mathematics, English and social sciences, especially when studying them in the mainstream

curriculum.

3. The project pupils tended to prefer only limited contact with mainstream teachers. Many of the project pupils believed that the mainstream teachers lacked understanding of their needs.
4. The project teachers tended to use techniques of counselling, behaviour therapy and unconditional acceptance of the pupils as a means of fostering trust within the project, and also to help the pupils cope with their problems. Generally, these project teachers tend to feel isolated from the mainstream school, and they also tended to be lacking in any formal communication networks in which regular feedback could be established between the projects and the mainstream schools.
5. The main role of the EWO is to enforce school attendance. However, one senior official at the EWS believes that the EWO's have had to learn to 'soften' their police image, and make greater efforts to understand the social and educational problems of truant pupils.
6. Parents of good school attenders were more likely to emphasise the acquisition of examination skills as an important need for their child's education. Whereas parents of poor school attenders tended to stress the importance of giving the child extra attention in the "three R's" and also providing more counselling for problem behaviours. All the parents suggested that home-school contact could improve if the school attempted to organise more open days to allow parents to survey school work, or if the school provided informal meetings to give parents and teachers a greater opportunity to talk.
7. Teachers believed that children with poor scholastic skills and poor behaviour are more likely to benefit from the projects than bright, disruptive pupils. They also believed that greater participation of mainstream

teachers in the organisation of pupils' academic activities in the projects would improve the quality of special needs programmes which, in turn, may also help to foster closer relationships between the projects and their mainstream schools.

In this chapter the author has attempted to present some of the ideas of the pupils, teachers and parents in relation to educational practice. Generally, the various respondents tended to emphasise a greater need to ensure academic achievement among the pupil population, to allow pupils greater autonomy in the organisation of their curricular activities and to encourage closer home-school relationships especially during the early learning years of the secondary school students.

In the following chapter an examination of some of the interaction processes and classroom activities of the projects will be presented. Pupil outcome in terms of school attendance and target behaviours will also be discussed. The main aim of this following data evaluation will be to present some pedagogical methods in relation to the most efficacious pupil outcomes.

Chapter 11 (Part I)

Data from the Evaluation Techniques

Here data are presented on both the intervention programmes and mainstream schooling in order to evaluate the educational milieu of the population. The main objective of this evaluation procedure is to examine the issue of whether the organization of the curriculum (e.g. teaching style) has any influence on the behaviour of non-school attenders. Thus, in order to achieve this objective the ethos of the special projects and the mainstream schools will be compared mainly via two schedules: (i) the Pupil Record Sheet (Galton et al., 1980) which is used to monitor the target pupil's behaviour in the classroom; and (ii) the FIAC (Flanders, 1965) which is used to monitor the teacher's style of interaction in the classroom. Such procedures will test the hypotheses that: (i) non-school attenders will exhibit more co-operative behaviour in the projects than those non-school attenders who attend mainstream school (via the Pupil Record Sheet); (ii) the teaching style of the project teachers will differ to the teaching style of the mainstream teachers (via the FIAC). From such hypotheses the author may be able to investigate whether teaching style may, at least, partly influence the behaviour of pupils.

The 'success' of the special needs project versus mainstream school will be assessed via school attendance patterns of the population. These data are collected from the official school register in order to test the hypothesis that non-school attenders who attend the special projects will tend to show a significant increase in school attendance patterns as assessed via both between-subject and within-subject designs. Finally, the special projects are assessed by monitoring the project pupils' target behaviours (e.g. swearing) using the Pupil Record Sheet, and assessing the projects' interaction with other sub-units (e.g. mainstream school and family) via interaction charts which

are used to plot the frequency of visits to the project by parents and EWOs, for example. Below the author will present the data collected from the above mentioned procedures and she will focus particularly on the pertinence of the educational milieu on influencing the behaviour (i.e. school attendance rates) of non-school attenders. This central issue may then enable the author to propose a curricular programme, based upon the evidence, which appears to meet the needs of persistent absentees.

School Attendance Patterns

The population's school attendance patterns were monitored because the literature suggests that such patterns may serve as possible indicators of any behavioural changes during intervention (Ayllon et al., 1974; Brooks, 1974, 1975, Herbert, 1978; Lawrence et al., 1982; Morgan, 1975; White, 1980). Therefore, the school attendance patterns for the population were collected from the official school register. All the pupils' medical records were examined in conjunction with the official school register in order to assess the pupil's reasons for absenteeism. Those pupils who are regarded as being absent without good reason (e.g. due to illness or holidays abroad), as stated by the 1944 Education Act, were considered to have serious school attendance problems. These persistent absentees were referred to Panel X and Panel Y for assessment. In the case of School X, seven persistent absentees (Subject pupils) were selected by Panel X for placements on the Project X special needs programme. In the case of School Y, 16 persistent absentees (Subject adolescents) were selected by Panel Y for placements on the Project Y special needs programme, 16 persistent absentees (Control A adolescents), who remained within mainstream school, were selected by the Panel as part of a comparative study and the Panel also selected 16 good school attenders (Control B adolescents) for further comparative studies. Table 11.1 shows the monthly school attendance patterns for the School X Subject pupils. Table 11.2 shows the school attendance patterns for the School X Subject pupils monitored over three phases. Table 11.3 shows the school attendance patterns for the

three groups of adolescents during the phases (School Y). Table 11.4 shows the school attendance patterns for the male and female adolescents in the three groups (School Y). Table 11.5 shows the termly school attendance patterns for the three adolescents groups attending School Y. Table 11.6 shows the termly school attendance patterns for the male and female adolescents in the three groups (School Y).

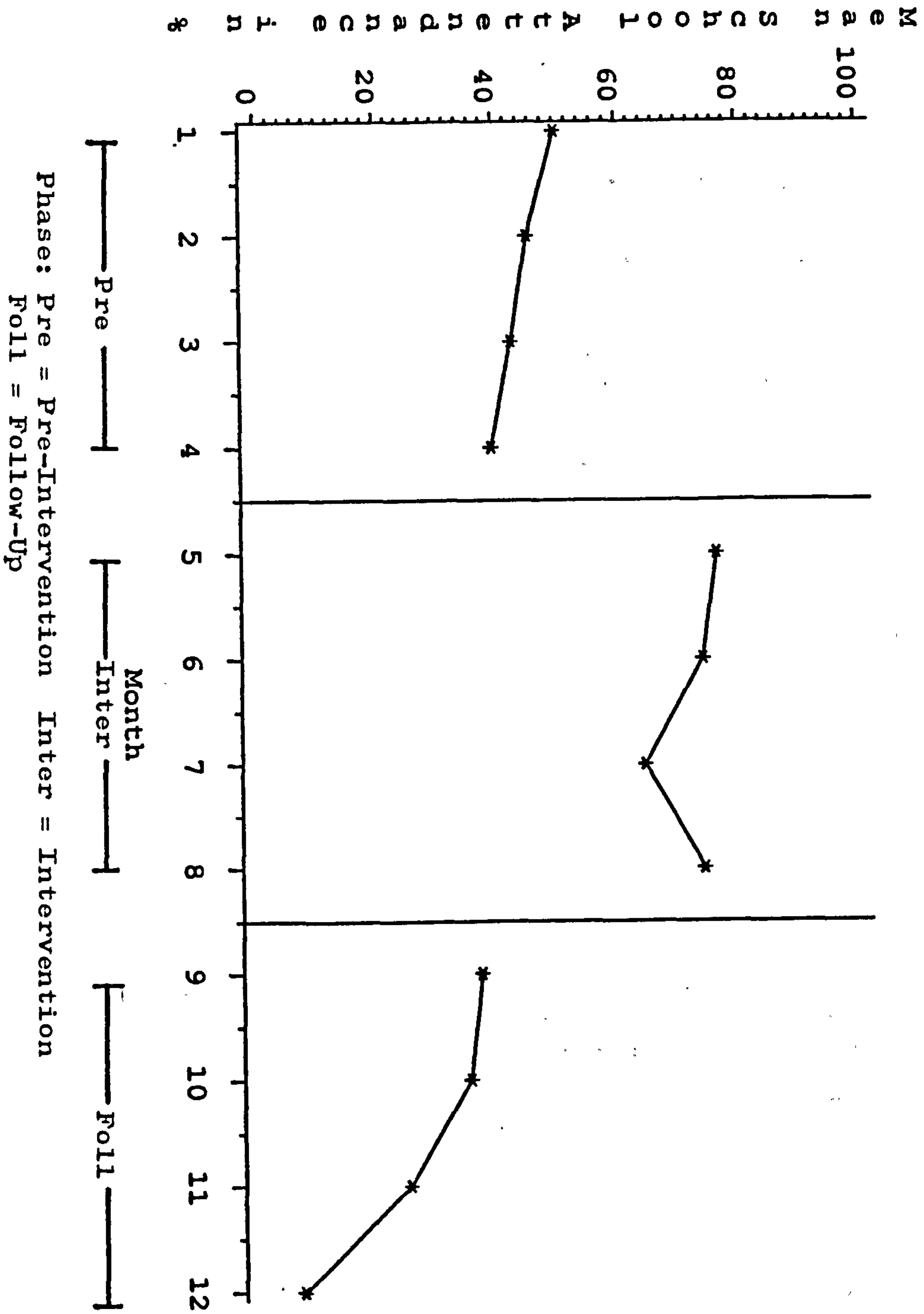
Table 11.1: The Distribution of School Attendance Patterns in Percentage for School X Subject Pupils Over a 12-Month Period

Month	School X		
	Subject Pupil		
	<u>M</u>	<u>n</u>	<u>SD</u>
Pre-Intervention			
1st month	50.27 ^a	7	20.59
2nd month	45.75	7	13.79
3rd month	42.99	7	20.14
4th month	39.69	7	20.40
Intervention			
5th month	76.50	7	18.71
6th month	74.08	7	14.29
7th month	64.26	7	18.09
8th month	74.20	7	19.39
Follow-Up			
9th month	37.50	6	38.09
10th month	35.51	6	26.92
11th month	25.27	6	21.54
12th month	7.13	6	11.47

^aSchool attendance in percentages

Table 11.1 presents the School X Subject pupils' school attendance patterns over a 12-month period. The figures indicate that the Subject pupils attained their highest school attendance rates during the four-month intervention period. Figure 11.1 also shows that the Subject

Figure 11.1: The Distribution of School Attendance Patterns in Percentages for School X Subject Pupils during Three Phases



pupils attained their highest school attendance rates during the intervention period. The data were analysed via the one-way ANOVA to compare mean school attendance rates for matched months during the three phases.

The one-way ANOVA analysis on the monthly school attendance rates indicates that the three phases differ highly significantly in pupil school attendance, $F(11, 68) = 6.95$, $p < .001$, with the Subject pupils attaining their highest attendance during the four months of intervention as shown in Table 11.1. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in relation to this variable. The procedure indicates that: (a) the Subject pupils attained significantly higher monthly school attendance rates during intervention than during the matching months for the other two phase; (b) some of the Subject pupils' monthly school attendance rates for pre-intervention are significantly higher than the matching months of the follow-up phase.

Table 11.2: The Distribution of School Attendance Patterns in Percentages for School X Subject Pupils by Phase

Phase			
Group	Pre-Intervention	Intervention	Follow-Up
School X:			
Subject			
<u>M</u>	44.68 ^a	72.26	26.35
<u>n</u>	7	7	6
<u>SD</u>	13.44	12.75	20.86

^aSchool attendance patterns in percentages

Table 11.2 presents the school attendance patterns for the School X Subject pupils over the three phases. The

figures indicate that the Subject pupils attained their highest school attendance rate during the intervention phase, followed by the pre-intervention phase and they exhibited the lowest school attendance rate during the follow-up phase. The data were analysed via the one-way ANOVA in order to compare the differences between the three phases in terms of the mean school attendance rates.

The one-way ANOVA analysis on school attendance rates indicates that the three phases differ highly significantly in relation to this variable, $F(2, 17) = 14.05$, $p < .001$, with the Subject pupils attaining their highest school attendance during intervention as shown in Table 11.2. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of variable. The procedure indicates that (a) the Subject pupils attained significantly higher school attendance during intervention than during the other two phases; (b) the Subject pupils attained significantly higher school attendance during pre-intervention than during the follow-up phase.

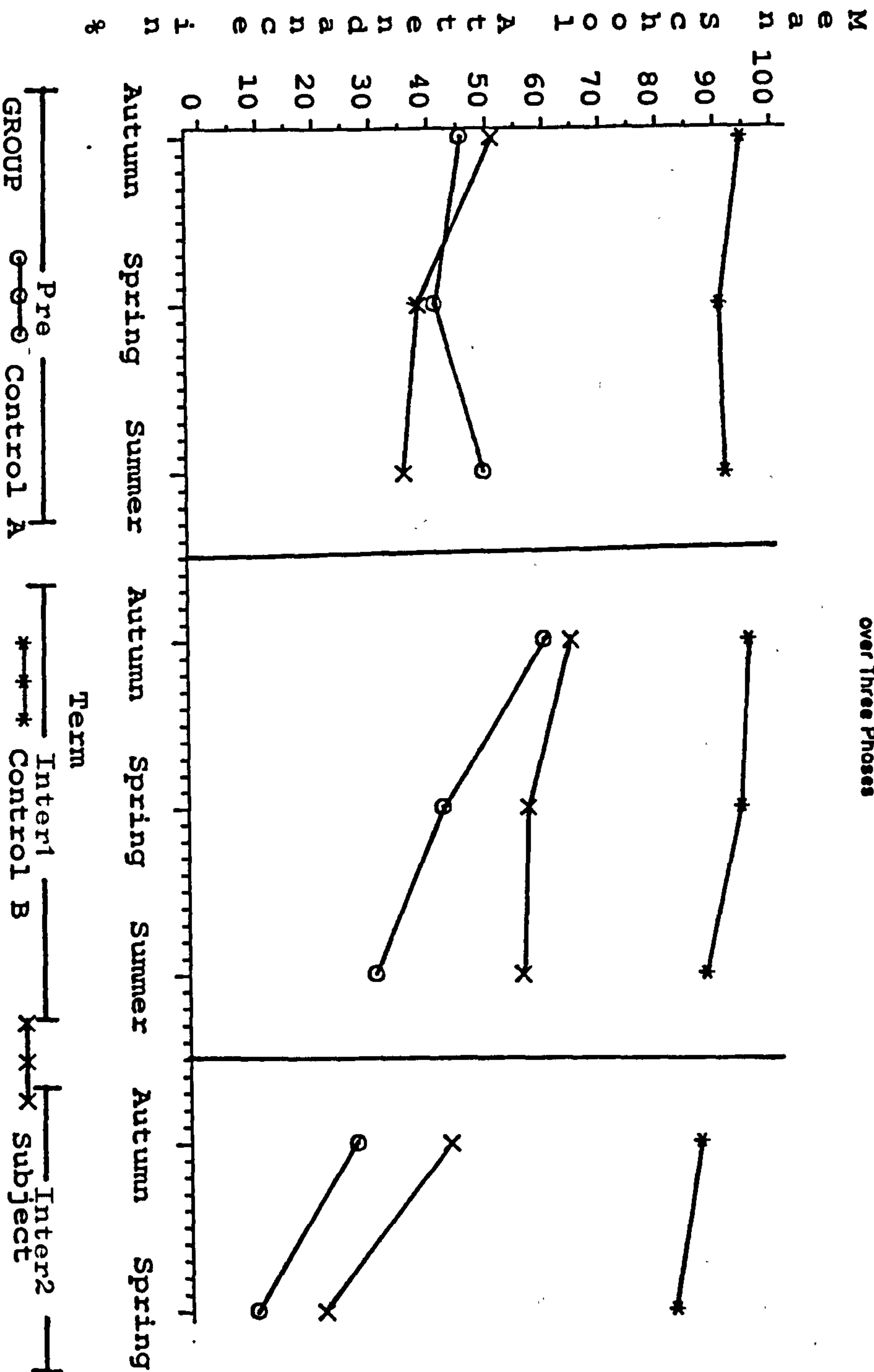
Table 11.3: The Distribution of School Attendance Patterns in Percentages for School Y by Group by Phase

Group	Phase		
	Pre-Intervention	1st Year of Intervention	2nd Year of Intervention
School Y:			
Subject			
<u>M</u>	41.64 ^a	58.82	31.79
<u>n</u>	15	16	14
<u>SD</u>	21.79	26.82	21.64
Control A			
<u>M</u>	45.45	43.98	17.88
<u>n</u>	16	16	16
<u>SD</u>	20.65	18.55	16.47
Control B			
<u>M</u>	92.51	92.51	84.32
<u>n</u>	16	16	16
<u>SD</u>	5.74	6.29	18.50

^aSchool attendance in percentages

Table 11.3 presents the school attendance patterns for each stage for the three groups at School Y. The within-subject comparisons show that: (a) the Subject adolescents attained their highest mean school attendance rate during the first year of intervention; (b) the Control A adolescents attained their highest mean school attendance rate during the pre-intervention phase; (c) the Control B adolescents attained their highest mean school attendance rate during both the pre-intervention phase and first year of intervention. The between-subject comparisons of the three groups indicate that the Control B adolescents consistently attained the highest mean school attendance rates during the three phases. Figure 11.2 shows that the Control B adolescents attained the highest school attendance rate, while the Subject adolescents attained a higher school

Figure 11.2: The Distribution of School Attendance Patterns in Percentages for the Three Groups at School Y over Three Phases



Phase: Pre = Pre-Intervention Inter1 = 1st Year Intervention
Inter2 = 2nd Year Intervention

attendance rate than the Control A adolescents during the two-year intervention period.

The within-subject comparisons for each group, during the three phases, were analysed via the one-way ANOVA. The one-way ANOVA analysis on the Subject adolescents' school attendance indicates that the three phases differ significantly in relation to this variable, $F(2, 42) = 5.05$, $p < .05$, with the Subject adolescents showing the highest school attendance rate during 1st year of intervention as shown in Table 11.3. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in school attendance rates. The procedure indicates that: (a) the Subject adolescents attained a significantly higher school attendance rate during 1st year of intervention than during pre-intervention; (b) the Subject adolescents do not differ significantly in their school attendance rates for pre-intervention and the 2nd year of intervention; (c) the Subject adolescents attained a significantly higher school attendance during 1st year of intervention than during 2nd year of intervention.

The one-way ANOVA analysis on the Control A adolescents' school attendance indicates that the three phases differ highly significantly in relation to this variable, $F(2, 45) = 11.09$, $p < .001$, with the Control A adolescents showing the highest school attendance rate during pre-intervention as shown in Table 11.3. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in school attendance rates. The procedure indicates that the Control A adolescents attained significantly higher school attendance rates during both pre-intervention and 1st year of intervention than during the 2nd year of intervention.

The one-way ANOVA analysis on the Control B adolescents' school attendance indicates that the three phases do not differ significantly in relation to this

variable, $F(2, 45) = 2.58, p > .05$.

The mean school attendance rates for the three groups (i.e. between-Subject design), for each phase, were compared via the two-way ANOVA. This two-factor ANOVA has three levels for the first factor (i.e. group) and two levels for the second factor (i.e. sex). That is a 3 x 2 ANOVA with three levels of group (i.e. Subject, Control A and Control B) and two levels of sex (i.e. male and female). The 3 x 2 ANOVA for mean school attendance rates during the pre-intervention phase indicates that: (a) the main effect for group shows that the three groups differ highly significantly on their mean school attendance rates, $F(2, 40) = 41.75, p < .001$, with the Control B adolescents attaining the highest mean school attendance rate as shown in Table 11.3; (b) the main effect for sex shows that the male and female populations do not differ significantly on their school attendance rates, $F(1, 40) = 1.92, p > .05$; (c) there is no significant interaction between group and sex, $F(2, 40) = 2.02, p > .05$.

The 3 x 2 ANOVA for mean school attendance rates during the first-year intervention phase indicates that: (a) the main effect for group shows that the three groups differ highly significantly on their mean school attendance rates, $F(2, 40) = 28.69, p < .001$, with the Control B adolescents attaining the highest mean school attendance rate as shown in Table 11.3; (b) the main effect for sex shows that the male and female populations do not differ significantly on their school attendance rates, $F(1, 40) = 0.18, p > .05$; (c) there is no significant interaction between group and sex, $F(2, 40) = 0.05, p > .05$.

The 3 x 2 ANOVA for mean school attendance rates during the second-year intervention phase indicates that: (a) the main effect for group shows that the three groups differ highly significantly on their mean school attendance rates, $F(2, 40) = 52.70, p < .001$, with the Control B adolescents attaining the highest mean school attendance rate as shown in Table 11.3; (b) the main effect for sex

shows that the male and female populations do not differ significantly on their school attendance rates, $F(1, 40) = 0.06$, $p > .05$; (c) there is no significant interaction between group and sex, $F(2, 40) = 0.65$, $p > .05$.

Further analysis of the group differences in school attendance rates over the three phases were conducted via the Scheffé procedure. The Scheffé procedure, with p set at .05, indicates that during the pre-intervention phase: (a) the Control B adolescents attained a significantly higher mean school attendance rate than the Subject adolescents; (b) the Control B adolescents attained a significantly higher mean school attendance rate than the Control A adolescents; (c) there is no significant difference between the Subject adolescents and the Control A adolescents in terms of their mean school attendance rates.

The Scheffé procedure, with p set at .05, indicates that during the first-year intervention phase: (a) the Control B adolescents attained a significantly higher mean school attendance rate than the Subject adolescents; (b) the Control B adolescents attained a significantly higher mean school attendance rate than the Control A adolescents; (c) there is no significant difference between the Subject adolescents and the Control A adolescents in terms of their mean school attendance rates.

The Scheffé procedure, with p set at .05, indicates that during the second-year intervention phase: (a) the Control B adolescents attained a significantly higher mean school attendance rate than the Subject adolescents; (b) the Control B adolescents attained a significantly higher mean school attendance rate than the Control A adolescents; (c) there is no significant difference between the Subject adolescents and the Control A in terms of their mean school attendance rates.

Table 11.4: The Distribution of School Attendance Patterns in Percentages for School Y Male and Female Adolescents by Group by Phase

Group	Sex	<u>n</u>	<u>M</u>	<u>SD</u>	Sex	<u>n</u>	<u>M</u>	<u>SD</u>
School Y:								
Subject								
Pre-								
Intervention	M	9	42.25 ^a	22.77	F	6	40.72	22.31
1st Year of								
Intervention	M	9	58.00	26.69	F	7	59.88	29.10
2nd Year of								
Intervention	M	9	31.94	20.29	F	5	31.52	26.43
Control A								
Pre-								
Intervention	M	9	36.22	17.87	F	7	57.32	18.66
1st Year of								
Intervention	M	9	42.68	18.86	F	7	45.65	19.50
2nd Year of								
Intervention	M	9	15.29	12.86	F	7	21.21	20.84
Control B								
Pre-								
Intervention	M	9	92.47	2.63	F	7	92.56	8.55
1st Year of								
Intervention	M	9	92.43	4.60	F	7	92.60	8.40.
2nd Year of								
Intervention	M	9	88.52	6.68	F	7	78.93	27.13

^aSchool attendance patterns in percentages

Table 11.4 presents the mean school attendance rates for the School Y male and female populations for each group over the three phases. The 3 x 2 ANOVA, already mentioned, indicates that there is no significant sex differences for the School Y population during the three phases, $p > .05$.

The table also presents the within-group comparisons for each male group and for each female group. The figures indicate that the male Subject adolescents attained their

highest school attendance rates during the first year of intervention and that the female Subject adolescents also attained their highest mean school attendance rate during the first year of intervention. The male Control A adolescents attained their highest mean school attendance rate during the first year of intervention, whereas the female Control A adolescents attained their highest mean school attendance rate during the pre-intervention phase. The male Control B adolescents attained their highest mean school attendance rate during the pre-intervention phase and the female Control B adolescents also attained their highest mean school attendance rate during the first year of intervention. The within-group comparisons for each male group were analysed via the one-way ANOVA. A similar analysis was also conducted on the school attendance rates for each female group.

The one-way ANOVA analysis on the male Subject adolescents' school attendance indicates that the three phases differ significantly in relation to this variable, $F(2, 24) = 3.83$, $p < .05$, with the male Subject adolescents showing the highest school attendance rate during 1st year of intervention as shown in Table 11.4. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in school attendance rates. The procedure indicates that the male Subject adolescents attained significantly higher school attendance during 1st year intervention than during the other two phases.

The one-way ANOVA analysis on the female Subject adolescents' school attendance indicates that the three phases do not differ significantly in relation to this variable, $F(2, 15) = 1.85$, $p > .05$.

The one-way ANOVA analysis on the male Control A adolescents' school attendance indicates that the three phases very differ significantly in relation to this variable, $F(2, 24) = 6.59$, $p < .01$, with the male Control A adolescents showing the highest school attendance rate

during the 1st year of intervention as shown in Table 11.4. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in school attendance rates. The procedure indicates that the male Control A adolescents attained significantly higher school attendance rates during both pre-intervention and 1st year of intervention than during 2nd year of intervention.

The one-way ANOVA analysis on the female Control A adolescents' school attendance indicates that the three phases differ very significantly in relation to this variable, $F(2, 18) = 6.13$, $p < .01$, with the female adolescents showing the highest school attendance rate during pre-intervention as shown in Table 11.4. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in school attendance rates. The procedure indicates that the female Control A adolescents attained significantly higher school attendance during pre-intervention than during the 2nd year of intervention.

The one-way ANOVA analysis on the male Control B adolescents' school attendance indicates that the three phases do not differ significantly in relation to this variable, $F(2, 24) = 1.91$, $p > .05$.

The one-way ANOVA analysis on the female Control B adolescents' school attendance indicates that the three phases do not differ significantly in relation to this variable, $F(2, 18) = 1.48$, $p > .05$.

Further analysis involved the between-subject design in which the three male groups' school attendance rates were compared with each other during each phase. This analysis also involved the use of the one-way ANOVA. A similar analysis was conducted in order to compare the school attendance rates of the three female groups during each phase.

The one-way ANOVA indicates that the three male groups differ highly significantly in their mean school attendance rates during the pre-intervention phase, $F(2, 24) = 30.47$, $p < .001$, with the male Control B group attaining the highest mean school attendance rate as shown in Table 11.4. The Scheffé procedure, with p set at .05, indicates that during the pre-intervention phase: (a) the male Control B adolescents attained a significantly higher mean school attendance rate than the male Subject adolescents; (b) the male Control B adolescents attained a significantly higher mean school attendance rate than the male Control A adolescents; (c) there is no significant difference between the male Subject and male Control A adolescents in terms of their mean school attendance rates.

The one-way ANOVA indicates that the three male groups differ highly significantly in their mean school attendance rates during the first-year intervention phase, $F(2, 24) = 16.09$, $p < .001$, with the male Control B group attaining the highest mean school attendance rate as shown in Table 11.4. The Scheffé procedure, with p set at .05, indicates that during the first-year intervention phase: (a) the male Control B adolescents attained a significantly higher mean school attendance rate than the male Subject adolescents; (b) the male Control B adolescents attained a significantly higher mean school attendance rate than the male Control A adolescents; (c) there is no significant difference between the male Subject and male Control A adolescents in terms of their mean school attendance rates.

The one-way ANOVA indicates that the three male groups differ highly significantly in their mean school attendance rates during the second-year intervention phase, $F(2, 24) = 63.99$, $p < .001$, with the male Control B group attaining the highest mean school attendance rate as shown in Table 11.4. The Scheffé procedure, with p set at .05, indicates that during the second-year intervention phase: (a) the male Control B adolescents attained a significantly higher mean school attendance rate than the male Subject adolescents; (b) the male Control B adolescents attained a

significantly higher mean school attendance rate than the male Control A adolescents; (c) there is no significant difference between the male Subject and male Control A adolescents in terms of their mean school attendance rates.

The comparisons on the mean school attendance rates for the three female groups were also analysed via the one-way ANOVA and the Scheffé procedure. The one-way ANOVA indicates that the three female groups differ highly significantly in their mean school attendance rates during the pre-intervention phase, $F(2, 17) = 15.69$, $p < .001$, with the female Control B group attaining the highest mean school attendance rate as shown in Table 11.4. The Scheffé procedure, with p set at .05, indicates that during the pre-intervention phase: (a) the female Control B adolescents attained a significantly higher mean school attendance rate than the female Subject adolescents; (b) the female Control B adolescents attained a significantly higher mean school attendance rate than the female Control A adolescents; (c) there is no significant difference between the female Subject and female Control A adolescents in terms of their mean school attendance rates.

The one-way ANOVA indicates that the three female groups differ very significantly in their mean school attendance rates during the first-year intervention phase, $F(2, 18) = 9.38$, $p < .01$, with the female Control B group attaining the highest mean school attendance rate as shown in Table 11.4. The Scheffé procedure, with p set at .05, indicates that during the first-year intervention phase: (a) the female Control B adolescents attained a significantly higher mean school attendance rate than the female Subject adolescents; (b) the female Control B adolescents attained a significantly higher mean school attendance rate than the female Control A adolescents; (c) there is no significant difference between the female Subject and female Control A adolescents in terms of their mean school attendance rates.

The one-way ANOVA indicates that the three female groups differ very significantly in their mean school

attendance rates during the second-year intervention phase, $F(2, 16) = 10.54$, $p < .01$, with the female Control B group attaining the highest mean school attendance rate as shown in Table 11.4. The Scheffé procedure, with p set at .05, indicates that during the second-year intervention phase: (a) the female Control B adolescents attained a significantly higher mean school attendance rate than the female Subject adolescents; (b) the female Control B adolescents attained a significantly higher mean school attendance rate than the female Control A adolescents; (c) there is no significant difference between the female Subject and female Control A adolescents in terms of their mean school attendance rates.

Table 11.5: The Distribution of School Attendance Patterns in Percentages for School Y by Group Per Term

Term	School Y		
	Subject	Control A	Control B
3rd Year			
Pre-Intervention			
Autumn			
<u>M</u>	50.96 ^a	45.72	94.75
<u>n</u>	15	16	16
<u>SD</u>	28.67	18.06	4.67
Spring			
<u>M</u>	38.35	41.25	90.98
<u>n</u>	15	16	16
<u>SD</u>	22.54	21.48	7.49
Summer			
<u>M</u>	35.60	49.39	91.79
<u>n</u>	15	16	16
<u>SD</u>	16.28	27.44	7.68

^aSchool attendance patterns in percentages

Table 11.5 continued

Term	School Y		
	Subject	Control A	Control B
4th Year			
Intervention			
Autumn			
<u>M</u>	64.35	59.68	95.56
<u>n</u>	16	16	16
<u>SD</u>	30.36	18.97	5.29
Spring			
<u>M</u>	56.63	41.98	94.15
<u>n</u>	16	16	16
<u>SD</u>	34.31	24.17	6.70
Summer			
<u>M</u>	55.48	30.28	87.80
<u>n</u>	16	16	16
<u>SD</u>	26.92	22.66	13.47
5th Year			
Intervention			
Autumn			
<u>M</u>	42.76	26.78	86.58
<u>n</u>	14	16	16
<u>SD</u>	22.55	22.47	17.77
Spring			
<u>M</u>	20.82	8.98	82.06
<u>n</u>	14	16	16
<u>SD</u>	22.06	12.88	19.78

Table 11.5 presents the mean school attendance patterns per term over the three phases for each School Y group. The data were analysed via the two-way ANOVA with the first factor (group) having three levels and the second factor (sex) having two levels. That is a 3 x 2 ANOVA with three types of groups (i.e. Subject, Control A and Control

B) and two levels of sex (i.e. male and female). See Appendix A11.1a for details on analysis. Briefly, the analyses indicate that for all eight terms, during the three phases, the Control B adolescents attained very significantly higher school attendance rates than the other two groups. However, termly comparisons indicate that the Subject and Control A adolescents do not differ significantly during the three phases. There are also no sex differences in school attendance rates for most of the terms.

Table 11.6: The Distribution of School Attendance Patterns in Percentages for School Y Male and Female Adolescents by Group for each Term

Term	School Y		
	Subject	Control A	Control B
3rd Year			
Pre-Intervention			
Autumn			
Male			
<u>M</u>	51.96 ^a	40.04	95.22
<u>n</u>	9	9	9
<u>SD</u>	29.71	18.33	3.08
Female			
<u>M</u>	49.46	53.02	94.15
<u>n</u>	6	7	7
<u>SD</u>	29.74	16.03	6.42
Spring			
Male			
<u>M</u>	39.52	33.33	90.24
<u>n</u>	9	9	9
<u>SD</u>	23.43	17.79	6.17
Female			
<u>M</u>	36.60	51.43	91.92
<u>n</u>	6	7	7
<u>SD</u>	23.18	22.73	9.35

^aSchool attendance patterns in percentages

Table 11.6 continued

Term	School Y		
	Subject	Control A	Control B
Summer			
Male			
<u>M</u>	35.26	35.29	91.94
<u>n</u>	9	9	9
<u>SD</u>	16.93	23.10	5.67
Female			
<u>M</u>	36.11	67.51	91.60
<u>n</u>	6	7	7
<u>SD</u>	16.82	22.13	10.22
4th Year			
Intervention			
Autumn			
Male			
<u>M</u>	63.92	54.56	94.44
<u>n</u>	9	9	9
<u>SD</u>	32.80	20.96	4.95
Female			
<u>M</u>	64.92	66.27	97.00
<u>n</u>	7	7	7
<u>SD</u>	29.48	14.95	5.75
Spring			
Male			
<u>M</u>	55.57	44.55	93.07
<u>n</u>	9	9	9
<u>SD</u>	37.72	24.40	8.35
Female			
<u>M</u>	57.99	38.68	95.55
<u>n</u>	7	7	7
<u>SD</u>	32.27	25.37	3.92

Table 11.6 continued

Term	School Y		
	Subject	Control A	Control B
Summer			
Male			
<u>M</u>	54.51	28.94	89.78
<u>n</u>	9	9	9
<u>SD</u>	20.63	21.81	8.61
Female			
<u>M</u>	56.73	31.99	85.26
<u>n</u>	7	7	7
<u>SD</u>	35.23	25.36	18.47
5th Year			
Intervention			
Autumn			
Male			
<u>M</u>	43.04	24.08	90.89
<u>n</u>	9	9	9
<u>SD</u>	21.69	18.39	6.75
Female			
<u>M</u>	42.26	30.26	81.05
<u>n</u>	5	7	7
<u>SD</u>	26.67	28.03	25.78
Spring			
Male			
<u>M</u>	20.85	6.50	86.15
<u>n</u>	9	9	9
<u>SD</u>	20.79	8.15	8.50
Female			
<u>M</u>	20.78	12.17	76.81
<u>n</u>	5	7	7
<u>SD</u>	26.78	17.47	28.72

Table 11.6 presents the mean school attendance rates per term for the School Y male and female groups. The school attendance figures show that the male and female Control B

adolescents attained the highest mean school attendance rates for all the terms between the pre-intervention and second-year intervention phases. Figure 11.3 shows that the male Control B adolescents attained the highest school attendance rate, while the male Subject adolescents attained higher school attendance rates, than the male Control A adolescents, throughout the various terms of the two-year intervention period. Figure 11.4 shows that the female Control B adolescents attained the highest school attendance rates, while the female Subject adolescents attained higher school attendance rates, than the female Control A adolescents, throughout most of the terms during the two-year intervention period.

The three male groups were compared over the eight terms during the three phases via the one-way ANOVA in order to assess further the extent of the group differences in school attendance rates (see Appendix A11.1b for details on analyses). Briefly, the results indicate that the male Control B adolescents attained very significantly higher school attendance rates during the eight terms than both the male Subject and male Control A adolescents. However, the male Subject and male Control A adolescents do not differ significantly for most of the eight terms. Similar analyses were conducted on the termly school attendance rates for the three female groups (see Appendix A11.1b for details on analyses). Briefly, the results indicate that the female Control B adolescents attained very significantly higher school attendance rates during the eight terms than both the female Subject and female Control A adolescents. However, the female Subject and female Control A adolescents do not differ significantly for most of the eight terms.

Figure 11.3: The Distribution of School Attendance Patterns in Percentages for the Three Male Groups at School Y over Three Phases

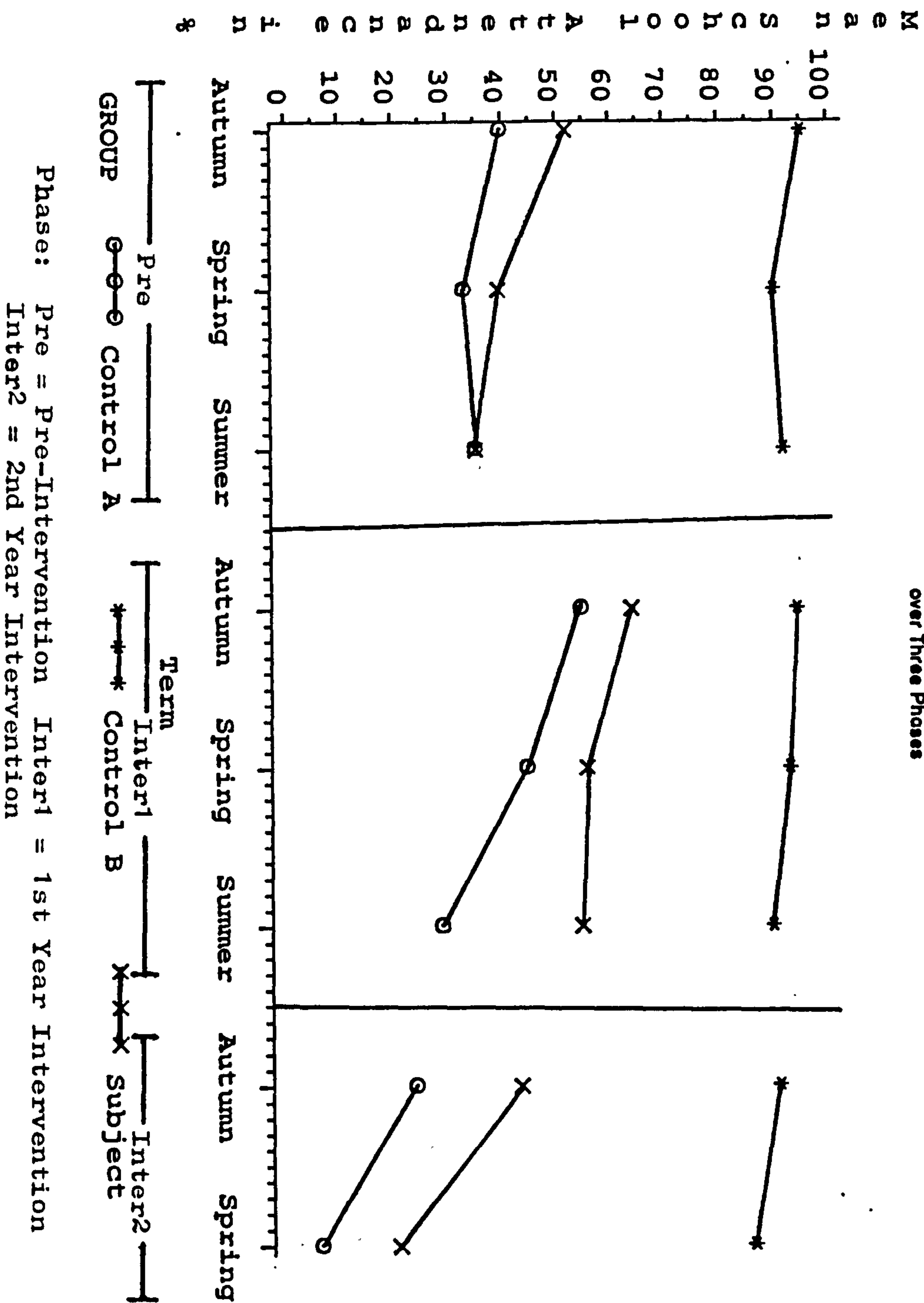
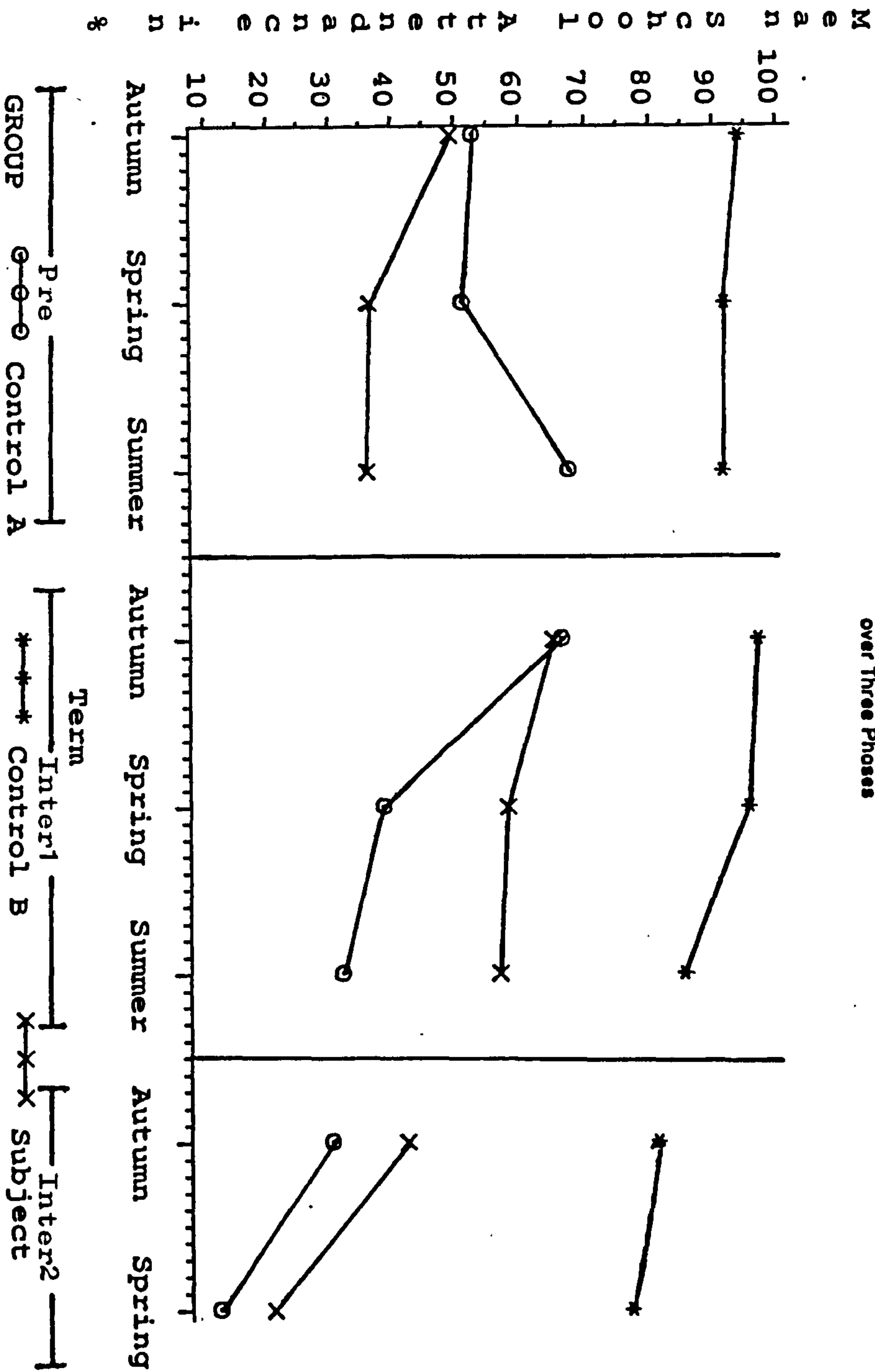


Figure 11.4: The Distribution of School Attendance Patterns in Percentages for the Three Female Groups at School Y over Three Phases



Phase: Pre = Pre-Intervention Inter1 = 1st Year Intervention
Inter2 = 2nd Year Intervention

Target Behaviours

The two Subject groups' (attending School X and School Y) target behaviours were monitored as a method of assessing the pupils' progress during intervention. Classroom target behaviours (e.g. disruption or fighting) were monitored as part of the Pupil Record Sheet (see Chapter 9a for details). The frequencies of other target behaviours, such as glue-sniffing or stealing, were monitored and recorded by the school medical staff or the Head of Year. Table 11.7 shows the frequency of target behaviours exhibited by the School X Subject pupils during the three phases. Table 11.8 shows the frequencies of target behaviours for the School X male and female Subject pupils during the three phases. Table 11.9 shows the monthly rates of the target behaviours exhibited by the School Y Subject adolescents. Table 11.10 shows the monthly rates of target behaviours for School Y male and female Subject adolescents.

Table 11.7: The Distribution of Target Behaviours for School X Subject Pupils by Phase as Measured by the Galton Pupil Record Sheet and the Records from the School Medical Staff

Phase	Subject Pupils		
	<u>n</u>	<u>M</u>	<u>SD</u>
Pre-Intervention	6	16.33	9.14
Intervention	6	7.43	3.41
Follow-Up	6	9.67	10.69

Table 11.7 presents the frequency of the School X Subject pupils' target behaviours during the three phases. The table shows that the Subject pupils exhibit the least number of target behaviours during the intervention phase. The frequency of the target behaviours were compared for the three phases via the $1 \times n$ chi-squared table (Robson, 1973). The analysis indicates that the frequencies of target behaviours do not differ significantly over the three phases, $\chi^2 (2, n = 6) = 3.85, p > .05$.

Table 11.8: The Distribution of Target Behaviours for School X Male and Female Subject Pupils by Phase as Measured by the Galton Pupil Record Sheet and the Records from the School Medical Staff

Phase	Sex	Subject Pupils					Sex	n	M	SD
		<u>n</u>	<u>M</u>	<u>SD</u>						
Pre-Intervention	M	5	16.33	9.14	F	1	0.00	0.0		
Intervention	M	5	7.17	3.66	F	1	9.00	0.0		
Follow-Up	M	5	8.00	11.05	F	1	18.00	0.0		

Table 11.8 shows the frequencies of target behaviours for the School X male and female Subject pupils during the three phases. The data show that the male Subject pupils tended to exhibit the least number of target behaviours during the intervention phase, whereas the female Subject pupil tended to exhibit the least number of target behaviours during the pre-intervention phase.

Table 11.9: The Distribution of Target Behaviours for the School Y Subject Adolescents as Monitored on a Monthly Basis as Measured by the Galton Pupil Record Sheet and the Records from the School Medical Staff

Month	Subject Adolescents		
	<u>n</u>	<u>M</u>	<u>SD</u>
January '86	8	6.63	5.29
February	9	5.11	4.20
March	8	3.38	4.44
April	9	5.11	4.48
May	9	4.44	4.22
June	8	2.63	3.02
September	5	0.80	0.84
January '87	3	0.67	1.15

Table 11.9 shows the frequencies of target behaviours for the School Y Subject adolescents who were monitored over a 12-month period. The table indicates that the Subject adolescent displayed the lowest frequencies of target behaviours during the last two months of the observation period. The frequencies of the target behaviours were analysed via the $1 \times n$ chi-squared table (Robson, 1973) in order to compare the months in relation to this variable. The analysis indicates that the frequencies of the target behaviours do not differ significantly over the 12-month period of observation, $\chi^2 (7, n = 9) = 9.73, p > .05$.

Table 11.10: The Distribution of Target Behaviours for School Y Male and Female Subject Adolescents as Monitored on a Monthly Basis as Measured by the Galton Pupil Record Sheet and the Records from the School Medical Staff

Month	Sex	Subject Adolescents						
		<u>n</u>	<u>M</u>	<u>SD</u>	Sex	<u>n</u>	<u>M</u>	<u>SD</u>
January '86	M	3	8.33	7.23	F	5	5.60	4.39
February	M	4	5.75	5.56	F	5	4.60	3.36
March	M	3	5.00	7.00	F	5	2.40	2.61
April	M	4	6.75	6.40	F	5	3.80	2.17
May	M	4	6.00	6.06	F	5	3.20	1.92
June	M	3	3.00	5.20	F	5	2.40	1.52
September	M	2	0.50	0.71	F	3	1.00	1.00
January '87	M	2	0.00	0.00	F	1	2.00	0.00

Table 11.10 shows the frequencies of target behaviours for the School Y male and female Subject adolescents over a 12-month period.

The Galton Pupil Record Sheet

The author evaluated the efficacy of the intervention approaches of Project X and Project Y by using, among other instruments (i.e. FIAC), the Pupil Record Sheet (see Chapter

9a for details). The Pupil Record Sheet allowed the author to monitor various aspects of the target pupils' behaviours, such as the number of instances of task work behaviour or disruptive activity. The School X Subject pupils were observed during the three phases, with five Subject pupils (i.e. 71.43 per cent) observed during the pre-intervention phase, seven Subject pupils (i.e. 100 per cent) observed during the intervention phase and four Subject pupils (i.e. 57.14 per cent) observed during the follow-up phase. The total number of observations made for each phase is 13 observations for the pre-intervention phase (i.e. an average of 2.60 observations per Subject pupil), 24 observations during the intervention phase (i.e. an average of 3.40 observations per Subject pupil) and a total of 12 observations during the follow-up phase (i.e. an average of 3.00 observations per Subject pupil).

Table 11.11 shows the number of instances of the School X Subject pupils' classroom activities as assessed by a combination of several items in the Pupil Record sheet (see Appendix A9a.6). For instance, the teacher-pupil interactions were assessed by combining the data from four items (i.e. item 4.1 to item 4.4) which include 'Adult gives target pupil individual attention' and 'Adult interacts with the class' - this category was calculated by the author in order to assess the effects of individual attention on pupil outcomes (e.g. school attendance and academic performance). The target pupil-adult interactions were assessed by combining the data from 16 items (i.e. item 1.1 to item 4.4) which include 'Target pupil interacts with teacher', 'Target pupil is focus of adult attention' and 'Adult praises task work' - this category was calculated by the author in order to assess the level of pupil-adult contact in relation to pupil outcomes. The main difference between the teacher-pupil category and the target pupil-adult category is that the former reflects the interactions between the target pupil (or class) and the teacher only, whereas the latter reflects the interactions of the target pupil with any adult, such as the volunteer helper, observer or teacher.

Further, the target pupil-pupil interactions were assessed by combining the data from five items (i.e. item 5.1 to item 5.5) which include 'Target pupil successfully begins contact with other child[ren]', and 'Target pupil sustains contact with other child[ren]' - this category was calculated by the author in order to mainly examine the relationship between pupil academic activities and pupil-pupil interactions. The target pupil's on-task activity were assessed by combining the data from two items (i.e. item 8.1 and item 8.2) which include 'Target pupil co-operates on task work' and 'Target pupil co-operates on routine work' - this category was calculated by the author in order to assess the number of instances that the target pupil will engage in work-related activities.

Table 11.12 shows the number of instances the School X male and female Subject pupils' classroom activities as assessed by a similar combination of items for Table 11.11. Table 11.13 shows the number of instances of the classroom activities of some of the individual item of the Pupil Record Sheet for the School X Subject pupils during the three phases. Table 11.14 shows the number of instances of the classroom activities of some of the individual items of the Pupil Record Sheet for the male and female School X Subject pupils during the three phases.

Table 11.11: The Distribution in Number of Instances of Classroom Interaction as Assessed via the Pupil Record Sheet for School X Subject Pupils by Phase

School X Subject Pupils Phase			
Interaction	Pre-Intervention (<u>n</u> = 5) (No. of obs [*] =13)	Intervention (<u>n</u> = 7) (No. of obs=24)	Follow-Up (<u>n</u> = 4) (No. of obs=12)
Number of Instances of teacher-pupil interaction	10.77 ^a (5.75) ^b	24.33 (8.12)	8.33 (4.46)
Number of instances of target pupil and adult interaction	42.92 (23.02)	98.21 (30.29)	33.33 (17.83)
Number of instances of target pupil and pupil interaction	25.23 (9.35)	14.83 (9.92)	22.17 (8.88)
Number of instances of target pupil's on-task activity	29.77 (11.69)	38.21 (16.24)	15.00 (6.09)

* Observation sessions

^a Mean number of instances of interaction

^b SD

Table 11.11 shows the number of instances of classroom activities for the School X Subject pupils as assessed by the Pupil Record Sheet during the three phases. The classroom activities were compared via the one-way ANOVA in order to assess any possible differences during the three phases which may indicate a relationship between type of curriculum and pupil outcomes. The analysis on the teacher-pupil interactions indicates that the three phases differ highly significantly in the mean number of instances of teacher-pupil interaction, $F(2, 46) = 29.07$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.11. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher teacher-pupil interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the adult-pupil interactions indicates that the three phases differ highly significantly in the mean number of instances of interaction, $F(2, 46) = 33.05$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.11. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher adult-pupil interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the pupil-pupil interactions indicates that the three phases differ very significantly in the mean number of instances of this interaction, $F(2, 46) = 5.69$, $p < .01$, with the Subject pupils experiencing the highest number of instances of this type of interaction during pre-intervention as shown in Table 11.11. The data were analysed further via the Scheffé

procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher pupil-pupil interaction during pre-intervention than during the intervention phase.

The one-way ANOVA analysis on the on-task activities indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 46) = 12.23$, $p < .001$, with the Subject pupils showing the highest number of instances of this type of activity during intervention as shown in Table 11.11. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils showed significantly higher on-task activities during both pre-intervention and intervention than during the follow-up phase.

The data from classroom interactions were further analysed via the Pearson Correlation Coefficient in order to assess whether any of the categories are significantly related which may explain further the factors that influence the target pupils' activities. The analysis shows that: (a) there is a highly significant positive relationship between teacher-pupil interaction and adult-pupil interaction, $r(N = 49) = 0.99$, $p < .001$; (b) there is a very significant positive relationship between teacher-pupil interaction and pupil on-task activity, $r(N = 49) = 0.35$, $p < .01$; (c) there is a negative relationship between teacher-pupil interaction and pupil-pupil interaction, however, this relationship falls short of the significance level, $r(N = 49) = -0.235$, $p = .052$; (d) there is a significantly negative relationship adult-pupil interaction and pupil-pupil interaction, $r(N = 49) = -0.26$, $p < .05$; (e) there is a very significant positive relationship between adult-pupil interaction and target pupil's on-task activity, $r(N = 49) = 0.36$, $p < .01$; (f) there is a highly significant negative relationship between pupil-pupil interaction and target pupil's on-task activity, $r(N = 49) = -0.50$, $p < .001$.

Table 11.12: The Distribution in Number of Instances of Classroom Interaction as Assessed via the Pupil Record Sheet for School X Male and Female Subject Pupils by Phase

School X Subject Pupils Phase			
Interaction	Pre-Intervention	Intervention	Follow-Up
Number of instances of teacher-pupil interaction			
Male	9.50 ^a	24.00	7.33
	10 ^b	21	9
	(3.95) ^c	(8.63)	(4.21)
<u>n</u>	4	6	3
Female	15.00	26.67	11.33
	3	3	3
	(9.64)	(2.31)	(4.51)
<u>n</u>	1	1	1
Number of instances of target pupil and adult interaction			
Male	37.80	97.06	29.33
	10	21	9
	(15.79)	(32.18)	(16.85)
<u>n</u>	4	6	3
Female	60.00	106.33	45.33
	3	3	3
	(38.57)	(8.96)	(18.04)
<u>n</u>	1	1	1

^aMean number of instances of interaction

^bNumber of observation sessions

^cSD

Table 11.12 Continued

Interaction	School X Subject Pupils Phase		
	Pre-Intervention	Intervention	Follow-Up
Number of instances of target pupil and pupil interaction			
Male	25.40	15.71	19.89
	10	21	9
	(9.79)	(10.01)	(7.27)
<u>n</u>	4	6	3
Female	24.67	8.67	29.00
	3	3	3
	(9.61)	(8.08)	(11.36)
<u>n</u>	1	1	1
Number of instances of target pupil's on-task activity			
Male	30.70	36.67	15.44
	10	21	9
	(13.06)	(16.77)	(6.71)
<u>n</u>	4	6	3
Female	26.67	49.00	13.67
	3	3	3
	(5.86)	(4.58)	(4.51)
<u>n</u>	1	1	1

Table 11.12 shows the number of instances of

classroom activity, as assessed by the Pupil Record Sheet, for the School X male and female Subject pupils during the three phases. The male Subject pupils' experiences of the various types of interactions were compared during the three phases in order to assess whether changes in curriculum affect pupil outcomes. A similar analysis was conducted for the female Subject pupil.

The one-way ANOVA analysis on the male Subject pupils' experience of teacher-pupil interactions indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 37) = 25.36$, $p < .001$, with the male Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.12. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the male Subject pupils experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the male Subject pupils' experience of adult-pupil interactions indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 37) = 29.52$, $p < .001$, with the male Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.12. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the male Subject pupils experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the male Subject pupils' experience of pupil-pupil interactions indicates that the three phases differ significantly in the mean

number of instances of this interaction, $F(2, 37) = 3.62$, $p < .05$, with the male Subject pupils experiencing the highest number of instances of this type of interaction during pre-intervention as shown in Table 11.12. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the male Subject pupils experienced significantly higher number of instances of this type of this type of interaction during pre-intervention than during the other two phases.

The one-way ANOVA analysis on the male Subject pupils' experience of on-task activities indicates that the three phases differ very significantly in the mean number of instances of this activity, $F(2, 37) = 6.98$, $p < .01$, with the male Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.12. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of activity. The procedure indicates that the male Subject pupils experienced significantly higher number of instances of this type of activity during intervention than during the other two phases.

The one-way ANOVA analysis on the female Subject pupil's experience of teacher-pupil interactions indicates that the three phases do not differ significantly in the mean number of instances of this interaction, $F(2, 6) = 4.86$, $p > .05$.

The one-way ANOVA analysis on the female Subject pupil's experience of adult-pupil interactions indicates that the three phases do not differ significantly in the mean number of instances of this interaction, $F(2, 6) = 4.81$, $p > .05$.

The one-way ANOVA analysis on the female Subject pupil's experience of pupil-pupil interactions indicates that the three phases do not differ significantly in the

mean number of instances of this interaction, $F(2, 6) = 3.60, p > .05$.

The one-way ANOVA analysis on the female Subject pupil's experience of on-task activities indicates that the three phases differ highly significantly in the mean number of instances of this activity, $F(2, 6) = 37.99, p < .001$, with the female Subject pupil experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.12. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of activity. The procedure indicates that the female Subject pupil experienced significantly higher number of instances of this type of activity during intervention than during the other two phases.

Table 11.13: The Distribution in Number of Instances of Classroom Activity as Assessed by the Pupil Record Sheet for School X Subject Pupils During the Three Phases

Category	Subject Pupils		
	Phase		
	Pre- Inter- vention ($\underline{n} = 5$) (No. of obs=13)	Inter- vention ($\underline{n} = 7$) (No. of obs=24)	Follow- Up ($\underline{n} = 4$) (No. of obs=12)
Target pupil and Adult Interaction			
1.1 Pupil attempts to gain adult attention	0.00 ^a (0.00) ^b	1.00 (1.53)	0.00 (0.00)
1.2 Pupil is focus of adult attention	3.46 (5.44)	15.46 (8.32)	2.75 (2.70)

^aMean number of instances of interaction

^bSD

Table 11.13 continued

Category	Subject Pupils Phase		
	Pre- Inter- vention (<u>n</u> = 5) (No. of obs=13)	Inter- vention (<u>n</u> = 7) (No. of obs=24)	Follow- Up (<u>n</u> = 4) (No. of obs=12)
2.1 Pupil interacts with teacher	10.77 (5.75)	24.71 (7.80)	8.33 (4.46)
3.1 Adult interacts about task work	5.85 (6.93)	13.79 (7.79)	4.75 (4.90)
3.3 Adult praises work task or behaviour	0.38 (1.39)	4.63 (5.48)	0.25 (0.87)
4.1 Adult gives pupil individual attention	3.46 (5.44)	15.67 (9.17)	2.75 (2.70)
4.2 Adult gives pupil's group attention	0.00 (0.00)	3.33 (5.39)	0.00 (0.00)
Target Pupil			
Interact with			
Other Children			
5.1 Pupil successfully begins contact	5.38 (3.23)	2.42 (2.24)	4.25 (2.83)
5.2 Pupil co-operates in interaction	11.15 (4.26)	5.58 (4.55)	9.83 (3.83)
5.5 Pupil sustains interaction	7.23 (4.13)	4.04 (4.19)	7.25 (3.39)

Table 11.13: continued

Category	Subject Pupils Phase		
	Pre- Inter- vention	Inter- vention	Follow- Up
	(<u>n</u> = 5)	(<u>n</u> = 7)	(<u>n</u> = 4)
	(No. of obs=13)	(No. of obs=24)	(No. of obs=12)
<hr/>			
Activity and Location of Target Pupil and Teacher			
8.1 Pupil co-operates on task work	27.38 (9.45)	35.13 (15.91)	13.75 (5.93)
8.3 Pupil is distracted from work	9.85 (6.76)	4.71 (7.36)	17.42 (7.91)
10.1 Teacher is present with pupil	20.31 (7.86)	30.00 (8.26)	14.17 (5.08)
10.3 Teacher is monitor- ing class	22.23 (10.05)	3.71 (6.35)	25.00 (10.43)
10.4 Teacher is house- keeping	3.23 (3.00)	1.29 (1.83)	4.75 (3.62)
No. of pupils in classroom	23.92 (2.90)	4.63 (1.28)	23.17 (2.52)

Table 11.13 shows further data on the School X Subject pupils' classroom activities during the three phases. The classroom activities for the three phases were

compared via the one-way ANOVA in order to assess the possible relationship between type of curricular activities and pupil outcomes. The significant differences of some of the categories during the three phases are discussed here, for further details see Appendix A11.2.

The one-way ANOVA analysis on item 'pupil attempting to gain adult attention' indicates that the three phases differ significantly in the mean number of instances of this interaction, $F(2, 40) = 3.93$, $p < .05$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. However, the procedure indicates that the Subject pupils do not differ significantly in their experiences of this type of interaction during the three phases.

The one-way ANOVA analysis on item 'pupil is focus of adult attention' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 40) = 15.91$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on item 'pupil interacts with teacher' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 40) = 30.50$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table

11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on item 'adult interacts about task work' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 40) = 11.05$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on item 'adult praise' indicates that the three phases differ very significantly in the mean number of instances of this interaction, $F(2, 40) = 5.24$, $p < .01$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher number of instances of this type of interaction during intervention than during the follow-up phase.

The one-way ANOVA analysis on item 'adult gives pupil individual attention' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 40) = 18.75$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this

type of interaction during intervention as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on item "adult gives pupil's group attention" indicates that the three phases differ significantly in the mean number of instances of this interaction, $F(2, 40) = 4.69$, $p < .05$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on item 'pupil successfully begins contact with other child' indicates that the three phases differ very significantly in the mean number of instances of this interaction, $F(2, 40) = 5.59$, $p < .01$, with the Subject pupils experiencing the highest number of instances of this type of interaction during pre-intervention as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher number of instances of this type of interaction during pre-intervention than during the other two phases.

The one-way ANOVA analysis on item 'pupil co-operates in interaction with other child' indicates that the three phases differ highly significantly in the mean number of

instances of this interaction, $F(2, 40) = 8.32, p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during pre-intervention as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher number of instances of this type of both interaction during both pre-intervention and follow-up than during the intervention phase.

The one-way ANOVA analysis on item 'pupil sustains interaction with other child' indicates that the three phases differ significantly in the mean number of instances of this interaction, $F(2, 40) = 3.93, p < .05$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. However, the procedure indicates that the Subject pupils experiences of this type of interaction do not differ significantly for the three phases.

The one-way ANOVA analysis on item 'pupil co-operates on task work' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 40) = 11.56, p < .001$, with the Subject pupils showing the highest number of instances of this type of activity during intervention as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of behaviour. The procedure indicates that the Subject pupils showed significantly higher number of instances of this type of activity during both pre-intervention and intervention than during the follow-up phase.

The one-way ANOVA analysis on item 'pupil is

distracted from work' indicates that the three phases differ highly significantly in the mean number of instances of this behaviour, $F(2, 40) = 12.05$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of behaviour during follow-up as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of behaviour. The procedure indicates that the Subject pupils experienced significantly higher number of instances of this type of behaviour during follow-up than during the other two phases.

The one-way ANOVA analysis on item 'teacher is present with pupil' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 40) = 19.44$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on item 'teacher is monitoring class' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 40) = 33.61$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during follow-up as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher number of instances of this type of interaction during both pre-intervention and follow-up than during the intervention phase.

The one-way ANOVA analysis on item 'teacher is housekeeping' indicates that the three phases differ very significantly in the mean number of instances of this interaction, $F(2, 40) = 7.09$, $p < .01$, with the Subject pupils experiencing the highest number of instances of this type of interaction during follow-up as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher number of instances of this type of interaction during follow-up than during the other two phases.

The one-way ANOVA analysis on the number of pupils in the classroom indicates that the three phases differ highly significantly on this variable, $F(2, 40) = 485.35$, $p < .001$, with the Subject pupils experiencing the smallest classes during intervention as shown in Table 11.13. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly for this variable. The procedure indicates that the Subject pupils experienced significantly fewer number of pupils in their classes during intervention than during the other two phases.

The data on classroom activity were further analysed via the Pearson Correlation Coefficient in order to assess the degree of associations between the various categories which may explain further those factors that influence target pupils' behaviour. The analysis indicates that: (a) there is a highly significant positive relationship between the number of instances of 'adult praise' and the number of instances of "target pupil's task work", $r(N = 49) = 0.44$, $p < .001$; (b) there is a very significant negative relationship between the number of instances of 'adult criticism' and the number of instances of "target pupil's task work", $r(N = 49) = -0.35$, $p < .01$; (c) there is a significant positive relationship between the number of

instances of 'individual attention from adult' and the number of instances of "target pupil's task work", $r(N = 49) = 0.24$, $p < .05$; (d) there is a positive relationship between the number of instances of 'adult giving target pupil's group attention' and the number of instances of "target pupil's task work", however, this falls short of the level of significance, $r(N = 49) = 0.23$, $p = .052$; (e) there is no significant relationship between the number of instances of 'adult interacting with the whole class' and the number of instances of "target pupil's task work", $r(N = 49) = 0.03$, $p > .05$; (f) there is a significant positive relationship between the number of instances of 'target pupil being the focus of adult attention' and the number of instances of "target pupil's task work", $r(N = 49) = 0.24$, $p < .05$; (g) there is a very significant negative relationship between the number of instances of 'target pupil being the focus of adult attention' and the number of instances of "target pupil being distracted from work", $r(N = 49) = -0.34$, $p < .01$; (h) there is no significant relationship between the number of instances of 'target pupil being the focus of adult attention' and the number of instances of 'target pupil being aggressively disruptive', $r(N = 49) = 0.12$, $p > .05$; (i) there is no significant relationship between the number of instances of 'target pupil being the focus of adult attention' and the number of instances of 'target pupil horseplaying', $r(N = 49) = 0.15$, $p > .05$; (j) there is a significant negative relationship between the number of instances of 'adult giving target pupil individual attention' and the number of instances of 'target pupil being distracted from work', $r(N = 49) = -0.32$, $p < .05$; (k) there is no significant relationship between the number of instances of 'adult giving target pupil individual attention' and the number of instances of 'target pupil being aggressively disruptive', $r(N = 49) = 0.13$, $p > .05$; (l) there is no significant relationship between the number of instances of 'adult giving target pupil individual attention' and the number of instances of 'target pupil horseplaying', $r(N = 49) = 0.17$, $p > .05$; (m) there is a very significant positive relationship between the number of instances of 'adult interacting about task work' and the number of instances of "target pupil's task work", $r(N = 49)$

= 0.37, $p < .01$; (n) there is a significant negative relationship between the number of instances of 'adult interacting about task work' and the number of instances of 'target pupil being distracted from work', $r(N = 49) = -0.30$, $p < .05$; (o) there is a very significant negative relationship between the number of instances of 'adult interacting about task work' and the number of instances of 'target pupil being aggressively disruptive', $r(N = 49) = -0.37$, $p < .01$; (p) there is no significant relationship between the number of instances of 'adult interacting about task work' and the number of instances of 'target pupil horseplaying', $r(N = 49) = -0.14$, $p > .05$; (q) there is a highly significant negative relationship between the number of instances of 'Adult interacting about task' and the 'Number of pupils in the classroom', $r(N = 49) = -0.52$, $p < .001$.

Table 11.14: The Distribution in Number of Instances of Classroom Activity as Assessed by the Pupil Record Sheet for School X Male and Female Subject Pupils During the Three Phases

Category	Subject Pupils Phase		
	Pre- Inter- vention	Inter- vention	Follow- Up
Activity of Subject Pupil			
8.1 Pupil co-operates on task work			
Male	27.60 ^a 10 ^b (10.54) ^c	34.05 21 (16.49)	14.00 9 (6.69)
<u>n</u>	4	6	3
Female	26.67 3 (5.86)	42.67 3 (9.71)	13.00 3 (3.61)
<u>n</u>	1	1	1
8.3 Pupil is distracted from work			
Male	8.50 10 (6.04)	5.24 21 (7.22)	14.89 9 (6.66)
<u>n</u>	4	6	3
Female	14.33 3 (8.39)	1.00 3 (1.73)	25.00 3 (7.21)
<u>n</u>	1	1	1

^aMean number of instances of activity

^bNumber of observation sessions

^cSD

Table 11.14 continued

Category	Subject Pupils Phase		
	Pre- Inter- vention	Inter- vention	Follow- Up
<hr/>			
8.8 Pupil is partly distracted			
Male	2.00	1.86	4.22
	10	21	9
	(3.09)	(3.37)	(5.83)
<u>n</u>	4	6	3
Female	0.00	1.00	4.00
	3	3	3
	(0.00)	(1.73)	(2.00)
<u>n</u>	1	1	1
<hr/>			
— 8.10 Pupil is interested in work of a child			
Male	0.20	0.29	2.44
	10	21	9
	(0.63)	(1.31)	(3.13)
<u>n</u>	4	6	3
Female	3.33	0.00	0.00
	3	3	3
	(2.89)	(0.00)	(0.00)
<u>n</u>	1	1	1
<hr/>			

Table 11.14 shows the data on the School X male and female Subject pupils' classroom behaviour during the three phases. The male Subject pupils' classroom behaviour during the three phases were compared via the one-way ANOVA in

order to assess the possible relationship between type of curriculum and pupil outcomes. A similar analysis was conducted to compare the female Subject pupil's behaviour during the three phases. Some of the significant differences are discussed here, for further details of this analysis see Appendix A11.3.

The one-way ANOVA analysis on item 'pupil co-operates on task work' indicates that the three phases differ very significantly in the mean number of instances of this behaviour, $F(2, 37) = 6.90$, $p < .01$, with the male Subject pupils experiencing the highest number of instances of this type of behaviour during follow-up as shown in Table 11.14. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of behaviour. The procedure indicates that the Subject pupils experienced significantly higher number of instances of this type of behaviour during intervention than during the follow-up phase.

The one-way ANOVA analysis on item 'Target pupil distracted from work' indicates that the three phases differ very significantly in the mean number of instances of this behaviour, $F(2, 37) = 5.80$, $p < .01$, with the male Subject pupils experiencing the highest number of instances of this type of behaviour during follow-up as shown in Table 11.14. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of behaviour. The procedure indicates that the male Subject pupils experienced significantly higher number of instances of this type of behaviour during follow-up than during the other two phases.

The one-way ANOVA analysis on item 'pupil interested in work of another child' indicates that the three phases differ very significantly in the mean number of instances of this behaviour, $F(2, 37) = 5.32$, $p < .01$, with the male Subject pupils experiencing the highest number of instances of this type of behaviour during follow-up as shown in Table

11.14. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of behaviour. The procedure indicates that the male Subject pupils experienced significantly higher number of instances of this type of behaviour during follow-up than during the other two phases.

The one-way ANOVA analysis on item 'pupil distracted from work' indicates that the three phases differ significantly in the mean number of instances of this behaviour, $F(2, 6) = 10.38$, $p < .05$, with the female Subject pupil experiencing the highest number of instances of this type of behaviour during follow-up as shown in Table 11.14. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of behaviour. The procedure indicates that the female Subject pupil experienced significantly higher number of instances of this type of behaviour during follow-up than during the other two phases.

The one-way ANOVA analysis on item 'pupil is partly distracted from work' indicates that the three phases differ significantly in the mean number of instances of this behaviour, $F(2, 6) = 5.57$, $p < .05$, with the female Subject pupil showing the highest number of instances of this type of behaviour during follow-up as shown in Table 11.14. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of behaviour. The procedure indicates that the female Subject pupil do not differ significantly in her experiences of this type of behaviour during the three phases.

Summary

The analysis of the evaluation techniques indicate that:

1. The School X Subject pupils showed a significant increase

in their school attendance patterns during intervention. However, their school attendance decreased significantly during the follow-up phase when compared with the pre-intervention period. Concerning school Y, the analysis on the within-subject comparisons shows that the Subject adolescents' school attendance rates improved significantly during the first year of intervention when compared with the pre-intervention phase, whereas both the Control A and Control B adolescents show no significant changes in their school attendance patterns during the two phases. The between-subject comparisons indicate that the Control B adolescents consistently attained significantly higher school attendance rates than the other two groups during the three phases.

2. The School X Subject pupils exhibited a higher frequency of target behaviours during pre-intervention than during intervention. However, neither the pre-intervention or intervention phases differ significantly from the follow-up phase in terms of the rates of target behaviours. Concerning School Y, the analysis indicates that the Subject adolescents' rates of target behaviours showed no significant changes over the one-year monitoring period.
3. Analysis of the data collected via the Pupil Record Sheet indicates that the School X Subject pupils: (a) experienced significantly higher number of instances of teacher-pupil interaction during the intervention phase than during both the pre-intervention and follow-up phases; (b) experienced significantly higher pupil-pupil interaction during the both the pre-intervention and follow-up phases than during the intervention phase; (c) experienced no significant increase in on-task activities during the intervention phase. Analysis of the individual items of the Pupil Record Sheet indicates that the School X Subject pupils were significantly more likely to experience certain activities during intervention than during the other two phases, such as being the focus of adult attention, individual attention from their teacher,

teacher praise and teacher interacting on task work. The analysis also indicates that the School X Subject pupils experienced significantly larger classes during both pre-intervention and follow-up phases than during the intervention phase.

Analysis on the relationships between the variables of the Pupil Record Sheet for the School X Subject pupils indicates that: (a) teacher-pupil interaction and on-task activities have a significant positive relationship; (b) teacher-pupil and pupil-pupil interactions have a significant negative relationship; (c) pupil-pupil interaction and on-task work activities have a significant negative relationship; (d) teacher criticism and on-task activities have a significant negative relationship; (e) individual attention and on-task activities have a significant positive relationship; (f) adult praise and on-task activities have a significant positive relationship.

Thus, the analysis presented in this section of Chapter 11 shows that: (a) the Subject groups exhibit significant behaviour changes during intervention, especially in terms of increased school attendance rates; (b) the Project X teacher shows significantly different behaviours to the mainstream teachers, such as giving the Subject pupils more individual attention. In the following section the author will continue the analysis of the evaluation techniques, especially in relation to the School Y sample.

Chapter 11 (Part II)

Data from the Evaluation Techniques

Here further data from the evaluation procedure are presented which includes the classroom activities of the School Y population (as assessed by the Pupil Record Sheet). This data will be presented in relation to the School Y sample in order to make comparisons between the classroom activities of Project Y and its mainstream school (i.e. School Y).

The Galton Pupil Record Sheet

The Pupil Record Sheet was used as part of the observation schedule in order to assess the School Y sample's classroom activities. The Subject adolescents were observed over a two-year period (i.e. during their 4th and 5th years of secondary schooling). Whereas the Control A and Control B adolescents were observed over a one-year period (i.e. during their 5th year of secondary schooling). During the 4th school year 13 Subject adolescents (i.e. 81.25 per cent) were observed. During the 5th year eight Subject adolescents (i.e. 50.00 per cent) were observed, six Control A adolescents (i.e. 37.50 per cent) were observed, and 16 Control B adolescents (i.e. 100 per cent) were observed. The author made a total of 47 observation sessions (i.e. an average of 3.62 observations per Subject adolescent) for the Subject adolescents during their 4th year. During the 5th year the author made 15 observations of the Subject adolescents (i.e. an average of 1.88 observations per Subject adolescent), 14 observations of the Control A adolescents (i.e. an average of 2.33 observations per Control A adolescent), and a total of 55 observations for the Control B adolescents (i.e. an average of 3.44 observations per Control B adolescent).

Table 11.15 shows the number of instances of classroom activities for the School Y Subject adolescents

during their 4th and 5th years. Each category in this table is calculated by combining the data from several items in the Pupil Record Sheet (see Chapter 11 Part I). Table 11.16 shows the data for similar categories in Table 11.15. This table (i.e. Table 11.16) presents the number of instances of classroom activities for the School Y male and female Subject adolescents during their 4th and 5th years. Table 11.17 presents the instances of classroom activities of some of the individual items in the Pupil Record Sheet for the School Y Subject adolescents during their 4th and 5th years. Table 11.18 presents the instances of classroom activities of some of the individual items in the Pupil Record Sheet for the School Y male and female Subject adolescents during their 4th and 5th years. Table 11.19 shows number of instances of classroom activities with each category representing a combination of data from several items in the Pupil Record Sheet (see Chapter 11 Part I). This table presents the data on the three groups at School Y who were observed during their 5th year of secondary school. Table 11.20 presents the data for similar categories as shown in Table 11.19. This table (i.e. Table 11.20) shows the number of instances of the various activities for the male and female adolescents in the three groups at School Y. Table 11.21 shows the number of instances of classroom activities of some of the individual items in the Pupil record Sheet for the three groups at School Y. Table 11.22 shows the number of instances of classroom activities of some of the individual items in the Pupil Record Sheet for the male and female adolescents in the three groups at School Y.

Table 11.15: The Distribution of Instances of Classroom Interaction as Assessed by the Pupil Record Sheet for School Y Subject Adolescents During the 4th and 5th Year of Secondary Schooling

	Subject Adolescents					
	4th Year			5th Year		
	(n =13)			(n = 8)		
	<u>M</u>	<u>SD</u>	No. of obs	<u>M</u>	<u>SD</u>	No. of obs
Interaction						
Number of instances of teacher interaction with pupil(s)	14.06 ^a	7.04	47	13.13	7.61	15
Number of instances of target pupil and adult interaction	56.98	26.96	47	55.00	31.42	15
Number of instances of target pupil's interaction with other children	14.36	8.71	47	13.33	5.81	15
Number of instances of target pupil's on-task activity	30.98	15.35	47	38.00	9.81	15

^aMean number of instances of interaction

Table 11.15 presents the number of instances of classroom activities for the School Y Subject adolescents, as assessed via the Pupil Record Sheet, during their 4th and 5th secondary school years. The data on the Subject adolescents' classroom activities were analysed, via the

independent t-test, in order to compare their 4th and 5th year classroom activities. The analysis on the 'Teacher-pupil interaction' indicates that the Subject adolescents experienced no significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(60) = 0.44$, $p > .05$. The analysis on the 'adult-pupil interaction' indicates that the Subject adolescents experienced no significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(60) = 0.24$, $p > .05$. The analysis on the 'Target pupil interaction with another child' indicates that the Subject adolescents experienced no significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(60) = 0.43$, $p > .05$. The analysis on 'On task activities' indicates that the Subject adolescents experienced no significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(60) = 1.66$, $p > .05$.

The data classroom interactions were further analysed via the Pearson Correlation Coefficient in order to assess whether any of the categories are significantly related which may explain further the factors that influence pupils' activities. The analysis shows that: (a) there is a highly significant positive relationship between teacher-pupil interaction and adult-pupil interaction, $r(N = 62) = 0.94$, $p < .001$; (b) there is no significant relationship between teacher-pupil interaction and pupil on-task activity, $r(N = 62) = 0.05$, $p > .05$; (c) there is no significant relationship between teacher-pupil interaction and pupil-pupil interaction, $r(N = 62) = 0.15$, $p > .05$; (d) there is no significant relationship adult-pupil interaction and pupil-pupil interaction, $r(N = 62) = 0.12$, $p > .05$; (e) there is no significant relationship between adult-pupil interaction and target pupil's on-task activity, $r(N = 62) = 0.03$, $p > .05$; (f) there is a very significant negative relationship between pupil-pupil interaction and target pupil's on-task activity, $r(N = 62) = -0.34$, $p < .01$.

Table 11.16: The Distribution of Instances of Classroom Interaction as Assessed by the Pupil Record Sheet for School Y Male and Female Subject Adolescents During the 4th and 5th Year of Secondary Schooling

Interaction	Subject Adolescents					
	4th Year			5th Year		
	<u>M</u>	<u>SD</u>	No.	<u>M</u>	<u>SD</u>	No.
			of obs			of obs
Number of instances of teacher interaction with pupil(s)						
Male	13.31 ^a	7.33	32	12.92	8.03	12
<u>n</u>	9			6		
Female	15.67	6.30	15	14.00	7.00	3
<u>n</u>	4			2		
Number of instances of target pupil and adult interaction						
Male	52.53	27.89	32	54.42	33.19	12
<u>n</u>	9			6		
Female	66.47	22.89	15	57.33	29.02	3
<u>n</u>	4			2		

^aMean number of instances of interaction

Table 11.16 continued

Interaction	Subject Adolescents					
	4th Year			5th Year		
	<u>M</u>	<u>SD</u>	No.	<u>M</u>	<u>SD</u>	No.
			of obs			of obs
<hr/>						
Number of instances of target pupil's interaction with other children						
Male	14.69	8.88	32	12.08	5.26	12
<u>n</u>	9			6		
Female	13.67	8.59	15	18.33	6.11	3
<u>n</u>	4			2		
Number of instances of target pupil's on-task activity						
Male	34.91	11.77	32	41.50	6.83	12
<u>n</u>	9			6		
Female	22.60	18.89	15	24.00	7.00	3
<u>n</u>	4			2		
<hr/>						

Table 11.16 presents the number of instances of the School Y male and female Subject adolescents' classroom activity, as assessed via the Pupil Record Sheet, during the 4th and 5th years. The classroom activities for the male Subject adolescents were analysed via the two-tailed independent t-test in order to compare their 4th and 5th year activities. The analysis on 'Teacher-pupil interactions' indicates that the male Subject adolescents experienced no significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(42) = 0.16, p > .05$. The analysis on the 'Adult-pupil interaction' indicates that the male Subject

adolescents experienced no significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(42) = 0.19$, $p > .05$. The analysis on the 'Target pupil's interactions with another child' indicates that the male Subject adolescents experienced no significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(42) = 0.95$, $p > .05$. The analysis on the 'On task work activities' indicates that the male Subject adolescents experienced no significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(42) = 1.82$, $p > .05$.

The classroom activities for the female Subject adolescents were analysed via the two-tailed independent t-test in order to compare their 4th and 5th year activities. The analysis on 'Teacher-pupil interactions' indicates that the female Subject adolescents experienced no significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(16) = 0.41$, $p > .05$. The analysis on the 'Adult-pupil interaction' indicates that the female Subject adolescents experienced no significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(16) = 0.61$, $p > .05$. The analysis on the 'Target pupil's interactions with another child' indicates that the female Subject adolescents experienced no significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(16) = 0.89$, $p > .05$. The analysis on the 'On task work activities' indicates that the female Subject adolescents experienced no significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(16) = 0.12$, $p > .05$.

The male and female Subject adolescents' classroom activities were compared via the two-tailed independent t-test in order to assess any possible sex differences in classroom activities. This analysis was conducted for the 4th and 5th school years. Concerning the 4th year the analysis indicates that: (a) the male and female Subject

adolescents do not differ significantly in their experiences of 'Teacher-pupil interactions' , $t(45) = 1.07$, $p > .05$; (b) the male and female Subject adolescents do not differ significantly in their experiences of 'adult-pupil interactions', $t(45) = 1.68$, $p > .05$; (c) the male and female Subject adolescents do not differ significantly in their experiences of 'Target pupil interactions with another child' activity, $t(45) = 0.37$, $p > .05$; (d) the male and female Subject adolescents differ very significantly in their number of instances of 'On task work activities', $t(45) = 2.74$, $p < .01$, with the male Subject adolescents exhibiting a higher number of instances of this type of behaviour as shown in Table 11.16.

Concerning the 5th year the analysis indicates that: (a) the male and female Subject adolescents do not differ significantly in their experiences of 'Teacher-pupil interactions' , $t(13) = 0.21$, $p > .05$; (b) the male and female Subject adolescents do not differ significantly in their experiences of 'adult-pupil interactions', $t(13) = 0.14$, $p > .05$; (c) the male and female Subject adolescents do not differ significantly in their experiences of 'Target pupil interactions with another child' activity, $t(13) = 1.79$, $p > .05$; (d) the male and female Subject adolescents differ very significantly in their number of instances of 'On task work activities', $t(13) = 3.95$, $p < .01$, with the male Subject adolescents exhibiting a higher number of instances of this type of behaviour as shown in Table 11.16.

Table 11.17: The Distribution of Instances of Classroom Activity as Assessed by the Pupil Record Sheet for School Y Subject Adolescents During the 4th and 5th Year of Secondary Schooling

Category	Subject Adolescents			
	4th Year		5th Year	
	(n = 13)		(n = 8)	
	(No. of obs=47)		(No. of obs=15)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Target pupil and Adult Interaction				
1.4 Pupil listens-other child is focus of attention	0.38	1.28	1.87	3.31
Target Pupil Interacts with Other Children				
6.2 Physical contact	2.36	3.56	0.40	0.91
7c2 Interaction occurs from another base	5.70	7.14	1.93	2.49
Activity and Location of Target Pupil and Teacher				
8.6 Pupil is horseplaying	2.40	4.24	0.20	0.56
No. of teachers in classroom	1.70	0.55	1.33	0.49
No. of pupils in classroom	9.28	2.26	7.00	2.07

Table 11.17 shows the number of instances of the School Y Subject adolescents' classroom activity, as assessed via the Pupil Record Sheet, during the 4th and 5th

school years. The data on the Subject adolescents' classroom activities were analysed via the two-tailed independent t-test in order to compare the 4th and 5th years in terms of classroom activities. Some of the significant results are discussed here, for further details see Appendix A11.4. The analysis on the category 'Target pupil listens while other pupil is focus of attention' indicates that the Subject adolescents experienced significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(60) = 2.56$, $p < .05$, with the 5th year showing a higher number of instances of this type of interaction as shown in Table 11.17.

The analysis on the category 'Physical contact' indicates that the Subject adolescents experienced significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(60) = 2.10$, $p < .05$, with the 4th year showing a higher number of instances of this type of interaction as shown in Table 11.17.

The analysis on the category '[Contact with other pupils] in another base' indicates that the Subject adolescents experienced significant differences during their 4th and 5th years in the number of instances of this type of interaction, $t(60) = 2.00$, $p < .05$, with the 4th year showing a higher number of instances of this type of interaction as shown in Table 11.17.

The analysis on the category 'Target pupil is horseplaying' indicates that the Subject adolescents experienced significant differences during their 4th and 5th years in the number of instances of this type of behaviour, $t(60) = 2.00$, $p < .05$, with the 4th year showing a higher number of instances of this type of behaviour as shown in Table 11.17.

The analysis on the category 'Number of teachers in the classroom' indicates that the Subject adolescents experienced significant differences during their 4th and 5th

years in the numbers of teachers in the classroom, $t(60) = 2.33$, $p < .05$, with the 4th year showing a higher number of teachers as shown in Table 11.17.

The analysis on the category 'Number of pupils in the classroom' indicates that the Subject adolescents experienced highly significant differences during their 4th and 5th years in the number of pupils in the classroom, $t(60) = 3.46$, $p < .001$, with the 4th year showing a higher number of pupils as shown in Table 11.17.

The data on classroom activity were further analysed via the Pearson Correlation Coefficient in order to assess the degree of associations between the various categories which may explain further the underlying influences of pupils' activities. The analysis indicates that: (a) there is no significant relationship between the instances of 'adult praise' and the instances of "target pupil's task work", $r(N = 62) = -0.14$, $p > .05$; (b) there is a highly significant negative relationship between the instances of 'adult criticism' and the instances of "target pupil's task work", $r(N = 62) = -0.41$, $p < .001$; (c) there is no significant relationship between the instances of 'individual attention from adult' and the instances of "target pupil's task work", $r(N = 62) = 0.02$, $p > .05$; (d) there is a positive relationship between the instances of 'adult giving target pupil's group attention' and the instances of "target pupil's task work", however, this falls short of the level of significance, $r(N = 62) = 0.21$, $p = .052$; (e) there is no significant relationship between the instances of 'adult interacting with the whole class' and the instances of "target pupil's task work", $r(N = 62) = -0.02$, $p > .05$; (f) there is no significant relationship between the instances of 'target pupil being the focus of adult attention' and the instances of "target pupil's task work", $r(N = 62) = 0.04$, $p > .05$; (g) there is no significant relationship between the instances of 'target pupil being the focus of adult attention' and the instances of "target pupil being distracted from work", $r(N = 62) = -0.11$, $p > .05$; (h) there is no significant relationship between the

instances of 'target pupil being the focus of adult attention' and the instances of 'target pupil being aggressively disruptive', $r(N = 62) = 0.07$, $p > .05$; (i) there is no significant relationship between the instances of 'target pupil being the focus of adult attention' and the instances of 'target pupil horseplaying', $r(N = 62) = 0.16$, $p > .05$; (j) there is no significant relationship between the instances of 'adult giving target pupil individual attention' and the instances of 'target pupil being distracted from work', $r(N = 62) = -0.06$, $p > .05$; (k) there is no significant relationship between the instances of 'adult giving target pupil individual attention' and the instances of 'target pupil being aggressively disruptive', $r(N = 62) = 0.03$, $p > .05$; (l) there is no significant relationship between the instances of 'adult giving target pupil individual attention' and the instances of 'target pupil horseplaying', $r(N = 62) = -0.17$, $p > .05$; (m) there is no significant relationship between the instances of 'adult interacting about task work' and the instances of "target pupil's task work", $r(N = 62) = 0.14$, $p > .05$; (n) there is no significant relationship between the instances of 'adult interacting about task work' and the instances of 'target pupil being distracted from work', $r(N = 62) = -0.12$, $p > .05$; (o) there is no significant relationship between the instances of 'adult interacting about task work' and the instances of 'target pupil being aggressively disruptive', $r(N = 62) = -0.16$, $p > .05$; (p) there is no significant relationship between the instances of 'adult interacting about task work' and the instances of 'target pupil horseplaying', $r(N = 62) = -0.12$, $p > .05$; (q) there is no significant relationship between the instances of 'Adult interacting about task' and the 'Number of pupils in the classroom', $r(N = 62) = -0.19$, $p > .05$.

Table 11.18: The Distribution of Instances of Classroom Activity as Assessed by the Pupil Record Sheet for School Y Male and Female Subject Adolescents During the 4th and 5th Year of Secondary Schooling

Category	Subject Adolescents					
	4th Year			5th Year		
	<u>M</u>	<u>SD</u>	No.	<u>M</u>	<u>SD</u>	No.
			of obs			of obs
<hr/>						
Activity of						
Target Pupil						
8.1 Pupil co-operates						
on task work						
Male	31.22	12.06	32	37.58	7.28	12
<u>n</u>	9			6		
Female	20.00	18.49	15	19.33	7.37	3
<u>n</u>	4			2		
8.3 Pupil is distracted						
from work						
Male	4.56	4.13	32	2.17	2.86	12
<u>n</u>	9			6		
Female	6.60	7.02	15	13.33	5.51	3
<u>n</u>	4			2		
8.8 Pupil is partly						
distracted						
Male	2.59	3.34	32	1.67	2.06	12
<u>n</u>	9			6		
Female	7.47	6.91	15	7.67	7.37	3
<u>n</u>	4			2		
8.12 Pupil responds to						
internal stimuli						
Male	0.06	0.35	32	0.17	0.58	12
<u>n</u>	9			6		
Female	1.73	2.52	15	1.00	1.73	3
<u>n</u>	4			2		

Table 11.18 shows the number of instances of the School Y male and female Subject adolescents' classroom behaviour, as assessed via the Pupil Record Sheet, during their 4th and 5th years of schooling. The male Subject adolescents' classroom behaviours were analysed via the two-tailed independent t-test in order to compare their 4th and 5th year behaviours. The analysis indicates that the male Subject adolescents do not differ significantly in their 4th and 5th years for any of the categories in Table 11.18. For further details of this analysis see Appendix A11.5. The female Subject adolescents' classroom behaviours were analysed via the two-tailed independent t-test in order to compare their 4th and 5th year behaviours. The analysis also indicates that the female Subject adolescents do not differ significantly in their 4th and 5th years for any of the categories in Table 11.18. For further details of this analysis see also Appendix A11.5.

The male and female Subject adolescents' classroom behaviours were compared via the two-tailed independent t-test in order to assess any sex differences in behaviours. the analysis was conducted for each year. Some of the significant results are discussed here, for further details see Appendices A11.6 and A11.7 respectively. Concerning the 4th year, the male and female Subject adolescents differ significantly in their number of instances of: (a) 'Target pupil co-operates on task work' activity, $t(45) = 2.49$, $p < .05$, with the male Subject adolescents exhibiting a higher incidence of this type of behaviour as shown in Table 11.18; (b) 'Target pupil is partly distracted' activity, $t(45) = 3.28$, $p < .01$; with the female Subject adolescents exhibiting a higher incidence of this type of behaviour; (c) 'Target pupil responds to internal stimuli' activity, $t(45) = 3.72$, $p < .001$; with the female Subject adolescents exhibiting a higher incidence of this type of behaviour.

Concerning the 5th year, the male and female Subject adolescents differ significantly in their number of instances of: (a) 'Target pupil co-operates on task work' activity, $t(13) = 3.88$, $p < .01$, with the male Subject

adolescents exhibiting a higher incidence of this type of behaviour as shown in Table 11.18; (b) 'Target pupil is distracted from work' activity, $t(13) = 5.09$, $p < .001$, with the female Subject adolescents exhibiting a higher incidence of this type of behaviour as shown in Table 11.18; (c) 'Target pupil is partly distracted' activity, $t(13) = 2.69$, $p < .05$, with the female Subject adolescents exhibiting a higher incidence of this type of behaviour as shown in Table 11.18.

Table 11.19: The Distribution of Instances of Classroom Interaction as Assessed by the Pupil Record Sheet for School Y Adolescents by Group

	School Y		
	Subject ($\underline{n} = 8$) (No. of obs=15)	Control A ($\underline{n} = 6$) (No. of obs=14)	Control B ($\underline{n} = 16$) (No. of obs=55)
Number of instances of teacher interaction with pupil(s)	13.13 ^a (7.61) ^b	10.57 (5.54)	14.78 (14.02)
Number of instances of target pupil and adult interaction	55.00 (31.42)	42.36 (22.22)	58.91 (55.89)
Number of instances of target pupil's interaction with other children	13.33 (5.81)	17.07 (12.42)	13.56 (10.38)
Number of instances of target pupil's on-task activity	38.00 (9.81)	28.64 (17.80)	47.49 (16.00)

^aMean number of instances of interaction

^bSD

Table 11.19 presents the number of instances of classroom activities for the three groups at School Y. The classroom activities were analysed via the two-way ANOVA in order to assess group and sex differences. The first factor (group) consists of three levels and the second factor (sex) consists of two levels. That is a 3 x 2 ANOVA, with three levels of group (i.e. Subject, Control A and Control B) and two levels of sex (i.e. male and female). The 3 x 2 ANOVA on teacher-pupil interaction indicates that: (a) the main effect for group shows that the three groups do not differ significantly in their experiences of this type of interaction, $F(2, 78) = 0.73, p > .05$; (b) the main effect for sex shows that the male and female populations do not differ significantly in their experiences of this type of interaction, $F(1, 78) = 1.55, p > .05$; (c) there is no significant interaction between group and sex, $F(2, 78) = 0.23, p > .05$.

The 3 x 2 ANOVA on adult-pupil interaction indicates that: (a) the main effect for group shows that the three groups do not differ significantly in their experiences of this type of interaction, $F(2, 78) = 0.65, p > .05$; (b) the main effect for sex shows that the male and female populations do not differ significantly in their experiences of this type of interaction, $F(1, 78) = 1.53, p > .05$; (c) there is no significant interaction between group and sex, $F(2, 78) = 0.20, p > .05$.

The 3 x 2 ANOVA on Target pupil's interaction with other children indicates that: (a) the main effect for group shows that the three groups do not differ significantly in their experiences of this type of interaction, $F(2, 78) = 0.73, p > .05$; (b) the main effect for sex shows that the male and female populations do not differ significantly in their experiences of this type of interaction, $F(1, 78) = 0.78, p > .05$; (c) there is very significant interaction between group and sex, $F(2, 78) = 4.99, p < .01$.

The 3 x 2 ANOVA on On-Task activity indicates that:

(a) the main effect for group shows that the three groups differ highly significantly in the number of instances of this type of activity, $F(2, 78) = 9.97$, $p < .001$, with the Control B adolescents exhibiting the highest number of instances of this type of activity as shown in Table 11.19; (b) the main effect for sex shows that the male and female populations do not differ significantly in their experiences of this type of activity, $F(1, 78) = 1.73$, $p > .05$; (c) there is a significant interaction between group and sex, $F(2, 78) = 3.44$, $p < .05$. The group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Control B adolescents exhibit a significantly higher number of instances of on-task activity than the Control A adolescents; (b) the Subject and Control A adolescents do not differ significantly in their number of instances of exhibiting on-task activities; (c) the Subject and Control B adolescents do not differ significantly in their number of instances of exhibiting on-task activities.

The data classroom interactions were further analysed via the Pearson Correlation Coefficient in order to assess whether any of the categories are significantly related which may provide further interpretations of pupils' activities. The analysis shows that: (a) there is a highly significant positive relationship between teacher-pupil interaction and adult-pupil interaction, $r(N = 84) = 0.99$, $p < .001$; (b) there is no significant relationship between teacher-pupil interaction and pupil on-task activity, $r(N = 84) = 0.07$, $p > .05$; (c) there is a significant negative relationship between teacher-pupil interaction and pupil-pupil interaction, $r(N = 84) = -0.25$, $p < .05$; (d) there is a significantly negative relationship adult-pupil interaction and pupil-pupil interaction, $r(N = 84) = -0.25$, $p < .05$; (e) there is no significant relationship between adult-pupil interaction and target pupil's on-task activity, $r(N = 84) = 0.08$, $p > .05$; (f) there is a highly significant negative relationship between pupil-pupil interaction and target pupil's on-task activity, $r(N = 84) = -0.37$, $p < .001$.

Table 11.20: The Distribution of Instances of Classroom Interaction as Assessed by the Pupil Record Sheet for School Y Male and Female Adolescents by Group

Interaction	School Y		
	Subject	Control A	Control B
Number of instances teacher interaction with pupil(s)			
Male	12.92 ^a	11.63	16.61
	12 ^b	8	33
	(8.03) ^c	(5.18)	(12.69)
<u>n</u>	6	4	9
Female	14.00	9.17	12.05
	3	6	22
	(7.00)	(6.18)	(15.71)
<u>n</u>	2	2	7
Number of instances of target pupil and adult interaction			
Male	54.42	46.50	66.06
	12	8	33
	(33.19)	(20.72)	(50.49)
<u>n</u>	6	4	9
Female	57.33	36.83	48.18
	3	6	22
	(29.02)	(24.87)	(62.83)
<u>n</u>	2	2	7

^aMean number of instances of interaction

^bNumber of observation sessions

^cSD

Table 11.20 continued

Interaction	School Y		
	Subject	Control A	Control B
Number of instances of target pupil's interaction with other children			
Male	12.08	10.38	14.52
	12	8	33
	(5.26)	(10.13)	(11.17)
<u>n</u>	6	4	9
Female	18.33	26.00	12.14
	3	6	22
	(6.11)	(9.51)	(9.13)
<u>n</u>	2	2	7
Number of instances of target pupil's on-task activity			
Male	41.50	36.50	46.91
	12	8	33
	(6.83)	(15.41)	(18.36)
<u>n</u>	6	4	9
Female	24.00	18.17	48.36
	3	6	22
	(7.00)	(16.14)	(11.96)
<u>n</u>	2	2	7

Table 11.20 shows the classroom interactions, as assessed via the Pupil Record Sheet, of the male and female populations for each group. As already indicated by the 3 x 2 ANOVA mentioned above for most of the variables there are no significant group differences. However, for those variables with significant differences the groups were further divided into three male groups and three female groups for further analysis. The three male groups were compared via the one-way ANOVA. The analysis on 'Target

pupil's interaction with another child' indicates that the three male groups do not differ significantly in their experiences of this type of interaction, $F(2, 50) = 0.67$, $p > .05$.

The analysis on 'Target pupil's on-task activity' indicates that the three male groups do not differ significantly in the number of instances of this type of activity, $F(2, 50) = 1.55$, $p > .05$.

The three female groups were compared via the one-way ANOVA. The analysis on 'Target pupil's interaction with another child' indicates that the three female groups differ very significantly in their experiences of this type of interaction, $F(2, 28) = 5.75$, $p < .01$, with the female Control A adolescents exhibiting the highest rate of this type of interaction as shown in Table 11.20. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the female Subject and female Control A adolescents do not differ significantly in the rate of pupil-pupil interaction; (b) the female Subject and female Control B adolescents do not differ significantly in their rate of pupil-pupil interaction; (c) the female Control A adolescents exhibited a significantly higher rate of pupil-pupil interaction than the female Control B adolescents.

The analysis on 'Target pupil's on-task activity' indicates that the three female groups differ highly significantly in the number of instances of this type of activity, $F(2, 28) = 16.42$, $p < .001$, with the female Control B adolescents exhibiting the highest rate of on-task activity as shown in Table 11.20. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the female Subject and female Control A adolescents do not differ significantly in the rate of on-task activity; (b) the female Control B adolescents exhibited a significantly higher rate of on-task activity than the female Subject adolescents; (c) the female Control B adolescents exhibited a significantly higher rate

of on-task activity than the female Control A adolescents.

For each group the male and female populations were compared on their classroom activities via the two-tailed independent t-test in order to assess any possible sex differences. The analysis on 'Target pupil's interaction with other child[ren]' indicates that: (a) the male and female Subject adolescents do not differ significantly in the number of instances of this type of activity, $t(13) = 1.79$, $p > .05$; (b) the male and female Control A adolescents differ significantly, $t(12) = 2.93$, $p < .05$, with the female Control A adolescents exhibiting a higher number of instances of this type of activity as shown in Table 11.20; (c) the male and female Control B adolescents do not differ significantly in the number of instances of this type of activity, $t(53) = 0.83$, $p > .05$.

The analysis on 'Target pupil's on-task activity' indicates that: (a) the male and female Subject adolescents differ very significantly, $t(13) = 3.95$, $p < .01$, with the male Subject adolescents exhibiting a higher number of instances of this type of activity as shown in Table 11.20; (b) the male and female Control A adolescents differ in the number of instances of this type of activity, however, this difference falls short of significance, $t(12) = 2.16$, $p = .052$, with the male Control A adolescents exhibiting a higher rate of on-task activity as shown in Table 11.20; (c) the male and female Control B adolescents do not differ significantly in the number of instances of this type of activity, $t(53) = 0.33$, $p > .05$.

Table 11.21: The Distribution of Instances of Classroom Activity as Assessed by the Pupil Record Sheet for School Y Adolescents by Group

Category	School Y		
	Subject	Control A	Control B
	(<u>n</u> = 8) (No. of obs=15)	(<u>n</u> = 6) (No. of obs=14)	(<u>n</u> = 16) (No. of obs=55)
<hr/>			
Target pupil and Adult Interaction			
1.2 Pupil is focus of adult attention	6.87 ^a (3.52) ^b	2.71 (1.94)	3.38 (5.29)
1.4 Pupil listens-other child is focus of attention	1.87 (3.31)	0.00 (0.00)	0.09 (0.55)
2.1 Pupil interacts with teacher	6.33 (7.85)	10.50 (5.54)	14.71 (13.96)
2.3 Pupil interacts with another adult	6.93 (6.05)	0.00 (0.00)	0.00 (0.00)
3.2 Adult interacts about routine work	1.87 (1.96)	0.50 (1.02)	0.35 (1.29)
4.1 Adult gives pupil individual attention	7.00 (3.89)	3.00 (2.25)	3.51 (5.43)

^aMean number of instances of classroom activity
^bSD

Table 11.21 continued

Category	School Y		
	Subject (<u>n</u> = 8) (No. of obs=15)	Control A (<u>n</u> = 6) (No. of obs=14)	Control B (<u>n</u> = 16) (No. of obs=55)
Target Pupil			
Interact with			
Other Children			
7b2 Pupil interacts with one child of the opposite sex	0.60 (1.30)	4.07 (8.04)	0.64 (1.93)
7b4 Pupil interacts with a mix sex group	1.00 (3.36)	2.21 (4.30)	0.33 (1.41)
7c1 Interaction occurs from pupil's own base	11.40 (4.90)	13.00 (8.93)	12.07 (9.93)
Activity and			
Location of			
Target Pupil			
and Teacher			
8.1 Pupil co-operates on task work	33.93 (10.32)	28.50 (17.69)	45.91 (15.85)
8.2 Pupil co-operates on routine work	4.07 (2.25)	0.14 (0.53)	1.58 (2.79)
8.3 Pupil is distracted from work	4.40 (5.67)	13.29 (14.13)	2.47 (6.31)
8.7 Pupil is waiting on teacher	1.27 (1.53)	0.00 (0.00)	0.45 (1.29)

Table 11.21 continued

Category	School Y		
	Subject (<u>n</u> = 8) (No. of obs=15)	Control A (<u>n</u> = 6) (No. of obs=14)	Control B (<u>n</u> = 16) (No. of obs=55)
8.8 Pupil is partly distracted	2.87 (4.16)	6.21 (4.19)	2.62 (5.17)
8.10 Pupil is interested in work of a child	1.00 (2.59)	0.50 (1.29)	0.67 (2.17)
9.1 Pupil in base	45.73 (5.15)	50.43 (3.08)	47.87 (3.21)
9.3 Pupil is mobile	1.13 (1.55)	0.07 (0.27)	0.35 (0.93)
10.3 Teacher is monitor- ing class	5.27 (3.92)	17.29 (9.64)	17.93 (10.93)
10.4 Teacher is house- keeping	12.07 (6.36)	8.57 (6.52)	4.85 (4.49)
10.5 Teacher is out of room	2.87 (5.84)	1.00 (2.32)	0.53 (1.30)
No. of teachers in classroom	1.33 ^c (0.49)	1.00 (0.00)	1.09 (0.29)
No. of pupils in classroom	7.00 (2.07)	15.93 (3.36)	15.62 (4.32)
No. of volunteers in classroom	1.20 (0.56)	0.00 (0.00)	0.00 (0.00)

^cMean number of persons in the classroom

Table 11.21 presents some of the classroom activities, as assessed via the pupil Record Sheet, for each group. The items related to interaction and location (i.e. items 1.1 to 7c2 and items 9.1 to number of volunteers) were analysed via the one-way ANOVA in order to assess group differences. The items related to the target pupil's behaviour (i.e. items 8.1 to 8.14) were analysed via the two-way ANOVA in order to assess any possible group and sex differences.

Here only the significant results, as indicated via the one-way ANOVA, are discussed, for further details see Appendix A11.8. The analysis on item 'Target pupil is focus of adult attention' indicates that the three groups differ significantly in their experiences of this type of interaction, $F(2, 81) = 3.88, p < .05$, with the Subject adolescents experiencing the highest rate of this type of interaction as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experience a significantly higher rate of this type of interaction than the Control A adolescents; (b) the Subject and Control B adolescents do not differ significantly in their experience of this type of interaction; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of interaction.

The analysis on item 'Target pupil listens while another child is the focus of adult attention' indicates that the three groups differ highly significantly in their experiences of this type of interaction, $F(2, 81) = 9.46, p < .001$, with the Subject adolescents experiencing the highest rate of this type of interaction as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experience a significantly higher rate of this type of interaction than the Control A adolescents; (b) the Subject adolescents experience a significantly higher rate of this type of interaction than the Control B

adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of interaction.

The analysis on item 'Target pupil interacts with teacher' indicates that the three groups differ in their experiences of this type of interaction, however this falls short of significance, $F(2, 81) = 3.07$, $p = .0517$, with the Control B adolescents experiencing the highest rate of this type of interaction as shown in Table 11.21.

The analysis on item 'Target pupil interacts with another adult' indicates that the three groups differ highly significantly in their experiences of this type of interaction, $F(2, 81) = 46.77$, $p < .001$, with the Subject adolescents experiencing the highest rate of this type of interaction as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experience a significantly higher rate of this type of interaction than the Control A adolescents; (b) the Subject adolescents experience a significantly higher rate of this type of interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of interaction.

The analysis on item 'Adult interacts about routine' indicates that the three groups differ very significantly in their experiences of this type of interaction, $F(2, 81) = 7.09$, $p < .01$, with the Subject adolescents experiencing the highest rate of this type of interaction as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experience a significantly higher rate of this type of interaction than the Control A adolescents; (b) the Subject adolescents experience a significantly higher rate of this type of interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences

of this type of interaction.

The analysis on item 'Adult gives target pupil individual attention' indicates that the three groups differ significantly in their experiences of this type of interaction, $F(2, 81) = 3.51$, $p < .05$, with the Subject adolescents experiencing the highest rate of this type of interaction as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. However, the procedure indicates that no two groups are significant.

The analysis on item 'Target pupil interacts with one child of the opposite sex' indicates that the three groups differ very significantly in their experiences of this type of interaction, $F(2, 81) = 5.26$, $p < .01$, with the Control A adolescents exhibiting the highest rate of this type of interaction as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Control A adolescents experience a significantly higher rate of this type of interaction than the Subject adolescents; (b) the Control A adolescents experience a significantly higher rate of this type of interaction than the Control B adolescents; (c) the Subject and Control B adolescents do not differ significantly in their experiences of this type of interaction.

The analysis on item 'Target pupil interacts with mix sex group of pupils' indicates that the three groups differ significantly in their experiences of this type of interaction, $F(2, 81) = 3.26$, $p < .05$, with the Control A adolescents exhibiting the highest rate of this type of interaction as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject and Control A adolescents do not differ significantly in their experiences of this type of interaction; (b) the Subject and Control B adolescents do not differ significantly in their experiences of this type of interaction; (c) the Control A adolescents

experience a significantly higher rate of this type of interaction than the Control B adolescents.

The analysis on item 'Target pupil in base' indicates that the three groups differ very significantly in their experiences of this type of behaviour, $F(2, 81) = 6.17$, $p < .01$, with the Control A adolescents exhibiting the highest rate of this type of behaviour as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Control A adolescents exhibit a significantly higher rate of this type of behaviour than the Subject adolescents; (b) the Subject and Control B adolescents do not differ significantly in the number of instances of this type of behaviour; (c) the Control A and Control B adolescents do not differ significantly in the number of instances of this type of behaviour.

The analysis on item 'Target pupil is mobile' indicates that the three groups differ significantly in the number of instances of this type of behaviour, $F(2, 81) = 4.80$, $p < .05$, with the Subject adolescents exhibiting the highest rate of this type of behaviour as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents exhibit a significantly higher rate of this type of behaviour than the Control A adolescents; (b) the Subject adolescents exhibit a significantly higher rate of this type of behaviour than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in the number of instances of this type of behaviour.

The analysis on item 'Teacher is monitoring class' indicates that the three groups differ highly significantly in their experiences of this type of interaction, $F(2, 81) = 9.98$, $p < .001$, with the Control B adolescents experiencing the highest rate of this type of interaction as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that:

(a) the Control A adolescents experience a significantly higher rate of this type of interaction than the Subject adolescents; (b) the Control B adolescents experience a significantly higher rate of this type of interaction than the Subject adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of interaction.

The analysis on item 'Teacher housekeeping' indicates that the three groups differ highly significantly in their experiences of this type of interaction, $F(2, 81) = 12.24$, $p < .001$, with the Subject adolescents experiencing the highest rate of this type of interaction as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject and Control A adolescents do not differ significantly in their experiences of this type of interaction; (b) the Subject adolescents experience a significantly higher rate of this type of interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of interaction.

The analysis on item 'Teacher is out of room' indicates that the three groups differ significantly in their experiences of this type of teacher behaviour, $F(2, 81) = 4.09$, $p < .05$, with the Subject adolescents experiencing the highest rate of this type of teacher behaviour as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject and Control A adolescents do not differ significantly in their experiences of this type of teacher behaviour; (b) the Subject adolescents experience a significantly higher rate of this type of teacher behaviour than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of teacher behaviour.

The analysis on item 'Number of teachers in the

classroom' indicates that the three groups differ significantly in their experiences of this variable, $F(2, 81) = 4.78$, $p < .05$, with the Subject adolescents experiencing the highest number of teachers in their classroom as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experience a significantly higher rate of this variable than the Control A adolescents; (b) the Subject adolescents experience a significantly higher rate of this variable than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this variable.

The analysis on item 'Number of pupils in the classroom' indicates that the three groups differ highly significantly in their experiences of this variable, $F(2, 81) = 31.02$, $p < .001$, with the Control A adolescents experiencing the highest rate of this variable as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Control A adolescents experience a significantly higher rate of this variable than the Subject adolescents; (b) the Control B adolescents experience a significantly higher rate of this variable than the Subject adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this variable.

The analysis on item 'Number of volunteers' indicates that the three groups differ highly significantly in their experiences of this variable, $F(2, 81) = 163.31$, $p < .001$, with the Subject adolescents experiencing the highest rate of this variable as shown in Table 11.21. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experience a significantly higher rate of this variable than the Control A adolescents; (b) the Subject adolescents experience a significantly higher rate of this variable than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in

their experiences of this variable.

The target pupils' behaviours (i.e. items 8.1 to 8.14) were analysed via the two-way ANOVA in order to assess the group and sex differences. The first factor (group) has three levels and the second factor (sex) has two levels. That is a 3 x 2 ANOVA with three levels of group (i.e. Subject, Control A and Control B) and two levels of sex (i.e. male and female). The significant results are discussed here, see Appendix A11.9a for further details. The 3 x 2 ANOVA on 'Target pupil co-operates on task' activity indicates that: (a) the main effect for group shows that the three groups differ highly significantly in the number of instances of this behaviour, $F(2, 78) = 9.95$, $p < .001$, with the Control B adolescents exhibiting the highest rate of this behaviour as shown in Table 11.21; (b) the main effect on sex shows that the male and female populations do not differ significantly in the number of instances of this behaviour, $F(1, 78) = 0.92$, $p > .05$; (c) there is a significant interaction between group and sex, $F(2, 78) = 4.27$, $p < .05$. The data on the number of instances of co-operative behaviour were further analysed via the Scheffé procedure with p set at .05. The procedure indicates: (a) the Control B adolescents exhibit a significantly higher rate of this behaviour than the Subject adolescents; (b) the Control B adolescents exhibit a significantly higher rate of this behaviour than the Control A adolescents; (c) the Subject and Control A adolescents do not differ significantly in the number of instances of this behaviour.

The 3 x 2 ANOVA on 'Target pupil co-operates on routine work' activity indicates that: (a) the main effect for group shows that the three groups differ highly significantly in the number of instances of this behaviour, $F(2, 78) = 8.55$, $p < .001$, with the Subject adolescents exhibiting the highest rate of this behaviour as shown in Table 11.21; (b) the main effect on sex shows that the male and female populations differ significantly in the number of instances of this behaviour, $F(1, 78) = 5.23$, $p < .05$; (c) there is no significant interaction between group and sex,

$F(2, 78) = 1.60, p > .05$. The data on the number of instances of routine work behaviour were further analysed via the Scheffé procedure with p set at .05. The procedure indicates: (a) the Subject adolescents exhibit a significantly higher rate of this behaviour than the Control A adolescents; (b) the Subject adolescents exhibit a significantly higher rate of this behaviour than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in the number of instances of this behaviour.

The 3 x 2 ANOVA on 'Target pupil is distracted from work' activity indicates that: (a) the main effect for group shows that the three groups differ highly significantly in the number of instances of this behaviour, $F(2, 78) = 13.64, p < .001$, with the Control A adolescents exhibiting the highest rate of this behaviour as shown in Table 11.21; (b) the main effect on sex shows that the male and female populations do not differ significantly in the number of instances of this behaviour, $F(1, 78) = 3.33, p > .05$; (c) there is a highly significant interaction between group and sex, $F(2, 78) = 14.46, p < .001$. The data on the number of instances of distracted behaviour were further analysed via the Scheffé procedure with p set at .05. The procedure indicates: (a) the Control A adolescents exhibit a significantly higher rate of this behaviour than the Subject adolescents; (b) the Control A adolescents exhibit a significantly higher rate of this behaviour than the Control B adolescents; (c) the Subject and Control B adolescents do not differ significantly in the number of instances of this behaviour.

The 3 x 2 ANOVA on 'Target pupil waiting on the teacher' activity indicates that: (a) the main effect for group shows that the three groups differ significantly in the number of instances of this behaviour, $F(2, 78) = 5.46, p < .05$, with the Subject adolescents exhibiting the highest rate of this behaviour as shown in Table 11.21; (b) the main effect on sex shows that the male and female populations do not differ significantly in the number of instances of this

behaviour, $F(1, 78) = 1.21$, $p > .05$; (c) there is no significant interaction between group and sex, $F(2, 78) = 0.77$, $p > .05$. The data on the number of instances of waiting on teacher behaviour were further analysed via the Scheffé procedure with p set at .05. The procedure indicates: (a) the Subject adolescents exhibit a significantly higher rate of this behaviour than the Control A adolescents; (b) the Subject and Control B adolescents do not differ significantly in the number of instances of this behaviour; (c) the Control A and Control B adolescents do not differ significantly in the number of instances of this behaviour.

The 3 x 2 ANOVA on 'Target pupil is partly distracted' activity indicates that: (a) the main effect for group shows that the three groups differ significantly in the number of instances of this behaviour, $F(2, 78) = 3.15$, $p < .05$, with the Control A adolescents exhibiting the highest rate of this behaviour as shown in Table 11.21; (b) the main effect on sex shows that the male and female populations do not differ significantly in the number of instances of this behaviour, $F(1, 78) = 0.005$, $p > .05$; (c) there is no significant interaction between group and sex, $F(2, 78) = 2.11$, $p > .05$. The data on the number of instances of partly distracted behaviour were further analysed via the Scheffé procedure with p set at .05. However, the procedure indicates that no two groups are significantly different.

The 3 x 2 ANOVA on 'Target pupil is interested in the work of a child' activity indicates that: (a) the main effect for group shows that the three groups do not differ significantly in the number of instances of this behaviour, $F(2, 78) = 0.05$, $p > .05$; (b) the main effect on sex shows that the male and female populations differ significantly in the number of instances of this behaviour, $F(1, 78) = 5.12$, $p < .05$; (c) there is no significant interaction between group and sex, $F(2, 78) = 0.03$, $p > .05$.

The data on classroom activity were further analysed via the Pearson Correlation Coefficient in order to assess the degree of associations between the various categories

which may explain further the factors that influence pupils' activities. The analysis indicates that: (a) there is no significant relationship between the instances of 'adult praise' and the instances of "target pupil's task work", $r(N = 84) = -0.12$, $p > .05$; (b) there is a highly significant negative relationship between the instances of 'adult criticism' and the instances of "target pupil's task work", $r(N = 84) = -0.47$, $p < .001$; (c) there is highly significant negative relationship between the instances of 'individual attention from adult' and the instances of "target pupil's task work", $r(N = 84) = 0.46$, $p < .001$; (d) there is no significant relationship between the instances of 'adult giving target pupil's group attention' and the instances of "target pupil's task work", $r(N = 84) = -0.13$, $p > .05$; (e) there is a very significant relationship between the instances of 'adult interacting with the whole class' and the instances of "target pupil's task work", $r(N = 84) = 0.26$, $p < .01$; (f) there is a highly significant negative relationship between the instances of 'target pupil being the focus of adult attention' and the instances of "target pupil's task work", $r(N = 84) = -0.45$, $p < .001$; (g) there is a highly significant positive relationship between the instances of 'target pupil being the focus of adult attention' and the instances of "target pupil being distracted from work", $r(N = 84) = 0.40$, $p < .001$; (h) there is a significant positive relationship between the instances of 'target pupil being the focus of adult attention' and the instances of 'target pupil being aggressively disruptive', $r(N = 84) = 0.22$, $p < .05$; (i) there is no significant relationship between the instances of 'target pupil being the focus of adult attention' and the instances of 'target pupil horseplaying', $r(N = 84) = 0.06$, $p > .05$; (j) there is a highly significant positive relationship between the instances of 'adult giving target pupil individual attention' and the instances of 'target pupil being distracted from work', $r(N = 84) = 0.40$, $p < .001$; (k) there is a significant positive relationship between the instances of 'adult giving target pupil individual attention' and the instances of 'target pupil being aggressively disruptive', $r(N = 84) = 0.24$, $p < .05$; (l) there is no significant

relationship between the instances of 'adult giving target pupil individual attention' and the instances of 'target pupil horseplaying', $r(N = 84) = 0.09$, $p > .05$; (m) there is a significant positive relationship between the instances of 'adult interacting about task work' and the instances of "target pupil's task work", $r(N = 84) = 0.23$, $p < .05$; (n) there is no significant relationship between the instances of 'adult interacting about task work' and the instances of 'target pupil being distracted from work', $r(N = 84) = -0.17$, $p > .05$; (o) there is no significant relationship between the instances of 'adult interacting about task work' and the instances of 'target pupil being aggressively disruptive', $r(N = 84) = -0.13$, $p > .05$; (p) there is no significant relationship between the instances of 'adult interacting about task work' and the instances of 'target pupil horseplaying', $r(N = 84) = -0.05$, $p > .05$; (q) there is no significant relationship between the instances of 'Adult interacting about task' and the 'Number of pupils in the classroom', $r(N = 84) = 0.10$, $p > .05$.

Table 11.22: The Distribution of Instances of Classroom Activity as Assessed by the Pupil Record Sheet for School Y Male and Female Adolescents by Group

Category	School Y		
	Subject	Control A	Control B
Activity of Target Pupil			
8.1 Pupil co-operates on task work			
Male	37.58 ^a	36.25	44.58
	12 ^b	8	33
	(7.28) ^c	(15.32)	(17.91)
<u>n</u>	6	4	9
Female	19.33	18.17	47.91
	3	6	22
	(7.37)	(16.14)	(12.26)
<u>n</u>	2	2	7
8.2 Pupil co-operates on routine work			
Male	3.92	0.25	2.33
	12	8	33
	(2.31)	(0.71)	(3.30)
<u>n</u>	6	4	9
Female	4.67	0.00	0.45
	3	6	22
	(2.31)	(0.00)	(1.06)
<u>n</u>	2	2	7

^aMean number of instances of activity

^bNumber of observation sessions

^cSD

Table 11.22 continued

Category	School Y		
	Subject	Control A	Control B
8.3 Pupil is distracted from work			
Male	2.17	5.50	3.52
	12	8	33
	(2.86)	(6.76)	(7.86)
<u>n</u>	6	4	9
Female	13.33	23.67	0.91
	3	6	22
	(5.51)	(15.13)	(2.02)
<u>n</u>	2	2	7
8.6 Pupil is horse-playing			
Male	0.08	1.75	0.73
	12	8	33
	(0.29)	(2.25)	(2.48)
<u>n</u>	6	4	9
Female	0.67	0.00	0.00
	3	6	22
	(1.15)	(0.00)	(0.00)
<u>n</u>	2	2	7
8.7 Pupil is waiting on teacher			
Male	1.50	0.00	0.52
	12	8	33
	(1.62)	(0.00)	(1.15)
<u>n</u>	6	4	9
Female	0.33	0.00	0.36
	3	6	22
	(0.58)	(0.00)	(1.50)
<u>n</u>	2	2	7

Table 11.22 continued

Category	School Y		
	Subject	Control A	Control B
8.8 Pupil is partly distracted			
Male	1.67	6.25	3.00
	12	8	33
	(2.06)	(4.46)	(5.77)
<u>n</u>	6	4	9
Female	7.67	6.17	2.05
	3	6	22
	(7.37)	(4.22)	(4.18)
<u>n</u>	2	2	7

Table 11.22 presents some of the classroom behaviours of the male and female adolescents for each group (see Appendix A11.9b for details on the number of instances of classroom activities for items 8.1 to 8.14). As already mentioned the 3 x 2 ANOVA indicates that some of the target pupils' behaviours are significantly different on group comparisons. Therefore, these significant group differences are further divided in order to further investigate the differences. The three male groups were analysed via the one-way ANOVA. Firstly, the analysis on 'Target pupil co-operates on routine work' indicates that the three male groups differ significantly in the number of instances of this type of behaviour, $F(2, 50) = 3.93$, $p < .05$, with the male Subject adolescents exhibiting the highest rate of this behaviour as shown in Table 11.22. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the male Subject adolescents exhibit a significantly higher rate of this behaviour than the male Control A adolescents; (b) the male Subject and male Control B adolescents do not differ significantly in the number of instances of this behaviour; (c) the male Control A and male Control B adolescents do not differ

significantly in the number of instances of this behaviour.

The analysis on 'Target pupil waiting on teacher' indicates that the three male groups differ significantly in the number of instances of this type of behaviour, $F(2, 50) = 4.44$, $p < .05$, with the male Subject adolescents exhibiting the highest rate of this behaviour as shown in Table 11.22. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the male Subject adolescents exhibit a significantly higher rate of this behaviour than the male Control A adolescents; (b) the male Subject and male Control B adolescents do not differ significantly in the number of instances of this behaviour; (c) the male Control A and male Control B adolescents do not differ significantly in the number of instances of this behaviour.

The three female groups were analysed via the one-way ANOVA. The analysis on 'Target pupil co-operates on task work' indicates that the three female groups differ highly significantly in the number of instances of this type of behaviour, $F(2, 28) = 16.88$, $p < .001$, with the female Control B adolescents exhibiting the highest rate of this behaviour as shown in Table 11.22. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the female Control B adolescents exhibit a significantly higher rate of this behaviour than the female Subject adolescents; (b) the female Control B adolescents exhibit a significantly higher rate of this behaviour than the female Control A adolescents; (c) the female Subject and female Control A adolescents do not differ significantly in the number of instances of this behaviour.

The analysis on 'Target pupil co-operates routine work' indicates that the three female groups differ highly significantly in the number of instances of this type of behaviour, $F(2, 28) = 21.05$, $p < .001$, with the female Subject adolescents exhibiting the highest rate of this behaviour as shown in Table 11.22. The data were further

analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the female Subject adolescents exhibit a significantly higher rate of this behaviour than the female Control A adolescents; (b) the female Subject adolescents exhibit a significantly higher rate of this behaviour than the female Control B adolescents; (c) the female Control A and female Control B adolescents do not differ significantly in the number of instances of this behaviour.

The analysis on 'Target pupil is distracted from work' indicates that the three female groups differ highly significantly in the number of instances of this type of behaviour, $F(2, 28) = 28.13$, $p < .001$, with the female Control A adolescents exhibiting the highest rate of this behaviour as shown in Table 11.22. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the female Subject adolescents exhibit a significantly higher rate of this behaviour than the female Control B adolescents; (b) the female Control A adolescents exhibit a significantly higher rate of this behaviour than the female Control B adolescents; (c) the female Subject and female Control A adolescents do not differ significantly in the number of instances of this behaviour.

The analysis on 'Target pupil is horseplaying' indicates that the three female groups differ very significantly in the number of instances of this type of behaviour, $F(2, 28) = 6.32$, $p < .01$, with the female Subject adolescents exhibiting the highest rate of this behaviour as shown in Table 11.22. The data were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the female Subject adolescents exhibit a significantly higher rate of this behaviour than the female Control A adolescents; (b) the female Subject adolescents exhibit a significantly higher rate of this behaviour than the female Control B adolescents; (c) the female Control A and female Control B adolescents do not differ significantly in the number of instances of this behaviour.

The analysis on 'Target pupil is partly distracted' indicates that the three female groups differ significantly in the number of instances of this type of behaviour, $F(2, 28) = 3.49$, $p < .05$, with the female Subject adolescents exhibiting the highest rate of this behaviour as shown in Table 11.22. The data were further analysed via the Scheffé procedure with p set at .05. However, the procedure indicates that the no two groups differ significantly.

As already mentioned the 3 x 2 ANOVA indicates that some of the target behaviour categories have significant sex differences, or a significant interaction between group and sex. Such significant differences are further analysed via the two-tailed independent t-test. The analysis on 'Target pupil co-operates on task work' indicates that the male and female Subject adolescents differ very significant in the number of instances of this type of behaviour, $t(13) = 3.88$, $p < .01$, with the male Subject adolescents exhibiting a higher incidence of this type of behaviour as shown in Table 11.22.

The analysis on 'Target pupil is distracted from work' indicates that the male and female Subject adolescents differ highly significant in the number of instances of this type of behaviour, $t(13) = 5.09$, $p < .001$, with the female Subject adolescents exhibiting a higher incidence of this type of behaviour as shown in Table 11.22.

The analysis on 'Target pupil is partly distracted from work' indicates that the male and female Subject adolescents differ significant in the number of instances of this type of behaviour, $t(13) = 2.69$, $p < .05$, with the female Subject adolescents exhibiting a higher incidence of this type of behaviour as shown in Table 11.22.

The analysis on 'Target pupil is distracted from work' indicates that the male and female Control A adolescents differ very significant in the number of instances of this type of behaviour, $t(12) = 3.04$, $p < .01$,

with the female Control A adolescents exhibiting a higher incidence of this type of behaviour as shown in Table 11.22.

The analysis on 'Target pupil co-operates on routine work' indicates that the male and female Control B adolescents differ significant in the number of instances of this type of behaviour, $t(53) = 2.57$, $p < .05$, with the male Control B adolescents exhibiting a higher incidence of this type of behaviour as shown in Table 11.22.

Summary

The analysis of the evaluation techniques show that:

1. The School Y Subject adolescents experienced few significant changes in classroom activities during their 4th and 5th years, as assessed via the Pupil Record Sheet. However, there are significant differences between 4th and 5th year classes in terms of number of pupils and number of teachers; with the 4th year class having a larger number of both teachers and pupils.
2. Comparisons of the three groups via the Pupil Record Sheet indicates that the groups do not differ significantly in their experiences of teacher-pupil interactions, pupil-pupil interactions and adult-pupil interactions. However, the Control B adolescents showed significantly higher number of instances of on-task activities than the Control A adolescents, whereas the Subject and Control B adolescents do not differ significantly on this variable. An analysis of the individual items of the Pupil Record Sheet shows that: (a) the Subject adolescents experienced significantly higher instances of being the focus of adult attention than the other two groups; (b) the Subject adolescents experienced significantly higher instances of interactions with other adults than either of the Control A or Control B adolescents; (c) the Subject adolescents experienced significantly higher instances of individual attention than the other two groups; (d) the Control A adolescents were significantly more likely to interact

with other pupils in the classroom than either of the Subject or Control B adolescents; (e) the Control B adolescents' teachers are significantly more likely to monitor their classes than the teachers of the other two groups; (f) the Subject adolescents' project teacher is significantly more likely to conduct housekeeping activities than the teachers of the other two groups; (g) the Subject adolescents' project classes have significantly more teachers and voluntary helpers than the classes of the other two groups; (h) both the Control A and Control B adolescents work in significantly larger classes than the Subject pupils.

Analysis on the relationships between the variables (for the three groups) indicates that: (a) pupil-pupil interaction have a significant negative relationship; (b) pupil-pupil interaction and on-task activities have a significant negative relationship; (c) there is no significant relationship between teacher praise and on-task activities; (d) there is no significant relationship between adult giving individual attention and on-task activities; (e) adult interacting on task work and pupil on-task activities have a significant positive relationship.

Analysis of the classroom behaviours of the three groups, as assessed via the Pupil Record Sheet, indicates: (a) the Control B adolescents show significantly higher number of instances of on-task work than the other two groups and the Subject adolescents show significantly higher number of instances of routine work than the other two groups; (b) the Control A adolescents were significantly more likely to show distraction from work than the other two groups.

Thus, the analysis of the data indicates that the three groups differ significantly in their curricular experiences with the Subject adolescents being more likely to receive individual attention and co-operate on routine work, the Control A adolescents being more likely to exhibit

distraction from work and the Control B adolescents being more likely to co-operate on task work. In the following section the author will present some data on the teaching styles experienced by the research population, and data on the number of instances of interactions between the sub-systems (e.g. the projects, mainstream school and homes).

Chapter 11 (Part III)

Data from the Evaluation Techniques

As a continuation of the evaluation procedure the author will present some data on: (a) the interactive processes of the teacher (as assessed via the FIAC); and (b) the frequency of contact between the special projects, their mainstream schools and the families concerned. This data may allow the author to further compare the interactive processes of the intervention programmes with the interactive processes of their mainstream schools.

The Flanders Interaction Analysis Category

As part of the observation schedule (i.e. in conjunction with the Galton Pupil Record Sheet) the teachers of the research population were monitored in the classroom via the FIAC. This schedule was used in order to compare the teaching styles of the intervention programmes with those of their mainstream schools. Such comparisons may then allow the author to assess any possible relationships between teaching approaches and pupil behaviour (e.g. school attendance patterns). Thus, mainly two types of teaching approaches are discussed here, that is: (a) 'indirect' teaching where the teachers maximises the freedom of their students to respond, such as by accepting students negative feelings, by encouragement or by asking questions (Amidon & Flanders, 1967); and (b) 'direct' teaching where the teachers minimise their students responses by giving lectures and directions while the students are expected to listen, or by criticism which is designed to discourage student responses (Amidon & Flanders, 1967). See Chapter 9c for further details on 'indirect' and 'direct' teaching approaches.

Table 11.23 shows the teaching styles reflected by several categories. The data of these categories were calculated by the combination of data from several items in

the FIAC. These calculations are assessed in order to investigate any possible relationships between types of teaching approaches and pupil success (e.g. in terms of academic performance in public examinations). For instance, 'indirect' teaching is calculated by combining the data from four items (i.e. item 1 to item 4) which include 'Teacher ask pupil(s) questions' and 'Teacher gives lectures' (Amidon & Flanders, 1967). 'Direct' teaching is calculated by combining the data from three items (i.e. item 5 to item 7) which include 'Teacher gives directions' and 'Teacher criticises pupil(s)' (Amidon & Flanders, 1967). 'Indirect' (revised) teaching is calculated by combining the data from three items (i.e. item 1 to item 3) - this category is a more restricted version of the 'indirect' category (Amidon & Flanders, 1967). 'Direct' (revised) teaching is calculated by combining the data from two items (i.e. item 6 and item 7) - this category is a more restricted version of the 'direct' category (Amidon & Flanders, 1967).

Teacher-talk activity is calculated by combining the data seven items (i.e. item 1 to item 7) which include 'Teacher accepts pupil's ideas' and 'Teacher gives lectures' - this category is basically a reflection of the full range of teacher interactions which include both the 'indirect' and 'direct' teaching categories (Amidon & Flanders, 1967). Student-talk activity is calculated by combining the data from two items (i.e. item 8 to item 9) which include 'Pupil talks in response to teacher' and 'Pupil initiates talk with teacher' (Amidon & Flanders, 1967). Teacher-pupil interaction is calculated by combining the data from nine items (i.e. item 1 to item 9) which include 'Teacher praises pupil', 'Teacher gives lectures' and 'Pupil talks in response to teacher' - this category reflects all the audible interactions between teacher and pupils as assessed by the FIAC - this category was calculated by the author in order to assess the possible influences of the rate of teacher-pupil interaction on pupil outcomes (e.g. school attendance).

Table 11.24 shows the data for similar categories in

Table 11.23. Table 11.24 presents the data via categories for the teaching styles experienced by the School X male and female Subject pupils during the three phases. Table 11.25 shows the teaching approaches, assessed by the individual items in the FIAC, as experienced by the School X Subject pupils during the three phases.

Table 11.26 presents the data from similar categories used in Table 11.23 (see above). Table 11.26 shows the teaching style for each category as experienced by the School Y Subject adolescents during their 4th and 5th years. Table 11.27 shows the teaching style for each category (similar to Table 11.23) as experienced by the School Y male and female Subject adolescents during their 4th and 5th years. Table 11.28 shows the teaching styles, assessed by the individual items in the FIAC, as experienced by the School Y Subject adolescents during their 4th and 4th years. Table 11.29 presents the data from similar categories used in Table 11.23 (see above). Table 11.29 shows the teaching style for each category as experienced by the three groups at School Y. Table 11.30 shows the teaching style for each category (similar to Table 11.23) as experienced by the male and female adolescents in the three groups at School Y. Table 11.31 shows the teaching styles, assessed by the individual items in the FIAC, as experienced by the three groups at School Y.

Table 11.23: The Teaching Style as Assessed by the FIAC for School X Subject Pupils by Phase

Teaching Style	Subject Pupils		
	Pre-Intervention	Intervention	Follow-Up
	(No. of obs=13)	(No. of obs=24)	(No. of obs=12)
	(<u>n</u> = 5)	(<u>n</u> = 7)	(<u>n</u> = 4)
Indirect	6.92 ^a (6.55) ^b	72.04 (33.91)	6.50 (5.14)
Direct	31.77 (14.71)	69.38 (21.26)	28.58 (22.11)
Indirect (revised)	1.23 (1.79)	38.83 (22.54)	2.25 (1.91)
Direct (revised)	17.92 (7.73)	44.13 (23.57)	13.83 (8.68)
Number of instances of teacher talk	38.69 (18.07)	141.42 (42.92)	35.08 (26.58)
Number of instances of student talk	7.31 (5.66)	80.71 (26.77)	7.58 (7.45)
Number of instances of teacher-pupil interaction	46.00 (20.80)	222.13 (60.21)	42.67 (31.71)

^aMean number of instances of interaction

^bSD

Table 11.23 presents the various teaching styles, as assessed via the FIAC, that were experienced by the School X Subject pupils during the three stages. The data on the teaching styles were analysed via the one-way ANOVA in order to compare the teaching approaches used during the three stages. The one-way ANOVA analysis on 'indirect' teaching

indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 46) = 44.09$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.23. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher 'indirect' teaching during intervention during the other two phases.

The one-way ANOVA analysis on 'direct' teaching indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 46) = 23.55$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.23. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher 'direct' teaching during intervention during the other two phases.

The one-way ANOVA analysis on 'indirect' (revised) teaching indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 46) = 33.00$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.23. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher 'indirect' (revised) teaching during intervention during the other two phases.

The one-way ANOVA analysis on 'direct' (revised) teaching indicates that the three phases differ highly

significantly in the mean number of instances of this interaction, $F(2, 46) = 15.77$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.23. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher 'direct' (revised) teaching during intervention during the other two phases.

The one-way ANOVA analysis on 'teacher talk' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 46) = 56.88$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.23. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher number of instances of 'teacher talk' during intervention during the other two phases.

The one-way ANOVA analysis on 'student talk to teacher' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 46) = 86.49$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.23. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher number of instances of 'student talking to teaching' during intervention during the other two phases.

The one-way ANOVA analysis on teacher-pupil interaction indicates that the three phases differ highly

significantly in the mean number of instances of this interaction, $F(2, 46) = 89.30$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.23. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly higher teacher-pupil interaction during intervention during the other two phases.

The data were further analysed via the Pearson Correlation Coefficient in order to assess the relationships between the variables which may explain further the possible factors influencing classroom interactions. The analysis indicates that: (a) there is a highly significant negative relationship between the instances of 'Direct' teaching and the 'Number of pupils' (see Table 11.25 for the figures on this variable), $r(N = 49) = -0.72$, $p < .001$; (b) there is a very significant positive relationship between the instances of 'Direct' teaching and the 'Number of volunteers' (see Table 11.25), $r(N = 49) = 0.33$, $p < .05$; (c) there is a highly significant positive relationship between the instances of 'Indirect (revised)' teaching and the 'Number of teachers' (see Table 11.25), $r(N = 49) = 0.43$, $p < .001$; (d) there is a highly significant negative relationship between the instances of 'Indirect (revised)' teaching and the 'Number of pupils' (see Table 11.25), $r(N = 49) = -0.76$, $p < .001$; (e) there is a highly significant negative relationship between the instances of 'Direct (revised)' teaching and the 'Number of pupils' (see Table 11.25), $r(N = 49) = -0.63$, $p < .001$; (f) there is a significant positive relationship between the instances of 'Direct (revised)' and the 'Number of volunteers' (see Table 11.25), $r(N = 49) = 0.29$, $p < .05$; (g) there is a significant positive relationship between the instances of 'Teacher-pupil interaction' and the 'Number of teachers' (see Table 11.25), $r(N = 49) = 0.29$, $p < .05$; (h) there is a highly significant negative relationship between the instances of 'Teacher-pupil interaction' and the 'Number of pupils' (see

Table 11.25 for figures on this variable), $r(N = 49) = -0.88$, $p < .001$.

Table 11.24: Teacher Style as Assessed by the FIAC for School X Male and Female Subject Pupils by Phase

Teaching Style	Subject Pupils		
	Pre-Intervention	Intervention	Follow-Up
Indirect			
Male	5.80 ^a	69.76	4.33
	10 ^b	21	9
	(4.05) ^c	(33.55)	(3.67)
<u>n</u>	4	6	3
Female	10.67	88.00	13.00
	3	3	3
	(12.50)	(39.13)	(2.65)
<u>n</u>	1	1	1
Direct			
Male	32.10	69.86	20.00
	10	21	9
	(15.00)	(21.83)	(16.39)
<u>n</u>	4	6	3
Female	30.67	66.00	54.33
	3	3	3
	(16.86)	(20.30)	(17.01)
<u>n</u>	1	1	1

^aMean number of instances of interaction

^bNumber of observation sessions

^cSD

Table 11.24 continued

Teaching Style	Subject Pupils		
	Pre-Intervention	Intervention	Follow-Up
<hr/>			
Indirect (revised)			
Male	1.00	36.14	1.44
	10	21	9
	(1.15)	(21.17)	(1.33)
<u>n</u>	4	6	3
Female	2.00	57.67	4.67
	3	3	3
	(3.46)	(27.39)	(1.15)
<u>n</u>	1	1	1
Direct (revised)			
Male	19.00	45.33	11.33
	10	21	9
	(8.55)	(24.09)	(8.03)
<u>n</u>	4	6	3
Female	14.33	35.67	21.33
	3	3	3
	(2.08)	(21.50)	(6.66)
<u>n</u>	1	1	1
Number of instances of teacher talk			
Male	37.90	139.62	24.33
	10	21	9
	(15.51)	(44.83)	(18.97)
<u>n</u>	4	6	3
Female	41.33	154.00	67.33
	3	3	3
	(29.37)	(28.62)	(19.14)
<u>n</u>	1	1	1
<hr/>			

Table 11.24 continued

Teaching Style	Subject Pupils		
	Pre-Intervention	Intervention	Follow-Up
Number of instances of student talk			
Male	6.20	82.48	4.89
	10	21	9
	(3.55)	(27.22)	(4.83)
<u>n</u>	4	6	3
Female	11.00	68.33	15.67
	3	3	3
	(10.44)	(23.86)	(9.02)
<u>n</u>	1	1	1
Number of instances of teacher-pupil interaction			
Male	44.10	222.10	29.22
	10	21	9
	(14.50)	(63.31)	(20.24)
<u>n</u>	4	6	3
Female	52.33	222.33	83.00
	3	3	3
	(39.63)	(40.13)	(25.24)
<u>n</u>	1	1	1

Table 11.24 presents the data on the various types of teaching styles, as assessed via the FIAC, experienced by the School X male and female Subject pupils. The teaching styles expressed during the three phases were compared via the one-way ANOVA in relation to the male Subject pupils in order to assess the extent to which their experiences of classroom interaction may have influenced pupil outcome. A similar analysis was conducted for the female Subject adolescent.

The one-way ANOVA analysis on the male Subject pupils' experience of 'indirect' teaching indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 37) = 33.88$, $p < .001$, with the male Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.24. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the male Subject pupils experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the male Subject pupils' experience of 'direct' teaching indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 37) = 26.39$, $p < .001$, with the male Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.24. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the male Subject pupils experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the male Subject pupils' experience of 'indirect' (revised) teaching indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 37) = 25.05$, $p < .001$, with the male Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.24. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the male Subject pupils experienced significantly higher number of instances of this type of

interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the male Subject pupils' experience of 'direct' (revised) teaching indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 37) = 13.37$, $p < .001$, with the male Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.24. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the male Subject pupils experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the male Subject pupils' experience of 'teacher talk' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 37) = 48.07$, $p < .001$, with the male Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.24. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the male Subject pupils experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the male Subject pupils' experience of 'student talking to teacher' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 37) = 72.17$, $p < .001$, with the male Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.24. The data were analysed further via the Scheffé procedure, with p set at

.05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the male Subject pupils experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the male Subject pupils' experience of teacher-pupil interaction indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 37) = 74.27$, $p < .001$, with the male Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.24. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the male Subject pupils experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the female Subject pupil's experience of 'indirect' teaching indicates that the three phases differ significantly in the mean number of instances of this interaction, $F(2, 6) = 10.28$, $p < .05$, with the female Subject pupil experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.24. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the female Subject pupil experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the female Subject pupil's experience of 'direct' teaching indicates that the three phases do not differ significantly in the mean number of instances of this interaction, $F(2, 6) = 2.96$, $p > .05$.

The one-way ANOVA analysis on the female Subject pupil's experience of 'indirect' (revised) teaching indicates that the three phases differ very significantly in the mean number of instances of this interaction, $F(2, 6) = 11.62$, $p < .01$, with the female Subject pupil experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.24. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the female Subject pupil experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the female Subject pupil's experience of 'direct' (revised) teaching indicates that the three phases do not differ significantly in the mean number of instances of this interaction, $F(2, 6) = 2.08$, $p > .05$.

The one-way ANOVA analysis on the female Subject pupil's experience of 'teacher talk' indicates that the three phases differ very significantly in the mean number of instances of this interaction, $F(2, 6) = 15.30$, $p < .01$, with the female Subject pupil experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.24. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the female Subject pupil experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the female Subject pupil's experience of 'student talking to teacher' indicates that the three phases differ very significantly in the mean number of instances of this interaction, $F(2, 6) = 12.01$, $p <$

.01, with the female Subject pupil experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.24. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the female Subject pupil experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on the female Subject pupil's experience of teacher-pupil interaction indicates that the three phases differ very significantly in the mean number of instances of this interaction, $F(2, 6) = 19.35$, $p < .01$, with the female Subject pupil experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.24. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the female Subject pupil experienced significantly higher number of instances of this type of interaction during intervention than during the other two phases.

Table 11.25: Teacher-Pupil Interaction as Assessed by the FIAC for School X Subject Pupils by Phase

Category	Subject Pupils		
	Pre-Intervention	Intervention	Follow-Up
	(No. of obs=13)	(No. of obs=24)	(No. of obs=12)
	(<u>n</u> = 5)	(<u>n</u> = 7)	(<u>n</u> = 4)
1. Teacher accepts pupil's feelings	0.00 ^a (0.00) ^b	11.96 (9.23)	0.08 (0.29)
2. Teacher praises pupil	0.92 (1.55)	16.33 (11.39)	1.83 (1.70)
3. Teacher accepts pupil's ideas	0.31 (0.63)	10.54 (8.35)	0.33 (0.65)
4. Teacher ask pupil questions	5.69 (5.36)	33.21 (17.42)	4.25 (3.39)
5. Teacher gives lecture	13.85 (9.96)	25.25 (15.39)	14.75 (15.02)
6. Teacher gives directions	12.38 (3.91)	34.54 (17.31)	11.25 (6.96)
7. Teacher criticizes pupil(s)	5.54 (6.06)	9.58 (9.73)	2.58 (2.71)

^aMean number if instances of interaction

^bSD

Table 11.25 continued

Category	Subject Pupils		
	Pre-Intervention	Intervention	Follow-Up
	(No. of obs=13)	(No. of obs=24)	(No. of obs=12)
	(<u>n</u> = 5)	(<u>n</u> = 7)	(<u>n</u> = 4)
8. Pupil talks in response to teacher	4.77 (5.21)	59.25 (24.19)	2.83 (3.04)
9. Pupil initiates talk with teacher	2.54 (1.85)	21.46 (9.66)	4.75 (5.10)
10. Periods of silence or confusion	519.00 (21.60)	343.58 (59.98)	521.83 (33.63)
Number of teachers in classroom	1.00 ^c (0.00)	1.08 (0.28)	1.00 (0.00)
Number of pupils in classroom	23.92 (2.90)	4.63 (1.28)	23.17 (2.52)
Number of children in target pupil's base	1.00 (0.00)	1.21 (0.98)	1.00 (0.00)
Number of volunteers in classroom	0.00 (0.00)	0.08 (0.28)	0.08 (0.29)

^cMean number of persons in the classroom

Table 11.25 shows the various items related to

teacher-pupil interaction, as assessed via the FIAC, experienced by the School X Subject pupils during the three phases. The number of instances of each item was compared for the three phases and some of these items are discussed here. The data were analysed via the one-way ANOVA in order to assess the differences in teaching styles during the phases.

The one-way ANOVA analysis on item "teacher accepts pupil's feelings" indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 46) = 20.41, p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.25. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced a significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on item 'teacher praises pupil' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 46) = 20.77, p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.25. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced a significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on item "teacher accepts pupil's ideas" indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 46) = 18.24, p < .001$, with the Subject

pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.25. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced a significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on item 'teacher ask pupil questions' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 46) = 30.11$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.25. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced a significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on item 'teacher gives lectures' indicates that the three phases differ significantly in the mean number of instances of this interaction, $F(2, 46) = 3.73$, $p < .05$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.25. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. However, the procedure indicates that the Subject pupils experienced no significant differences in the number of instances of this type of interaction during the three phases.

The one-way ANOVA analysis on item 'teacher gives directions' indicates that the three phases differ highly

significantly in the mean number of instances of this interaction, $F(2, 46) = 19.11$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.25. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced a significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on item 'teacher criticizes' indicates that the three phases differ significantly in the mean number of instances of this interaction, $F(2, 46) = 3.58$, $p < .05$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.25. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced a significantly higher number of instances of this type of interaction during intervention than during the follow-up phase.

The one-way ANOVA analysis on item 'pupil talks in response to teacher' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 46) = 62.32$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.25. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced a significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on item 'pupil initiates talk with teacher' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 46) = 36.60$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during intervention as shown in Table 11.25. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced a significantly higher number of instances of this type of interaction during intervention than during the other two phases.

The one-way ANOVA analysis on item 'periods of silence and confusion' indicates that the three phases differ highly significantly in the mean number of instances of this interaction, $F(2, 46) = 87.34$, $p < .001$, with the Subject pupils experiencing the highest number of instances of this type of interaction during follow-up as shown in Table 11.25. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced a significantly higher number of instances of this type of interaction during both pre-intervention and follow-up than during the intervention phase.

The one-way ANOVA analysis on number of teachers in classroom indicates that the three phases do not differ significantly in relation to this variable, $F(2, 46) = 1.07$, $p > .05$.

The one-way ANOVA analysis on number of pupils in the classroom indicates that the three phases differ highly significantly in relation to this variable, $F(2, 46) = 485.35$, $p < .001$, with the Subject pupils experiencing the smallest classes during intervention as shown in Table 11.25. The data were analysed further via the Scheffé procedure, with p set at .05, in order to assess which

particular phases differ significantly in this type of interaction. The procedure indicates that the Subject pupils experienced significantly fewer pupils in their classes during intervention than during the other two phases.

The one-way ANOVA analysis number of children in target pupil's base indicates that the three phases do not differ significantly in relation to this variable, $F(2, 46) = <1, p> .05$.

The one-way ANOVA analysis on number of volunteers in the classroom indicates that the three phases do not differ significantly in relation to this variable, $F(2, 46) = <1, p> .05$.

Table 11.26: Teacher Style as Assessed by the FIAC for School Y Subject Adolescents During the 4th and 5th Year of Secondary Schooling

Teaching Style	Subject Adolescents	
	4th Year	5th Year
	(No. of obs=47) (<u>n</u> = 13)	(No. of obs=15) (<u>n</u> = 8)
Indirect	37.09 ^a (22.28) ^b	28.67 (14.84)
Direct	146.74 (60.13)	127.27 (46.36)
Indirect (revised)	18.34 (14.85)	13.33 (11.17)
Direct (revised)	64.85 (36.86)	55.00 (36.95)
Number of instances of teacher talk	183.83 (73.15)	155.93 (57.44)

^aMean number of instances of interactions

^bSD

Table 11.26 continued

Teaching Style	Subject Adolescents	
	4th Year (No. of obs=47) (<u>n</u> = 13)	5th Year (No. of obs=15) (<u>n</u> = 8)
Number of instances of student talk	71.94 (44.48)	49.87 (37.01)
Number of instances of teacher-pupil interaction	255.77 (109.47)	205.80 (80.47)
Number of teachers in classroom	1.70 ^c (0.55)	1.33 (0.49)
Number of pupils in classroom	9.28 (2.26)	7.00 (2.07)
Number of volunteers in classroom	1.09 (0.54)	1.20 (0.56)

^cMean number of persons in the classroom

Table 11.26 presents the data on the various types of teaching styles experienced by the School Y Subject adolescents, as assessed via the FIAC, during their 4th and 5th years of secondary school. These data are analysed via the two-tailed independent t-test in order to compare the 4th and 5th year classroom interventions. The analysis on 'Indirect' teaching indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 1.37$, $p > .05$. The analysis on 'Direct' teaching indicates that the Subject adolescents experienced no significant differences in the number of

instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 1.15$, $p > .05$. The analysis on 'Indirect (revised)' teaching indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 1.20$, $p > .05$. The analysis on 'Direct (revised)' indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 0.90$, $p > .05$. The analysis on the number of instances of 'Teacher talk' indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 1.35$, $p > .05$. The analysis on the number of instances of 'Student talk' indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 1.74$, $p > .05$. The analysis on number of instances of 'Teacher-pupil interaction' indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 1.63$, $p > .05$. The analysis on 'Number of teachers in the classroom' indicates that the Subject adolescents experienced significant differences in the number of instances of this variable during their 4th and 5th years, $t(60) = 2.33$, $p < .05$, with the 4th year class having a greater number of teachers as shown in Table 11.26. The analysis on 'Number of pupils in the classroom' indicates that the Subject adolescents experienced highly significant differences in the number of instances of this variable during their 4th and 5th years, $t(60) = 3.46$, $p < .001$, with the 4th year class consisting of a larger number of pupils as shown in Table 11.26. The analysis on 'Number of volunteers' indicates that the Subject adolescents experienced no significant differences in the number of instances of this variable during their 4th and 5th years, $t(60) = 0.71$, $p > .05$.

The data were further analysed via the Pearson Correlation Coefficient in order to assess the relationships between the variables which may explain further the possible factors influencing classroom interactions. The analysis indicates that: (a) there is no significant relationship between 'Direct' teaching and the 'Number of volunteers', $r(N = 62) = 0.11$, $p > .05$; (b) there is no significant relationship between 'Direct' teaching and the 'Number of pupils', $r(N = 62) = 0.03$, $p > .05$; (c) there is a significant positive relationship between 'Indirect (revised)' teaching and 'Number of teachers', $r(N = 62) = 0.22$, $p < .05$; (d) there is a significant negative relationship between the instances of 'Indirect (revised)' teaching and the 'Number of pupils', $r(N = 62) = -0.22$, $p < .001$; (e) there is no significant relationship between the instances of 'Direct (revised)' teaching and the 'Number of pupils', $r(N = 62) = -0.03$, $p > .05$; (f) there is no significant relationship between the instances of 'Direct (revised)' and the 'Number of volunteers', $r(N = 62) = -0.03$, $p > .05$; (g) there is no significant relationship between the instances of 'Teacher-pupil interaction' and the 'Number of teachers', $r(N = 62) = 0.19$, $p > .05$; (h) there is no significant relationship between the instances of 'Teacher-pupil interaction' and the 'Number of pupils', $r(N = 62) = -0.09$, $p > .05$.

Table 11.27: Teacher Style as Assessed by the FIAC for Male and Female Subject Adolescents During the 4th and 5th Year of Secondary Schooling

Teaching Style	Subject Adolescents					
	4th Year			5th Year		
	<u>M</u>	<u>SD</u>	No.	<u>M</u>	<u>SD</u>	No.
			of obs			of obs
Indirect						
Male	44.69	22.10	32	30.58	15.92	12
<u>n</u>	9			6		
Female	20.87	11.67	15	21.00	6.08	3
<u>n</u>	4			2		
Direct						
Male	161.94	47.63	32	138.00	41.58	12
<u>n</u>	9			6		
Female	114.33	72.15	15	84.33	45.61	3
<u>n</u>	4			2		
Indirect (revised)						
Male	23.72	14.42	32	13.42	12.32	12
<u>n</u>	9			6		
Female	6.87	7.53	15	13.00	6.25	3
<u>n</u>	4			2		
Direct (revised)						
Male	75.28	31.14	32	57.83	37.36	12
<u>n</u>	9			6		
Female	42.60	39.23	15	43.67	40.50	3
<u>n</u>	4			2		

Table 11.27 continued

Teaching Style	Subject Adolescents					
	4th Year			5th Year		
	<u>M</u>	<u>SD</u>	No.	<u>M</u>	<u>SD</u>	No.
			of obs			of obs
Number of instances of teacher talk						
Male	206.63	60.69	32	168.58	54.10	12
<u>n</u>	9			6		
Female	135.20	75.52	15	105.33	46.92	3
<u>n</u>	4			2		
Number of instances of student talk						
Male	84.66	41.82	32	54.33	40.37	12
<u>n</u>	9			6		
Female	44.80	38.32	15	32.00	5.29	3
<u>n</u>	4			2		
Number of instances of teacher-pupil interaction						
Male	291.28	95.53	32	222.92	79.33	12
<u>n</u>	9			6		
Female	180.00	100.67	15	137.33	43.88	3
<u>n</u>	4			2		

Table 11.27 presents the data on the various types of teaching styles experienced by the School Y male and female adolescents, as assessed via the FIAC, during the 4th and 5th year of secondary school. The data on the male Subject adolescents were analysed via the two-tailed independent t-test in order to compare the 4th and 5th year classroom interactions. The analysis on 'Indirect' teaching indicates that the male Subject adolescents experienced significant differences in the number of instances of this type of

classroom interaction during their 4th and 5th years, $t(42) = 2.02$, $p < .05$, with the 4th year class experiencing the highest number of instances of this type of interaction as shown in Table 11.27. The analysis on 'Direct' teaching indicates that the male Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(42) = 1.53$, $p > .05$. The analysis on 'Indirect (revised)' indicates that the male Subject adolescents experienced significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(42) = 2.19$, $p < .05$, with the 4th year class experiencing the highest number of instances of this type of interaction as shown in Table 11.27. The analysis on 'Direct (revised)' teaching indicates that the male Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(42) = 1.57$, $p > .05$. The analysis on 'Teacher talk' indicates that the male Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(42) = 1.90$, $p > .05$. The analysis on 'Student talk' indicates that the male Subject adolescents experienced significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(42) = 2.16$, $p < .05$, with the 4th year class experiencing the highest number of instances of this type of interaction as shown in Table 11.27. The analysis on 'Teacher-pupil talk' indicates that the male Subject adolescents experienced significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(42) = 2.21$, $p < .05$, with the 4th year class experiencing the highest number of instances of this type of interaction as shown in Table 11.27.

The data on the female adolescents' experiences of the various teaching styles were also analysed via the two-tailed independent t-test in order to compare the 4th and 5th year classroom interactions. The analysis on

'Indirect' teaching indicates that the female Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(16) = 0.02$, $p > .05$. The analysis on 'Direct' teaching indicates that the female Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(16) = 0.68$, $p > .05$. The analysis on 'Indirect (revised)' teaching indicates that the female Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(16) = 1.31$, $p > .05$. The analysis on 'Direct (revised)' teaching indicates that the female Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(16) = 0.04$, $p > .05$. The analysis on 'Teacher talk' indicates that the female Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(16) = 0.65$, $p > .05$. The analysis on 'Student talk' indicates that the female Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(16) = 0.56$, $p > .05$. The analysis on 'Teacher-pupil talk' indicates that the female Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(16) = 0.71$, $p > .05$.

The male and female Subject adolescents were compared via the two-tailed independent t-test in order to assess any possible sex differences in the population's experiences of classroom interactions during their 4th year of secondary school. The analysis on 'Indirect' teaching indicates that the male and female Subject adolescents differ highly significantly in their experiences of this type of classroom interaction during their 4th year, $t(45) = 3.91$, $p < .001$, with the male Subject adolescents experiencing the highest

number of instances of this type of interaction as shown in Table 11.27. The analysis on 'Direct' teaching indicates that the male and female Subject adolescents differ very significantly in their experiences of this type of classroom interaction during their 4th year, $t(45) = 2.70$, $p < .01$, with the male Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.27. The analysis on 'Indirect (revised)' teaching indicates that the male and female Subject adolescents differ highly significantly in their experiences of this type of classroom interaction during their 4th year, $t(45) = 4.25$, $p < .001$, with the male Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.27. The analysis on 'Direct (revised)' teaching indicates that the male and female Subject adolescents differ very significantly in their experiences of this type of classroom interaction during their 4th year, $t(45) = 3.08$, $p < .01$, with the male Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.27. The analysis on 'Teacher talk' indicates that the male and female Subject adolescents differ highly significantly in their experiences of this type of classroom interaction during their 4th year, $t(45) = 3.48$, $p < .001$, with the male Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.27. The analysis on 'Student talk' indicates that the male and female Subject adolescents differ very significantly in their experiences of this type of classroom interaction during their 4th year, $t(45) = 3.12$, $p < .01$, with the male Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.27. The analysis on 'Teacher-pupil talk' indicates that the male and female Subject adolescents differ highly significantly in their experiences of this type of classroom interaction during their 4th year, $t(45) = 3.66$, $p < .001$, with the male Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.27.

The male and female Subject adolescents were compared via the two-tailed independent t-test in order to assess any possible sex differences in the population's experiences of classroom interactions during their 5th year of secondary school. The analysis on 'Indirect' teaching indicates that the male and female Subject adolescents do not differ significantly in their experiences of this type of classroom interaction during their 5th year, $t(13) = 1.00$, $p > .05$. The analysis on 'Direct' teaching indicates that the male and female Subject adolescents do not differ significantly in their experiences of this type of classroom interaction during their 5th year, $t(13) = 1.97$, $p > .05$. The analysis on 'Indirect (revised)' teacher indicates that the male and female Subject adolescents do not differ significantly in their experiences of this type of classroom interaction during their 5th year, $t(13) = 0.06$, $p > .05$. The analysis on 'Direct (revised)' teacher indicates that the male and female Subject adolescents do not differ significantly in their experiences of this type of classroom interaction during their 5th year, $t(13) = 0.58$, $p > .05$. The analysis on 'Teacher talk' indicates that the male and female Subject adolescents do not differ significantly in their experiences of this type of classroom interaction during their 5th year, $t(13) = 1.85$, $p > .05$. The analysis on 'Student talk' indicates that the male and female Subject adolescents do not differ significantly in their experiences of this type of classroom interaction during their 5th year, $t(13) = 0.93$, $p > .05$. The analysis on 'Teacher-pupil talk' indicates that the male and female Subject adolescents do not differ significantly in their experiences of this type of classroom interaction during their 5th year, $t(13) = 1.77$, $p > .05$.

Table 11.28: The Distribution of Instances of Teacher-Pupil Interaction as Assessed by the FIAC for School Y Subject Adolescents During the 4th and 5th Year Secondary Schooling

Category	Subject Adolescents	
	4th Year	5th Year
	(No. of obs=47) (<u>n</u> = 13)	(No. of obs=15) (<u>n</u> = 8)
1. Teacher accepts pupil's feelings	3.30 ^a (4.13) ^b	2.93 (3.73)
2. Teacher praises pupil	13.34 (10.30)	9.60 (7.21)
3. Teacher accepts pupil's ideas	1.70 (4.12)	0.80 (2.60)
4. Teacher ask pupil questions	18.74 (11.22)	15.33 (9.26)
5. Teacher gives lecture	81.89 (34.10)	72.27 (26.94)
6. Teacher gives directions	62.28 (36.40)	52.40 (37.93)
7. Teacher criticizes pupil(s)	2.57 (3.35)	2.60 (3.18)
8. Pupil talks in response to teacher	40.23 (23.76)	30.87 (18.25)

^aMean number of instances of interaction

^bSD

Table 11.28 continued

Category	Subject Adolescents	
	4th Year	5th Year
	(No. of obs=47) (<u>n</u> = 13)	(No. of obs=15) (<u>n</u> = 8)
9. Pupil initiates talk with teacher	31.70 (23.87)	19.00 (20.96)
10. Periods of silence or confusion	195.26 (107.22)	241.33 (79.75)
Number of teachers in classroom	1.70 ^C (0.55)	1.33 (0.49)
Number of pupils in classroom	9.28 (2.26)	7.00 (2.07)
Number of children in target pupil's base	1.11 (1.05)	1.00 (0.38)
Number of volunteers in classroom	1.09 (0.54)	1.20 (0.56)

^CMean number of persons in the classroom

Table 11.28 presents the data on the various items of classroom interaction for the School Y Subject adolescents, as assessed via the FIAC, during their 4th and 5th years of secondary schooling. The data were analysed via the two-tailed independent t-test in order to compare the 4th and 5th year classroom interactions. The analysis on

'Teacher accepts pupil's feelings' indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 0.30$, $p > .05$. The analysis on 'Teacher praises pupil' indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 1.30$, $p > .05$. The analysis on 'Teacher accepts pupil's ideas' indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 0.80$, $p > .05$. The analysis on 'Teacher asks pupil(s) questions' indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 1.07$, $p > .05$. The analysis on 'Teacher gives lecture' indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 1.00$, $p > .05$.

The analysis on 'Teacher gives directions' indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 0.91$, $p > .05$. The analysis on 'Teacher criticises pupil(s)' indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 0.03$, $p > .05$. The analysis on 'Pupil talks in response to teacher' indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 1.40$, $p > .05$. The analysis on 'Pupil initiates talk with teacher' indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 1.84$, $p > .05$. The analysis on 'Periods of silence of confusion'

indicates that the Subject adolescents experienced no significant differences in the number of instances of this type of classroom interaction during their 4th and 5th years, $t(60) = 1.53$, $p > .05$.

Table 11.29: Teacher Style as Assessed by the FIAC for School Y Adolescents by Group

Teaching Style	School Y Group		
	Subject (No. of obs=15) (<u>n</u> = 8)	Control A (No. of obs=14) (<u>n</u> = 6)	Control B (No. of obs=55) (<u>n</u> = 16)
Indirect	28.67 ^a (14.84) ^b	16.57 (10.75)	14.75 (11.50)
Direct	127.27 (46.36)	70.07 (38.79)	77.25 (33.95)
Indirect (revised)	13.33 (11.17)	4.29 (3.97)	3.82 (5.13)
Direct (revised)	55.00 (36.95)	37.29 (26.59)	34.60 (18.54)
Number of instances of teacher talk	155.93 (57.44)	86.64 (46.33)	92.00 (39.74)
Number of instances of student talk	49.87 (37.01)	27.71 (16.65)	24.31 (18.77)
Number of instances of teacher-pupil interaction	205.80 (80.47)	114.36 (57.92)	116.31 (49.58)

^a Mean number of instances of interaction

^b SD

Table 11.29 continued

Teaching Style	School Y Group		
	Subject (No. of obs=15) (<u>n</u> = 8)	Control A (No. of obs=14) (<u>n</u> = 6)	Control B (No. of obs=55) (<u>n</u> = 16)
Number of teachers in classroom	1.33 ^c (0.49)	1.00 (0.00)	1.09 (0.29)
Number of pupils in classroom	7.00 (2.07)	15.93 (3.36)	15.62 (4.32)
Number of volunteers in classroom	1.20 (0.56)	0.00 (0.00)	0.00 (0.00)

^cMean number of persons in the classroom

Table 11.29 presents the data on the various types of teaching styles, assessed via the FIAC, as experienced by the three groups of adolescents attending School Y. The data were analysed via the two-way ANOVA in order to assess any possible group and sex differences in experiences of teaching style. The first factor (group) consists of three levels and the second factor (sex) consists of two levels. That is a 3 x 2 ANOVA, the three levels of group (i.e. Subject, Control A and Control B) and two levels of sex (i.e. male and female). The 3 x 2 ANOVA on 'Indirect' teaching indicates: (a) the main effect on group shows that the three groups differ highly significantly in their experiences of this type of interaction, $F(2, 78) = 7.25$, $p < .001$, with the Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.29; (b) the main effect on sex shows that the male

and female populations do not differ significantly in their experiences of this type of classroom interaction, $F(1, 78) = 0.57$, $p > .05$; (c) there is no significant interaction between group and sex, $F(2, 78) = 1.09$, $p > .05$. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control A adolescents; (b) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The 3 x 2 ANOVA on 'Direct' teaching indicates: (a) the main effect on group shows that the three groups differ highly significantly in their experiences of this type of interaction, $F(2, 78) = 11.70$, $p < .001$, with the Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.29; (b) the main effect on sex shows that the male and female populations do not differ significantly in their experiences of this type of classroom interaction, $F(1, 78) = 0.49$, $p > .05$; (c) there is a significant interaction between group and sex, $F(2, 78) = 3.24$, $p < .05$. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control A adolescents; (b) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The 3 x 2 ANOVA on 'Indirect (revised)' teaching indicates: (a) the main effect on group shows that the three groups differ highly significantly in their experiences of

this type of interaction, $F(2, 78) = 12.52, p < .001$, with the Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.29; (b) the main effect on sex shows that the male and female populations do not differ significantly in their experiences of this type of classroom interaction, $F(1, 78) = 0.006, p > .05$; (c) there is no significant interaction between group and sex, $F(2, 78) = 0.39, p > .05$. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control A adolescents; (b) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The 3 x 2 ANOVA on 'Direct (revised)' teaching indicates: (a) the main effect on group shows that the three groups differ significantly in their experiences of this type of interaction, $F(2, 78) = 3.77, p < .05$, with the Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.29; (b) the main effect on sex shows that the male and female populations do not differ significantly in their experiences of this type of classroom interaction, $F(1, 78) = 0.43, p > .05$; (c) there is no significant interaction between group and sex, $F(2, 78) = 0.29, p > .05$. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject and Control A adolescents do not differ significantly in their experiences of this type of classroom interaction; (b) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The 3 x 2 ANOVA on 'Teacher talk' indicates: (a) the main effect on group shows that the three groups differ highly significantly in their experiences of this type of interaction, $F(2, 78) = 12.93$, $p < .001$, with the Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.29; (b) the main effect on sex shows that the male and female populations do not differ significantly in their experiences of this type of classroom interaction, $F(1, 78) = 0.64$, $p > .05$; (c) there is a significant interaction between group and sex, $F(2, 78) = 3.21$, $p < .05$. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control A adolescents; (b) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The 3 x 2 ANOVA on 'Student talk' teaching indicates: (a) the main effect on group shows that the three groups differ very significantly in their experiences of this type of interaction, $F(2, 78) = 6.96$, $p < .01$, with the Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.29; (b) the main effect on sex shows that the male and female populations do not differ significantly in their experiences of this type of classroom interaction, $F(1, 78) = 0.25$, $p > .05$; (c) there is no significant interaction between group and sex, $F(2, 78) = 1.04$, $p > .05$. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control A adolescents; (b) the Subject adolescents experienced a significantly higher number of instances of

this type of classroom interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The 3 x 2 ANOVA on 'Teacher-pupil talk' teaching indicates: (a) the main effect on group shows that the three groups differ highly significantly in their experiences of this type of interaction, $F(2, 78) = 14.62$, $p < .001$, with the Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.29; (b) the main effect on sex shows that the male and female populations do not differ significantly in their experiences of this type of classroom interaction, $F(1, 78) = 0.67$, $p > .05$; (c) there is no significant interaction between group and sex, $F(2, 78) = 2.96$, $p > .05$. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control A adolescents; (b) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The data were further analysed via the Pearson Correlation Coefficient in order to assess the relationships between the variables which may explain further the possible factors influencing classroom interaction. The analysis indicates that: (a) there is a highly significant positive relationship between 'Direct' teaching and the 'Number of volunteers', $r(N = 84) = 0.41$, $p < .001$; (b) there is a very significant negative relationship between 'Direct' teaching and the 'Number of pupils', $r(N = 84) = 0.26$, $p < .01$; (c) there is no significant relationship between 'Indirect (revised)' teaching and 'Number of teachers', $r(N = 84) = 0.14$, $p > .05$; (d) there is a very significant negative relationship between the instances of 'Indirect (revised)'

teaching and the 'Number of pupils', $r(N = 84) = -0.29$, $p < .01$; (e) there is a significant negative relationship between the instances of 'Direct (revised)' teaching and the 'Number of pupils', $r(N = 84) = -0.19$, $p < .05$; (f) there is a highly significant positive relationship between the instances of 'Direct (revised)' and the 'Number of volunteers', $r(N = 84) = 0.33$, $p < .001$; (g) there is a highly significant positive relationship between the instances of 'Teacher-pupil interaction' and the 'Number of teachers', $r(N = 84) = 0.35$, $p < .001$; (h) there is a highly significant negative relationship between the instances of 'Teacher-pupil interaction' and the 'Number of pupils', $r(N = 84) = -0.38$, $p < .001$; (i) there is a highly significant positive relationship between 'Teacher-pupil interaction' and 'Number of volunteers', $r(N = 84) = 0.46$, $p < .001$; (j) there is a significant positive relationship between 'Indirect' teaching and 'Number of teachers', $r(N = 84) = 0.21$, $p < .05$; (k) there is a highly significant positive relationship between 'Indirect' teaching and 'Number of pupils', $r(N = 84) = 0.38$, $p < .001$; (l) there is a highly significant positive relationship between 'Indirect' teaching and 'Number of volunteers', $r(N = 84) = 0.34$, $p < .001$.

Table 11.30: Teacher Style as Assessed by the FIAC for School Y Male and Female Adolescents by Group

School Y Group			
Teaching Style	Subject	Control A	Control B
Indirect			
Male	30.58 ^a	19.63	14.52
	12 ^b	8	33
	(15.92) ^c	(11.94)	(9.75)
<u>n</u>	6	4	9
Female	21.00	12.50	15.09
	3	6	22
	(6.08)	(8.14)	(13.96)
<u>n</u>	2	2	7
Direct			
Male	138.00	79.38	74.45
	12	8	33
	(41.58)	(22.92)	(34.61)
<u>n</u>	6	4	9
Female	84.33	57.67	81.45
	3	6	22
	(45.61)	(53.42)	(33.29)
<u>n</u>	2	2	7

^aMean number of instances of interaction

^bNumber of observation sessions

^cSD

Table 11.30 continued

Teaching Style	School Y Group		
	Subject	Control A	Control B
Indirect (revised)			
Male	13.42	5.38	3.45
	12	8	33
	(12.32)	(4.66)	(4.02)
<u>n</u>	6	4	9
Female	13.00	2.83	4.36
	3	6	22
	(6.25)	(2.48)	(6.53)
<u>n</u>	2	2	7
Direct (revised)			
Male	57.83	39.50	35.15
	12	8	33
	(37.36)	(18.21)	(20.93)
<u>n</u>	6	4	9
Female	43.67	34.33	33.77
	3	6	22
	(40.50)	(36.81)	(14.66)
<u>n</u>	2	2	7
Number of instances of teacher talk			
Male	168.58	99.00	88.97
	12	8	33
	(54.10)	(29.99)	(39.50)
<u>n</u>	6	4	9
Female	105.33	70.17	96.55
	3	6	22
	(46.92)	(61.26)	(40.58)
<u>n</u>	2	2	7

Table 11.30 continued

Teaching Style	School Y Group		
	Subject	Control A	Control B
Number of instances of student talk			
Male	54.33	26.88	24.39
	12	8	33
	(40.37)	(19.21)	(18.06)
<u>n</u>	6	4	9
Female	32.00	28.83	24.18
	3	6	22
	(5.29)	(14.19)	(20.21)
<u>n</u>	2	2	7
Number of instances of teacher-pupil interaction			
Male	222.92	125.88	113.36
	12	8	33
	(79.33)	(45.91)	(49.58)
<u>n</u>	6	4	9
Female	137.33	99.00	120.73
	3	6	22
	(43.88)	(72.63)	(50.42)
<u>n</u>	2	2	7

Table 11.30 presents the data on the various types of teaching styles, as assessed via the FIAC, experienced by the School Y male and female populations for each group. The three male groups were compared via the one-way ANOVA in order to assess any group differences. The analysis on 'Indirect' teaching indicates that the three male groups differ highly significantly in their experiences of this type of classroom interaction, $F(2, 50) = 8.33, p < .001$, with the male Subject adolescents experiencing the highest number of instances of this type of interaction as shown in

Table 11.30. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the male Subject and male Control A adolescents do not differ significantly in their experiences of this type of classroom interaction; (b) the male Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the male Control B adolescents; (c) the male Control A and male Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The analysis on 'Direct' teaching indicates that the three male groups differ highly significantly in their experiences of this type of classroom interaction, $F(2, 50) = 14.96$, $p < .001$, with the male Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.30. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the male Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the male Control A adolescents; (b) the male Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the male Control B adolescents; (c) the male Control A and male Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The analysis on 'Indirect (revised)' teaching indicates that the three male groups differ highly significantly in their experiences of this type of classroom interaction, $F(2, 50) = 9.38$, $p < .001$, with the male Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.30. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the male Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the male Control A adolescents; (b) the male Subject adolescents experienced a significantly higher

number of instances of this type of classroom interaction than the male Control B adolescents; (c) the male Control A and male Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The analysis on 'Direct (revised)' teaching indicates that the three male groups differ significantly in their experiences of this type of classroom interaction, $F(2, 50) = 3.59$, $p < .05$, with the male Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.30. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the male Subject and male Control A adolescents do not differ significantly in their experiences of this type of classroom interaction; (b) the male Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the male Control B adolescents; (c) the male Control A and male Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The analysis on 'Teacher talk' indicates that the three male groups differ highly significantly in their experiences of this type of classroom interaction, $F(2, 50) = 16.01$, $p < .001$, with the male Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.30. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the male Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the male Control A adolescents; (b) the male Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the male Control B adolescents; (c) the male Control A and male Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The analysis on 'Student talk' indicates that the

three male groups differ very significantly in their experiences of this type of classroom interaction, $F(2, 50) = 6.54$, $p < .01$, with the male Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.30. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the male Subject and male Control A adolescents do not differ significantly in their experiences of this type of classroom interaction; (b) the male Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the male Control B adolescents; (c) the male Control A and male Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The analysis on 'Teacher-pupil' indicates that the three male groups differ highly significantly in their experiences of this type of classroom interaction, $F(2, 50) = 16.53$, $p < .001$, with the male adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.30. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the male Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the male Control A adolescents; (b) the male Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the male Control B adolescents; (c) the male Control A and male Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The three female groups were compared via the one-way ANOVA in order to assess any group differences. The analysis on 'Indirect' teaching indicates that the three female groups do not differ significantly in their experiences of this type of classroom interaction, $F(2, 28) = 0.45$, $p > .05$.

The analysis on 'Direct' teaching indicates that the

three female groups do not differ significantly in their experiences of this type of classroom interaction, $F(2, 28) = 0.95, p > .05$.

The analysis on 'Indirect (revised)' teaching indicates that the three female groups do not differ significantly in their experiences of this type of classroom interaction, $F(2, 28) = 3.19, p > .05$.

The analysis on 'Direct (revised)' teaching indicates that the three female groups do not differ significantly in their experiences of this type of classroom interaction, $F(2, 28) = 0.25, p > .05$.

The analysis on 'Teacher talk' indicates that the three female groups do not differ significantly in their experiences of this type of classroom interaction, $F(2, 28) = 0.93, p > .05$.

The analysis on 'Student talk' indicates that the three female groups do not differ significantly in their experiences of this type of classroom interaction, $F(2, 28) = 0.33, p > .05$.

The analysis on 'Teacher-pupil talk' indicates that the three female groups do not differ significantly in their experiences of this type of classroom interaction, $F(2, 28) = 0.58, p > .05$.

As already mentioned the 3 x 2 ANOVA shows that some of the variables have significant group and sex interactions. These significant results were further analysed via the two-tailed independent t-test. The analysis on 'Direct' teaching indicates that: (a) the male and female Subject adolescents do not differ significantly in their experiences of this type of classroom interaction, $t(13) = 1.97, p > .05$; (b) the male and female Control A adolescents do not differ significantly in their experiences of this type of classroom interaction, $t(12) = 1.04, p > .05$; (c) the male and female Control B adolescents do not differ

significantly in their experiences of this type of classroom interaction, $t(53) = 0.75$, $p > .05$.

The analysis on 'Teacher talk' indicates that: (a) the male and female Subject adolescents do not differ significantly in their experiences of this type of classroom interaction, $t(13) = 1.85$, $p > .05$; (b) the male and female Control A adolescents do not differ significantly in their experiences of this type of classroom interaction, $t(12) = 1.17$, $p > .05$; (c) the male and female Control B adolescents do not differ significantly in their experiences of this type of classroom interaction, $t(53) = 0.69$, $p > .05$.

Table 11.31: The Distribution of Instances of Teacher-Pupil Interaction as Assessed by the FIAC for School Y Adolescents by Group

Category	School Y Group		
	Subject (No. of obs=15) ($\underline{n} = 8$)	Control A (No. of obs=14) ($\underline{n} = 6$)	Control B (No. of obs=55) ($\underline{n} = 16$)
1. Teacher accepts pupil's feelings	2.93 ^a (3.73) ^b	0.57 (1.40)	0.80 (1.73)
2. Teacher praises pupil	9.60 (7.21)	2.50 (2.93)	2.13 (3.51)
3. Teacher accepts pupil's ideas	0.80 (2.60)	1.21 (1.72)	0.89 (2.20)
4. Teacher ask pupil questions	15.33 (9.26)	12.29 (7.45)	10.93 (8.90)

^aMean number of instances of interaction

^b \underline{SD}

Table 11.31 continued

Category	School Y Group		
	Subject	Control A	Control B
	(No. of obs=15) (<u>n</u> = 8)	(No. of obs=14) (<u>n</u> = 6)	(No. of obs=55) (<u>n</u> = 16)
5. Teacher gives lecture	72.27 (26.94)	32.79 (22.26)	42.65 (26.03)
6. Teacher gives directions	52.40 (37.93)	32.79 (25.06)	29.49 (17.58)
7. Teacher criticizes pupil(s)	2.60 (3.18)	4.50 (5.05)	5.11 (6.68)
8. Pupil talks in response to teacher	30.87 (18.25)	20.93 (13.49)	17.18 (13.63)
9. Pupil initiates talk with teacher	19.00 (20.96)	6.79 (7.01)	7.13 (8.05)
10. Periods of silence or confusion	241.13 (79.77)	330.57 (59.46)	327.18 (49.63)

Table 11.31 continued

Category	School Y Group		
	Subject	Control A	Control B
	(No. of obs=15) (<u>n</u> = 8)	(No. of obs=14) (<u>n</u> = 6)	(No. of obs=55) (<u>n</u> = 16)
Number of teachers in classroom	1.33 ^C (0.49)	1.00 (0.00)	1.09 (0.29)
Number of pupils in classroom	7.00 (2.07)	15.93 (3.36)	15.62 (4.32)
Number of children in target pupil's base	1.00 (0.38)	1.14 (0.36)	1.05 (0.52)
Number of volunteers in classroom	1.20 (0.56)	0.00 (0.00)	0.00 (0.00)

^CMean number of persons in the classroom

Table 11.31 presents the data on the various items of teaching style, as assessed via the FIAC, experienced by the three groups at School Y. The three groups were compared via the one-way ANOVA. The analysis on item 'Teacher accepts pupil's feelings' indicates that the three groups differ very significantly in their experiences of this type of classroom interaction, $F(2, 81) = 6.28$, $p < .01$, with the Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.31. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control A adolescents; (b)

the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The analysis on item 'Teacher praises pupil' indicates that the three groups differ highly significantly in their experiences of this type of classroom interaction, $F(2, 81) = 18.21, p < .001$, with the Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.31. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control A adolescents; (b) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The analysis on item 'Teacher accepts pupil's ideas' indicates that the three groups do not differ significantly in their experiences of this type of classroom interaction, $F(2, 81) = 0.15, p > .05$.

The analysis on item 'Teacher asks pupil(s) questions' indicates that the three groups do not differ significantly in their experiences of this type of classroom interaction, $F(2, 81) = 1.51, p > .05$.

The analysis on item 'Teacher gives lecture' indicates that the three groups differ highly significantly in their experiences of this type of classroom interaction, $F(2, 81) = 10.21, p < .001$, with the Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.31. The data on group differences were further analysed via the Scheffé procedure

with p set at .05. The procedure indicates that: (a) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control A adolescents; (b) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The analysis on item 'Teacher gives directions' indicates that the three groups differ very significantly in their experiences of this type of classroom interaction, $F(2, 81) = 5.59$, $p < .01$, with the Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.31. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject and Control A adolescents do not differ significantly in their experiences of this type of classroom interaction; (b) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The analysis on item 'Teacher criticises pupil(s)' indicates that the three groups do not differ significantly in their experiences of this type of classroom interaction, $F(2, 81) = 1.04$, $p > .05$.

The analysis on item 'Pupil talks in response to teacher' indicates that the three groups differ very significantly in their experiences of this type of classroom interaction, $F(2, 81) = 5.26$, $p < .01$, with the Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.31. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that:

(a) the Subject and Control A adolescents do not differ significantly in their experiences of this type of classroom interaction; (b) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The analysis on item 'Pupil initiates talk with teacher' indicates that the three groups differ very significantly in their experiences of this type of classroom interaction, $F(2, 81) = 6.92, p < .01$, with the Subject adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.31. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control A adolescents; (b) the Subject adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this type of classroom interaction.

The analysis on item 'Periods of silence or confusion' indicates that the three groups differ highly significantly in their experiences of this type of classroom interaction, $F(2, 81) = 14.02, p < .001$, with the Control A adolescents experiencing the highest number of instances of this type of interaction as shown in Table 11.31. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Control A adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Subject adolescents; (b) the Control B adolescents experienced a significantly higher number of instances of this type of classroom interaction than the Subject adolescents; (c) the Control A and Control B

adolescents do not differ significantly in their experiences of this type of classroom interaction.

The analysis on 'Number of teachers in the classroom' indicates that the three groups differ significantly in their experiences of this variable, $F(2, 81) = 4.78$, $p < .05$, with the Subject adolescents experiencing the highest number of instances of this variable as shown in Table 11.31. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experienced a significantly higher number of instances of this variable than the Control A adolescents; (b) the Subject adolescents experienced a significantly higher number of instances of this variable than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this variable.

The analysis on item 'Number of pupils in the classroom' indicates that the three groups differ highly significantly in their experiences of this variable, $F(2, 81) = 31.02$, $p < .001$, with the Control A adolescents experiencing the highest number of instances of this variable as shown in Table 11.31. The data on group differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Control A adolescents experienced a significantly higher number of instances of this variable than the Subject adolescents; (b) the Control B adolescents experienced a significantly higher number of instances of this variable than the Subject adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this variable.

The analysis on item 'Number of volunteers in the classroom' indicates that the three groups differ highly significantly in their experiences of this variable, $F(2, 81) = 163.31$, $p < .001$, with the Subject adolescents experiencing the highest number of instances of this variable as shown in Table 11.31. The data on group

differences were further analysed via the Scheffé procedure with p set at .05. The procedure indicates that: (a) the Subject adolescents experienced a significantly higher number of instances of this variable than the Control A adolescents; (b) the Subject adolescents experienced a significantly higher number of instances of this variable than the Control B adolescents; (c) the Control A and Control B adolescents do not differ significantly in their experiences of this variable.

The Interaction Chart

The Project X and Project Y staff were presented with a wall chart which contains a list of the various types of possible visitors, such as parents, EWOs, and social workers (see Chapter 9a). The staff of the two Projects were requested to complete the chart by indicating the number of visits their projects received from the mainstream (e.g. pastoral tutor), or from home, or the community. Several of these charts were placed on the walls of the projects' classrooms and they were plotted by the project teachers whenever the projects received visits. Table 11.32 presents the frequency of contact between the special needs projects, their mainstream schools and the Subject groups' homes as monitored over a one-year period. Table 11.33 presents the frequency of contact between Project X, its mainstream school and the Subject pupils' homes as monitored on a termly basis. Table 11.34 presents the frequency of contact between Project Y, its mainstream school and the Subject adolescents' homes as monitored on a termly basis.

Table 11.32: The Frequency of Contact between the Special Needs Projects, their Mainstream Schools and the Families concerned as Assessed by the Interaction Chart over a One-Year Period

	Project X	Project Y
1. Meetings between project and mainstream school	6 ^a	4
2. General teacher visits	8	5
3. Parent visits	12	6
4. Visits by friends of the project pupils	24	0
5. Pastoral tutor visits	10	6
6. Head of Year visits	8	5
7. Deputy Principal visits	0	11
8. School Principal visits	0	2
9. Head of Department visits	3	3
10. Subject teacher visits	4	2
11. Number of visits by project teacher to project pupils' mainstream lessons	4	2
12. Social worker visits	18	0
13 Others:		
(i) Governor	0	2
(ii) Area co-ordinator for Special needs projects	0	1
(iii) Future Project pupils' visits	0	1
14. Educational Psychologist visits	0	1
15. EWO visits	3	2

^aNumber of visits/contacts made over a duration of one year

Table 11.32 presents the data on the frequency of contact over a one-year period between the special needs projects, their mainstream schools and the families

concerned. The table shows that Project X received its most frequent visits from friends of the project (Subject) pupils, while Project Y received its most frequent visits from the Deputy Principal.

Table 11.33: The Frequency of Contact between Project X, its Mainstream School and the Families concerned as Assessed by the Interaction Chart over Three School Terms

	Project X		
	Autumn	Spring	Summer
1. Meetings between project and mainstream school	2 ^a	3	3
2. General teacher visits	5	2	3
3. Parent visits	6	3	3
4. Visits by friends of the project pupils	13	10	1
5. Pastoral tutor visits	7	2	1
6. Head of Year visits	4	3	1
7. Deputy Principal visits	0	0	0
8. School Principal visits	0	0	0
9. Head of Department visits	2	1	0
10. Subject teacher visits	4	0	0
11. Number of visits by project teacher to project pupils' mainstream lessons	0	1	3
12. Social worker visits	6	9	3
13. Others	0	0	0
14. Educational Psychologist visits	0	0	0
15. EWO visits	2	1	0

^aNumber of visits/contacts per term

Table 11.33 shows the frequency of contact, on a termly basis, between Project X, its mainstream school and the families concerned. During the Autumn term Project X

received most of its contacts from the friends of the project (Subject) pupils, followed by the pastoral teachers and the social workers. During the Spring term the Project received its most frequent contact from the friends of the project (Subject) pupils and from the social workers. During the Summer term the table shows that Project X received the least number of overall visits for this term. However, of those visits received, the most frequent contacts came from staff meetings, mainstream teachers, parents and social workers.

Table 11.34: The Frequency of Contact between Project Y, its Mainstream School and the Families concerned as Assessed by the Interaction Chart over Three School Terms

	Project Y		
	Year 1985/86		Year 1986/87
	Spring	Summer	Autumn
1. Meetings between project and mainstream school	3 ^a	1	0
2. General teacher visits	3	1	1
3. Parent visits	3	1	2
4. Visits by friends of the project pupils	0	0	0
5. Pastoral tutor visits	5	1	0
6. Head of Year visits	3	1	2
7. Deputy Principal visits	6	4	1
8. School Principal visits	1	1	0
9. Head of Department visits	2	0	1
10. Subject teacher visits	2	0	0
11. Number of visits by project teacher to project pupils' mainstream lessons	0	2	0

^aNumber of visits/contacts per term

Table 11.34 continued

	Project Y		
	Year 1985/86		Year 1986/87
	Spring	Summer	Autumn
12. Social worker visits	0	0	0
13 Others:			
(i) Governor	1	1	0
(ii) Area co-ordinator for Special needs projects	1	0	0
(iii) Future Project pupils' visits	1	0	0
14. Educational Psychologist visits	1	0	0
15. EWO visits	2	0	0

Table 11.34 presents the frequency of contact, on a termly basis, between Project Y, its mainstream school and the families concerned. During the Spring and Summer terms the Project received its most frequent contacts from the Deputy Principal. During the Autumn term the table shows that the Project received the least number of overall visits. however, of those visits received, the most frequent contacts came from the parents and the Head of Year.

Summary

The analysis of the teaching approaches (FIAC) indicates that:

1. The School X Subject pupils are: (a) significantly more likely to experience both 'indirect' and 'direct' teaching styles during intervention than during the other two phases; (b) significantly more likely to experience teacher-pupil interaction during intervention than during the other two phases.

An analysis of the individual items from the FIAC indicates that the School X Subject pupils are significantly more likely to experience teacher acceptance of their feelings, teacher giving criticisms and teacher giving lectures during the intervention phase than during the other two phases.

2. The School Y Subject adolescents experienced very few significant changes in teaching styles during their 4th and 5th years of secondary schooling.
3. Comparisons of the three groups at School Y indicates that: (a) the Subject adolescents were significantly more likely to experience both 'direct' and 'indirect' teaching styles than the other two groups; (b) the Subject adolescents experienced significantly higher number of instances of teacher talk, student talk and teacher-pupil talk than the other two groups.

The analysis on the individual items of the FIAC indicates that the School Y Subject adolescents are significantly more likely to experience teacher accepting their feelings, teacher praise and teacher giving lectures than the other two groups at School Y.

The analysis of the relationships between the variables indicate that for both the School X and School Y pupils the number of instances of teacher-pupil interactions (e.g. in terms of praise, 'direct' teaching, 'indirect' teacher, lectures etc.) have a significant relationship with number of pupils in the classroom.

The analysis of teaching style shows that the project teachers exhibit significantly different behaviours to the mainstream school teachers. In the following chapter the author will discuss the implications of the data analyses.

Chapter 12a

Discussion of the Demographic Data

The main aim of this chapter is to discuss the results of this present research project and the issues which have emerged as a consequence. The demographic data will be discussed in relation to the population's home background, their attitudes towards home and school, their academic performance and reward preferences. The discussion will also include an assessment of the local school attendance rates in Leicestershire, and the parents' and teachers' responses to issues on education. Thus, the main objective of this chapter is to present a model of the non-school attenders which may provide a wider appreciation of their home and school experiences, and therefore lead to a more effective managerial approach.

The School Attendance Survey for Leicestershire

The school attendance patterns collected from five secondary schools in Leicestershire indicate that there is a significantly higher rate of persistent absenteeism among urban school pupils than among rural school pupils. Therefore, such findings support further the literature which suggests that urban communities experience relatively high rates of social problems, such as truancy, crime and overcrowding (Galloway, 1985a; Pallister, 1969; Plowden Report, 1967; Reid, 1985; Tibbenham, 1977; Withrington, 1975). This worryingly high level of absenteeism among urban children is causing great concern among various authorities (e.g. Fogelman et al., 1980; Galloway, 1985a; ISTD, 1970; Pallister, 1969; Plowden Report, 1967; Reid, 1985, 1986a; Tibbenham, 1977) because they believe that social deprivation may, at least, be a partial factor in the generation of truancy. Such authorities argue that children living in inner city communities are more vulnerable to poor sleeping habits and illnesses because of overcrowding and

damp housing. They are also more likely to be exposed to parental crime and violence possibly because of the great pressures that urban poverty may place on the parents. The literature argues further that such children are therefore more likely to resort to crime as a means of survival and they are also more likely to exhibit disruptive behaviour and learning difficulties (Farrington, 1980; West & Farrington, 1977; West, 1982). Thus, the underlying factors associated with the high incidence of school absenteeism in urban communities appear to support the concept that school disaffection can partly understood in relation to social factors.

The Leicestershire survey also indicate that secondary school absenteeism increases with age especially among children in their final year of compulsory schooling. Although the finding is not significant, it nevertheless agrees with the trends in the literature which also suggests that persistent absenteeism increases with age among school children (Fogelman & Richardson, 1974; Fogelman et al., 1980; Galloway, 1985a; Grimshaw & Pratt, 1986; ILEA, 1981; NACEWO, 1975). Some authors have suggested that this trend of older children becoming persistent absentees might be due to them having to be carers for younger siblings at home while their mothers work or they may be under considerable pressure from their peers to participate in illicit gang activities such as stealing (Galloway, 1979, 1985a; ISTD, 1970; Murgatroyd, 1987).

Term Preference for 'Illegal School Absence' as Assessed by School Staff

Questionnaires about the various terms used to describe 'illegal school absence' to members of Panel X and Panel Y. The members of the two panels showed most preference for the term 'non-school attendance' because they believe that this term more adequately reflects the broader multifaceted problems of school disaffection than other terms such as 'truancy'. The view of the two panels adds further support to the literature which argues that there are too many different explanations for school absenteeism

to allow for the simple profiling of 'truancy' and 'school phobia' as adequate labels (Murgatroyd, 1987; Reid, 1982e). For example, Reid and Murgatroyd argue that persistent absenteeism should include absenteeism which is influenced by institutional factors such as boredom with the curriculum or dislike of a teacher. Furthermore, others (e.g. Tyerman, 1968) suggest that most persistent absentees show characteristics that are related to both truancy and school phobia. Thus, the preference for the term 'non-school attendance' as chosen by experienced professionals may reflect the increasing need for research to widen our understanding of the causal factors of persistent absenteeism.

Pupil Sex Ratios in the Mainstream and Project Curricula

The sex ratios for the projects and their mainstream schools were compared in order to assess whether one sex is more likely to be considered by teachers to show conduct disorders. In the case of School X, the data show that there is a much greater proportion of male pupils attending the Project X programme than female pupils. This finding may add further support to the literature which argues that teachers are more likely to regard boys rather than the girls as truants (Farrington, 1980). However, in the case of School Y, the data indicate that during a three-year period the sex ratios for the Project Y pupils remained similar to that of the mainstream school. This finding suggest that the teachers tended to find similar problems among both the male and female pupils and, therefore, this does not agree with the literature which suggests that teachers tend to be more suspicious of boys' behaviours than of girls' behaviours (Farrington, 1980; Fogelman & Richardson, 1974). This disagreement with the literature could be partly due to the fact that the School Y sample experiences very high school absenteeism rates in comparison with other schools in Leicestershire (see Chapter 10a) which has probably made the teachers very suspicious of most absentees regardless of their sex. Therefore, the findings suggest that schools which experience the 'average' attendance rate (i.e. School X) are probably less likely to suspect pupil absenteeism as

illegal especially in the case of female pupils; whereas those schools which experience particularly high absenteeism (i.e. School Y) are probably more likely to suspect pupil absence regardless of sex.

Family Size

The size of the populations' families were assessed by the number of children and adults (guardians) who constitute their nuclear family. Concerning School X, the data support the hypothesis which states that the Subject pupils do come from single-parent families with more than half living with their mothers. This finding adds support to the literature which argues that poor school attendance is associated with family disruption such as divorce or parent separation (DES, 1974; Reid, 1984a; Tyerman, 1968). Concerning School Y, the data show that both the Subject and Control A adolescents tend to come from larger families than the Control B adolescents. Although this finding is not significant, nevertheless, it appears to agree with the literature which argues that persistent absentees are more likely to come from large families than good school attenders (May, 1975; Reid, 1984a; Tyerman, 1968). This lack of significant differences between the persistent absentees and good attenders in terms of family size might be due to the fact that the birth rate in Britain is decreasing among the general population (see Finn, 1987).

However, in relation to the number of adults in the family, the data support the hypothesis that both Subject and Control A adolescents have significantly greater number of one-parent families than the Control B adolescents. This finding is also in agreement with the literature which suggest that persistent absentees tend to come from single-parent families (DES, 1974; Reid, 1984a; Tyerman, 1968). Therefore, this result suggests that persistent absentees are more likely to experience family disruption, such as parent separation, than good school attenders. Such disruption may cause depression among the pupils concerned which may then lead to truancy. Furthermore, parent separations may also cause an increase in social hardship

due to loss of income (usually the father's) and therefore compound further the problems experienced by the families of persistent absentees. Much of the problems may include the family losing their home because of lack of finance to pay the mortgage or the children may receive fewer clothes which can all lead to great stress among the members of the family concerned (Reid, 1982c).

Home Conditions

Members of Panel X and Panel Y were asked to assess the research population's home conditions and categorise the homes as either 'good', 'satisfactory' or 'poor'. The reliability of these categories will be discussed later. However, in relation to School X, the Subject pupils were assessed (by Panel X) as living in satisfactory/good homes. Therefore, this finding does not support the hypothesis which argues that the Subject pupils will tend to come from 'poor' home conditions. Nor does this finding support the literature which found that truancy is significantly associated with poor housing (Galloway et al., 1981b; Farrington, 1980; Fogelman et al., 1980; May, 1975; Reid, 1982c, 1985; Tibbenham, 1977; Tyerman, 1968). Concerning School Y, the data support the hypothesis which argues that persistent absenteeism is significantly associated with 'poor' housing. This finding agrees with the literature on the significant association between poor housing conditions and truancy (Galloway et al., 1981b; Farrington, 1980; Fogelman et al., 1980; May, 1975; Reid, 1982c, 1985; Tibbenham, 1977; Tyerman, 1968).

The School Y findings may imply that 'poor' housing influences truancy possibly because of overcrowding which can lead to poor sleeping conditions. This may make it difficult for children to wake up in the morning for school because of tiredness (ISTD, 1974; Tibbenham, 1977). Members of Panel Y also believe that the Control B adolescents' homes were significantly more likely to possess resources related to education (e.g. books and dictionaries) than those of both the Subject and Control A adolescents. This finding supports the literature which suggests that poor

families lack material resources that may promote scholastic achievement (Bowles & Gintis, 1976).

Family History of Truancy

Information was collected from the two panels in relation to the history of persistent absenteeism among the siblings of the research population and whether such families show signs of concern for their children's truancy. Data were also collected on the number of families in each group who are involved with caring agencies (e.g. Social Services) and the juvenile courts in relation to child truancy. In the case of School X, the Subject pupils were assessed as: (a) tending to have a family history of truancy; (b) over half the families were regarded as being 'unconcerned' or 'fairly concerned' about their child's persistent absenteeism; (c) most of the families are involved with caring agencies; and (d) none of the families have made any court appearances in relation to their child's truancy. These findings do support some of the hypotheses in so far as they argue that the Subject pupils will have family histories of truancy, they will be involved with caring agencies and their parents are unlikely to show active concern about truancy. However, the data do not support the hypothesis that the Subject pupils' families tended to have made several court appearances in relation to their child's truancy.

In relation to School Y, the data support several hypotheses including: (a) both the Subject and Control A adolescents are significantly more likely to have family histories of school absenteeism than the Control B adolescents; (b) both the Subject and Control A adolescents tended to show limited concern about their child's truancy; (c) Both the Subject and Control A adolescents have significantly more contact with the caring agencies than the Control B adolescents; (d) both the Subject and Control A adolescents made significantly more court appearances in relation to truancy than the Control B adolescents.

Much of the above findings add support to the

literature which suggests that truancy is associated with caring agencies, family history of non-school attendance, and parental indifference to the child's education (Fogelman & Richardson, 1974; Fogelman et al., 1980; Galloway, 1982; SED, 1977; Tyerman, 1968). Such data give rise to a number of implications: for example, the fact that parents lack interest in their child's education may provide some support for a social learning theory interpretation which argues that conduct disorders are learnt by the child observing the behaviour in other siblings or from the child receiving insufficient incentive from parents to attend school. This, in turn, then leads to the extinction of such behaviour (Bandura, 1969, 1977).

The fact that persistent absentees' families are more likely to be involved with caring agencies may imply that such families experience social problems such as family neglect, severe deprivation (especially in terms of food and clothing) or delinquency. Consequently, pupils with such unfortunate backgrounds may find it difficult to cope with the demands of school due to the stress of poverty and neglect (Reid, 1982c, 1982e, 1985).

As previously mentioned, none of the Subject pupils' parents appeared in court because of their child's truancy. There are at least two possible reasons for this: (a) the Subject pupil group is younger than the School Y sample with an average age of 13 years which is below the average age (i.e. 14 years) for court appearances (Tennent, 1970) and, therefore, the EWO is less likely to refer the families to court, but instead use other strategies, such as counselling; (b) the whole School X population (i.e. forms 1-5) has a relatively good school attendance rate as assessed via the Leicestershire survey which may result in teachers being less inclined to suspect their pupils' absenteeism. However, in relation to School Y, both the Subject and Control A adolescent families made a significant number of court appearances because of their child's truancy. This finding, which is contrary to that of School X, may be due to: (a) the whole School Y population (i.e.

forms 1-5) appears to have a relatively poor school attendance rate as assessed via the Leicestershire survey which may make the teachers much more suspicious about pupils' absenteeism and, therefore, they are more likely to report it to the EWO; (b) the School Y EWOs may feel that they have to use more severe measures in order to combat the school's serious absenteeism rate and, therefore, they are more likely to resort to the courts than the EWO at School X. Thus, the very poor school attendance rates of the whole School Y population and their relatively high court appearances for truancy may provide some support for the literature which suggests that EWOs tend to turn to the court either in cases of severe truancy or as a last resort (Galloway et al., 1981a).

Academic Performance

School progress was assessed via performance at public examinations for the School Y sample. This assessment does not apply to the School X Subject pupils because many of them left the school before such an assessment could take place. However, returning to the School Y sample, the data show that in terms of 'O' level and CSE passes the Control B adolescents were significantly more successful than the two persistent absentee groups. This finding strongly supports the hypothesis which argues that the good school attenders will show significantly greater scholastic success than the persistent absentee groups. These findings also add further support to the literature which found that poor school attenders have significantly lower IQ scores than good school attenders (May, 1975). Fogelman and Richardson (1974) found that truants obtained significantly lower scores on the NFER in reading and mathematics than the matched good school attenders. Jardine (1987) used a similar method to this present study by also assessing school progress based on the number of 'O' level and CSE passes. He found that good school attenders passed significantly more examinations than the persistent absentees.

When assessing the number of non-examination candidates for the three groups in this study, the findings

show that the persistent absentee groups have a significantly higher number of non-examination pupils than the Control B adolescents. This adds further support to Jardine's findings which indicates that a significantly higher proportion of persistent absentees obtained no examination passes at the end of the 5th year than the good school attenders. Also in agreement with much of the literature, this present study found no significant sex differences in examination performance (Fogelman & Richardson, 1974).

However, an important question must be raised here: 'Is poor academic performance the cause of truancy or is truancy the cause of poor academic performance?' Reid tackles this issue by pointing out the fact that although low intelligence might be a contributory factor in truancy, it is by no means the sole cause as most slow learners attend school regularly. He argues further that it is quite possible that persistent absentees are not innately less intelligent than their peers, they are simply worse on standardised tests because of poor attendance. This premise is borne out by Reid (1983c) who found that although one persistent absentee had a reasonable IQ score, nevertheless, she performed poorly at school because of her truancy. However, for whatever reason, the fact remains that persistent absenteeism is highly significantly associated with underachievement.

The Number of Teachers and Outside Professionals Involved in the Research Population Weekly Timetables

In order to gain some insight into the organisation of the research population's curriculum the author assessed the number of teachers and outside professional (e.g. social workers) who are involved in their weekly school timetable. In relation to School X, the findings on the Subject pupils' timetables indicate that: (a) their mainstream school timetable has significantly more teachers than on their project timetables; (b) the Subject pupils interact with significantly more numbers of outside professionals on their project timetable than on their mainstream timetables. In

the case of School Y, the data show that the number of teachers involved in the 4th and 5th year school timetables differ significantly for the three groups, with the Subject adolescents interacting with significantly fewer teachers than the other two groups. Therefore, these findings support the hypothesis which states that mainstream timetables have significantly more teachers than the special needs projects.

The above findings also indicate that the educational strategies for combating school attendance do include an emphasis on involving outside professionals in the timetable which any provide a greater opportunity for the pupils to interact with other adults besides teachers. These special programmes also emphasise the need for involving fewer teachers in their timetables - a strategy which some authors (Plowden Report, 1967) have argued is important in order to give the pupils greater stability which may, otherwise, not be achieved with a larger number of teachers. The strategic use of outside professionals in the special needs programmes is also emphasised by various authors (e.g. Hargreaves Report, 1984; White, 1980). For example, White studied a truancy centre which attempted to help persistent absentees improve their self-images and develop their interests. White argues that schools and special needs projects should capitalise on the wealth of experience and skills that their communities may have to offer. He believes that such an approach may make schooling more interesting for the pupils as well as increase their knowledge about the resources which are available in their community.

Pupil Activity Since Leaving the Project or School

As part of the follow-up procedure data were collected on the research population's career activities since leaving the projects or school. Concerning School X, the findings suggest that none of the Subject pupils were successfully reintegrated into mainstream school. Consequently, the Subject pupils were either transferred to new schools, to behaviour units or they were simply expelled from school. This finding does not support the hypothesis which states that the Subject pupils will be successfully

reintegrated into mainstream school. However, this finding does support Reid's (1982d) premise that pupils attending special needs projects find it difficult to reintegrate into mainstream school. This is probably because the ethos of the two curricula are so different from each other to the extent of making it very difficult for the pupils to adapt from one timetable to another.

Despite this finding which appears to indicate a poor rate of reintegration, it is interesting to see that the largest proportion of Subject pupils were transferred to new schools. This change of school may have a beneficial factor for such pupils as suggested by the work of Galloway et al. (1981b). Their study on persistent absentees suggests that those absentees who were transferred from one ordinary school to another showed marked improvement in school attendance, whereas those absentees who had made age-related transfers from primary to secondary schools showed no improvement in their school attendance. Thus, it is quite possible that any short-term intervention at school-based projects may have to consider the prospect of school transfers for their pupils as part of a long-term approach to disaffection. Furthermore, Galloway et al. state that if the school transfer is sensitive to the educational needs of the absentees then such pupils show even greater improvement in school attendance.

Concerning School Y, the findings indicate that the largest proportion of Subject and Control A adolescents obtained jobs after leaving school, whereas the largest proportion of Control B adolescents entered college. The findings also indicate that the Control A adolescents have the highest rate of unemployment. Therefore, the findings do support the hypothesis which states that both the Subject and Control B adolescents are more successful than the Control A adolescents in obtaining a career. These findings also support the literature to the extent that the good school attenders are more likely to gain employment or college places than poor school attenders (Jardine, 1987; Robins & Ratcliffe, 1980). However, the present study

extends these findings by indicating that when persistent absentees are placed on long-term special needs programmes then their changes of a relatively productive adult career is much improved. This positive outcome might be due to the fact that the special needs project encourages contacts with local businesses and industries. This strategy probably enabled its pupils to make better preparations for job opportunities than similar pupils attending mainstream.

Social Problems Experienced by the Research Population and their Parents

The experiences of problem behaviours among the research population and their families were assessed via school reports, and discussions with medical school staff, teachers and social workers. The data were collected in order to assess the relationship between persistent absenteeism and social problems.

Concerning School X, the data show that most of the Subject pupils' parents appear to exhibit few problem behaviours with only two parents having appeared in court for illegal activities (e.g. soliciting). This finding does not support the hypothesis that the Subject pupils will tend to come from families with a history of behaviour problems. In relation to the social problems experienced by the Subject pupils themselves the data show that most of them did not experience such problems, such as drug abuse or family neglect. This finding does not support the hypothesis that Subject pupils will tend to exhibit social problems.

Concerning School Y, the between-subject comparisons indicate that the parents of the Subject and Control A adolescents exhibit relatively high incidents of social problems, such as alcoholism and criminal records, whereas none of the Control B adolescents' parents appear to exhibit such problems. This finding agrees with the hypothesis which argues that the parents of persistent absentees are more likely to exhibit social problems than the parents of good school attenders. The findings on the social problems experienced by the three groups themselves also support the

hypothesis, with both Subject and Control A adolescents exhibiting a greater number of problems, such as glue sniffing and delinquency, than the Control B adolescents.

The findings for the three groups at School Y add support to the literature which suggests that non-school attenders and their families are more likely to experience social problems than good school attenders and their families (Farrington, 1980; Galloway, 1985a; ISTD, 1970; May, 1975; Pritchard et al., 1987; Reid, 1982c; 1982e; SED, 1977; West, 1982; West & Farrington, 1973, 1977). However, the fact that the School X Subject pupils and their parents tended not to exhibit social problems, such as alcoholism, may provide some additional support to May's (1975) contention in which he argues that although truancy and social problems are associated, nevertheless, such problems may be peripheral to the truancy issue because the majority of persistent absentees do not appear to experience such problems. Therefore, May's perception of the truancy issue may provide the opportunity for using a wider analytical concept of school disaffection than is presented by the psychological model. This wider concept may include institutional factors, such as teaching style, which would then allow for other possible explanations of truancy than can be given by the 'social problem phenomenon' alone.

Self-Concept

The research population self-perception was assessed via the Self-Concept Scale (Chapman, 1981) in order to assess whether the pupils' self-confidence can possibly influence their school progress. In relation to School X, the findings do not support the hypothesis which states that the Subject pupils will attain below average global self-confidence score (i.e. below 46 points). Thus, the Subject pupils do perceive themselves and their abilities as above average. Although it must be noted that this average score of 46 points is based on an American study of school children aged between 11 and 16 years. Therefore, any comparisons must be viewed with caution.

In relation to School Y, the findings on the global mean self-concept scores support the hypothesis which states that the Control B adolescents will attain a significantly higher score than either the Subject or Control A adolescents. This result adds support to Reid's (1982a, 1984a) findings which suggest that good school attenders have significantly higher self-concept scores than poor school attenders. However, the present study is contrary to Cooper's (1984) study which suggests that truants, school refusers and good school attenders do not differ significantly on their global self-concept scores. This apparent disagreement between Cooper's work and the present findings might be partly due to possible differences in the selection of the research group, with Cooper's population probably reflecting more school refusal characteristics than is present in this study, or there are probable differences in the scales used to measure the pupils self-perceptions. However, further analysis indicate that the male and female pupils in this study do not differ significantly in their self-perceptions. This lack of significant sex differences on self-concept is also supported by the literature (Reid, 1982a, 1984a, Cooper, 1984).

However, closer inspection of specific items related to self-perception suggests that there are agreements between this study and the literature. For example, the findings indicate that the Control B adolescents were significantly more likely than the other two groups to believe that they are 'clever', 'good at school work' and they are 'good readers'. Whereas both the Subject and Control A adolescents were significantly more likely than the Control B adolescents to state that they 'hate school'. Similarly, both Cooper's and Reid's data agree that poor school attenders show more negative self-perception ratings on specific items, such as 'being dishonest', and feeling that they produce poor school work.

Reid (1982a) argues that the negative self-identity ratings of the poor school attenders might be the result of their consistent patterns of failure in school which leads

to them withdrawing from school altogether. His view is supported further by the present findings which indicate that the two groups of persistent absentees were significantly more likely to be non-examination students and, accordingly, they also showed a lack of confidence in their school work as measured by the Self-Concept Scale.

Further analysis of the data on self-concept show that: (a) the School X Subject pupils' responses to item 'I hate school' appears to have a significant positive relationship with item 'I like to have my own way'; (b) the School Y sample's responses to 'I hate school' appears to have a significant positive relationship with being a 'good reader' and 'I would rather work alone', whereas the item 'I am happy' has a significant positive relationship with 'I sleep well' and 'I am easy to get on with'. These findings do add some support to the literature which suggests that disaffected pupils tend to be independent persons who also would rather be alone (Tyerman, 1968). However, although the persistent absentees were significantly more likely to dislike school they were, interestingly, equally likely to associate themselves with being good readers (although not as significantly as the Control B adolescents). This positive association between the two items - 'dislike of school' and 'good reader' - might be related to the responses of the Subject adolescents whose confidence in their scholastic skills might have improved because of the special needs project. This point is supported further in later discussions on the qualitative data in which the Subject adolescents state that the project has helped them to improve their reading and writing skills.

The Home-School Questionnaire

The research population's attitudes towards their environment was assessed via the home-school questionnaire in order to investigate any possible relationships between pupils attitudes towards their home-school experiences and their school behaviour. In relation to the School X Subject pupils the data indicate that they tended to feel at ease at home, but they tended to feel uncomfortable at school or

with friends. They also tended to believe that the school should be run by the staff, that senior forms should have more privileges and that homework is necessary. These findings appear to support the hypothesis that the School X Subject pupils are likely to have negative views about school. The findings related to School Y indicate that the three groups do not differ significantly on the item 'feel at ease at home'. However, they do differ significantly in their responses to item 'feel at ease at school', with the Control B adolescents showing significantly more positive responses to this item. The Control B adolescents were also significantly more likely to feel at ease with their friends and they were also significantly more likely to believe that homework is necessary. Such data support the hypothesis that the three groups will respond differently to the items in the questionnaire.

The above items also appear to support the literature which suggest that persistent absentees are more likely to feel alienated from school and feel greater dissatisfaction with their teachers' support than good school attenders (Eaton & Houghton, 1974; Jardine, 1987; Mitchell & Shepherd, 1980; Reid, 1981). Therefore, the present study clearly suggests that factors within the school might be attributing to the prevalence of school disaffection. Such school factors need careful consideration in order to understand why some pupils feel particularly uncomfortable about attending school. Some of the explanations given in the literature suggest that persistent absentees believe that the teachers show very little interests in their needs (Hargreaves, 1967; Reid, 1981, 1983a), while others fear that their classmates might laugh at their learning difficulties (Seabrook, 1974), or they may simply feel that the school is irrelevant to their job needs because they are unlikely to sit public examinations (Jardine, 1987; Schostak, 1982; Seabrook, 1974; Willis, 1977).

In their attitudes towards homework, the School X Subject adolescents tended to believe in it being a necessary part of school life. However, this finding does

appear to contradict the hypothesis which argues that the Subject pupils will respond negatively towards most issues relating to school on the questionnaire. However, the data appear to add support to Reid's (1985) findings which suggest that persistent absentees want homework. In relation to School Y, the present findings indicate that the good school attenders are significantly more likely to be enthusiastic about homework than the two groups of persistent absentees. This negative attitude towards academic activities adds support to Jardine's (1987) study in which he found that persistent absentees tended to perceive school work and academic qualifications as unnecessary in order to attain jobs. One possible reason for this 'dismissal' of the persistent absentees on the importance of school work is that they may believe that they are more likely to enter manual jobs like their parents as opposed to professional careers (Willis, 1977). Therefore, with many persistent absentees believing that they are likely to face low-paid jobs then it is not surprising that they express a low regard for academic qualifications in the light of their low expectations of attaining good career opportunities.

The fact that both the School X Subject pupils and the two groups of persistent absentees at School Y feel uneasy with their friends, may support further the literature on self-concept which suggest that school disaffection is associated with poor peer relationships (May, 1975; Reid, 1984a; Tyerman, 1968).

Interestingly, the persistent absentees in this study felt just as at ease at home as the good school attenders, despite the fact that non-school attenders are more likely to come from poor home backgrounds with uncaring parents (Fogelman et al., 1980; Fogelman & Richardson, 1974; Galloway, 1985a; Galloway et al., 1981b; May, 1975; Reid, 1985, 1986a; Tibbenham, 1977; Tyerman, 1968). Therefore, this can be interpreted as an indication that persistent absentees are more likely to express disaffection with their schools than with their homes, a point which is noted by

Reid (1982e). However, it is also possible that persistent absentees are simply trying to protect their families from any adverse interpretations which might occur if they were willing to express a sense of unease at home.

Further analysis of the School Y data on the Home-School Questionnaire indicate that items such as 'homework is necessary' has a significant positive relationship with the belief that the 'uniform should be worn in school' and that 'school dinner is good value for money'. The item 'feel at ease at school' has a significant positive relationship with the item 'feel at ease with friends'. These data suggest that pupils who are satisfied with the academic activities in school are also more likely to enjoy the social aspects of school, such as friendships with other pupils.

In relation to other variables of the Home-School Questionnaire, the findings indicate that the three groups at School Y do not differ significantly in the amount of weekly pocket money which they receive from their parents. In relation to the average time they are allowed to 'stay out', the within-subject comparisons indicate that the research population stayed out significantly later during the weekends than during the weekdays. In relation to School Y, the three groups do not differ significantly in the time they stay out during the weekdays and weekends. There are also no significant sex differences concerning this variable. In relation to the number of hours that should be spent on homework per night, the findings indicate that the three groups at school Y differ significantly in their responses, with the Control B adolescents allocating significantly more time to homework than the two persistent absentee groups. This finding supports the hypothesis that the three groups will differ in their responses to school-related items on the questionnaire. The data also add support to the literature which suggest that good school attenders have more positive attitudes towards academic work than poor school attenders (Cooper, 1984; Hargreaves, 1967, Jardine, 1987; Mitchell & Shepherd, 1980; Reid, 1982a,

1982b, 1982e; Willis, 1977). Here again the explanations for this disaffection among poor school attenders can be interpreted within a multifaceted model. For example, the poor school attenders may have learnt their disaffection from their parents or siblings (Fogelman & Richardson, 1974; Farrington, 1980; West, 1982), or they might be disaffected because of teacher disinterest in their work which may generate feelings of frustration among the absentees (Hargreaves, 1967; Reid, 1981; Schostak, 1982; Willis, 1977).

Therefore, in summary the data in this study support the view that persistent absenteeism can be influenced by feelings of alienation from school and feelings of isolation from peers.

Reward Preference Patterns

The Reward Preference Questionnaire was administered to the research population in order to gain some insight into pupils' interests which, in turn, may enable the schools to improve more effectively pupil motivation to participate in curricular activities. Concerning School X, the Subject pupils show most preference for adult approval (e.g. receiving good comments from the teacher concerning their work) as a form of reward. This supports the hypothesis that Subject pupils will show preference for a particular type of reward. These findings also support Brophy's (1981) argument in which he suggest that praise can only be effective if the teacher uses it specifically as a form of feedback for the pupils, particularly concerning their academic work, rather than just as a general comment.

In relation to School Y, the findings support the hypothesis which states that the three groups will differ significantly in their reward preference patterns, with the Control A and Control B adolescents showing most preference for adult approval, and the Subject adolescents showing most preference for independence rewards (e.g. be free to choose an activity). The findings here do add some support to the literature which argues that pupils appear to respond

positively to various types of rewards, such as parent and teacher approval, leisure activities and food rewards (Ayllon et al., 1974; Brooks, 1974, 1975; Herbert, 1978; Morgan, 1975). However, much of the literature emphasises the importance of tangible rewards. For example, Morgan found that school attendance increased most significantly among those persistent absentees who receive both tangible rewards (e.g. tickets to the cinema) and peer approval. However, this present study indicates that the tangible rewards and peer approval were among the least popular types of reinforcements for the research population, whereas they showed most preference for adult approval and independence rewards. This difference between the literature and the present study might be due to the present research population being older than many of the case studies in the literature, or it could be due to cultural differences as many of the studies in the literature are carried out in the United States of America.

Returning to the School Y sample, it is interesting to note that the greatest significant difference between the three groups was in their responses to the competitive rewards (e.g. having their work displayed on the bulletin board), with the Control B adolescents showing the highest preference for this type of reward. This significantly low preference for competitive rewards among the persistent absentee groups may reflect further their low self-confidence in their own academic abilities. This finding may also support Murgatroyd's (1987) 'telic' truants and Reid's (1982e) 'traditional' truants who miss school because of low self-confidence in their academic abilities which, in turn, provokes anxiety and nervousness. Furthermore, it is also possible that the unpopularity of competitive rewards supports further the premise that disaffected pupils feel alienated from school and, therefore, are less willing to participate in school activities, such as competitions (Hargreaves, 1967; Reid, 1981; Willis, 1977).

Further examination of the reward preference data

indicate that the School Y male and female adolescents do not differ significantly in their responses to the questionnaire. However, the School Y sample's responses to individual items were analysed in order to gain further details of their reward preference patterns. This item analysis indicates that the Control B adolescents showed significant preferences for competitive reward items, such as 'be the only one to answer a question' or 'have your paper put on the bulletin board'; however, both the Subject and Control A adolescents showed significant preferences for independence reward items, such as 'be free to go home' or 'be free to do something you like'. There again the data indicate that the good school attenders are more competitive which may reflect their confidence in their ability to produce good work; whereas the persistent absentees would prefer to choose their activities which may allow them to work alone without having to compete and interact with others in the school, and, therefore, lessen their feelings of anxiety and alienation.

Behaviour Disorders

The Children's Behaviour Questionnaire (Rutter, 1967) was completed by the teachers in order to assess the relationship between behaviour problems and school attendance patterns. Concerning School X, the Subject pupils' behaviour patterns support the hypothesis which states that they will exhibit conduct disorders as assessed by the main scale. In relation to School Y, the hypothesis is also supported, with both the Subject and Control A adolescents showing significantly higher conduct disorders than the Control B adolescents as assessed via the main scale. These findings add further support to the literature which argues that persistent absenteeism is related to behavioural problems, such as drug abuse, aggressiveness and stealing (Hargreaves, 1967; Herbert, 1978, 1987; Hersov, 1960a; May, 1975; Pritchard et al., 1987; Reid, 1984b; Tyerman, 1958, 1968).

The data from the anti-social subscale indicate that the three groups at School Y do not differ significantly in

their anti-social sub-scores. These findings do not support the general argument of the hypothesis which states that the persistent absentees will show significantly more problem behaviours than the good school attenders. Nor do they support Hersov's (1960a) findings which suggest that truancy is significantly associated with anti-social problems. However, the present findings do support Reid's (1984b) work which suggest that the majority of persistent absentees do not exhibit anti-social problems. The data from the neurotic subscale indicate that the two persistent absentee groups exhibit significantly higher neurotic behaviour than the Control B adolescents. These findings do support the general hypothesis that the poor school attenders will experience significantly greater problems (e.g. 'often worried') than the good school attenders. The findings also add some support to the literature which also suggests that persistent absentees tend to be unhappy and worried (Hersov, 1960a; Reid, 1984b; Tyerman, 1968).

The analysis of the sex differences in relation to School Y indicate that although the three male groups tend to exhibit more conduct disorders, nevertheless, these sex differences are not significant.

The three groups were compared further on individual items of the Children's Behaviour Questionnaire. The analysis indicates that the two absentee groups are significantly more likely than the Control B adolescents to be regarded by their teachers as 'restless', 'truants', 'often worried', having a 'tendency to miss school for trivial reasons', 'disobedient', having a 'short attention span', and as being 'afraid of new situations'. These findings do not support the literature which suggest that persistent absentees tend to be regarded as 'liars', 'bullies' and 'thieves'. However, the findings add further support to the literature which suggests that persistent absentees tend to be regarded by their teachers as being 'worried' and 'restless' (Hersov, 1960a; May, 1975).

In relation to the School Y sample, the degree of

relationship between the various items were also analysed in order to gain some further insight into the factors which may influence conduct disorders. The analysis indicates that 'truant' behaviour appears to have a significantly positive association with 'restlessness', 'short attention span', and 'often disobedient'. This analysis suggest that persistent absentees may experience cognitive problems in terms of their attention spans which may influence their learning difficulties and disobedient behaviour. The data also provide some explanation for why some absentees find school rather boring (Reid, 1986a; Schostak, 1982; Seabrook, 1974), probably because the lessons are either too long or too much time is spent on one topic which is not compatible with the absentees' 'short attention spans'. The association between 'truancy' and 'restlessness' might also be a further indication of the persistent absentees experiencing difficulties in coping with long lessons which may lead to frustration and 'disobedience'. Thus, the data suggest that the organisation of lessons for persistent absentees should include a wider variety of activities in order to negate boredom and, therefore, assist the absentees learning skills.

The data indicate that persistent absenteeism and conduct disorders are associated. However, one needs to pursue the causes of such conduct disorders if one hopes to establish effective counselling programmes. Several authors have attempted to answer this question in relation to the home backgrounds of the persistent absentees, whereas others have attempted to explain conduct disorders in relation to the school. In relation to the home background Tyerman (1968), for example, suggests that truants tend to receive inconsistent discipline from their parents and they are more likely to be neglected. Hersov also found a similar pattern among his truant population with a significant proportion of them tending to receive poor parental discipline. They were also more likely to experience longer periods of separation from their parents at an early age. Fogelman and Richardson (1974) found that parents of persistent absentees were significantly more likely to be disinterested in their

children's education than those of good school attenders. Furthermore, West and Farrington (1977) found that parents of children with truancy and delinquency problems were also significantly more likely to have criminal records. Thus, the literature suggests that conduct disorders are related to parents who provide poor guidance and poor modelling behaviour skills for their children.

However, contrary to this home background explanation of conduct disorders, other authors believe that problem behaviours are related to the school environment. They suggest that pupils are more likely to become deviant if they feel that their interests are being neglected by the school (Hargreaves, 1967), if there are too many school rules which can frustrate and confuse the pupils (Hargreaves et al., 1975), or if teachers tend to confront pupils rather than try to pacify any early signs of disruption (Clarke et al., 1981).

Therefore, the literature suggests that conduct disorders might be better interpreted within a multi-disciplinary model which highlights the problems faced by truants both at home and school.

Parent Questionnaire

The parent questionnaire was administered only to the parents of the School Y sample. The parents of the School X sample did not receive this questionnaire because the school felt that the teacher-parent relationships were somewhat strained as a consequence of many of the Subject pupils experiencing difficulties in reintegrating into mainstream school. This point will be discussed further later in this chapter. The main purpose of this questionnaire is to assess the attitudes of the parents of the School Y sample towards their child's education.

Analysis showed that the fathers of the two persistent absentee groups are more likely to experience unemployment than the fathers of the Control B adolescents at the time of filling in this questionnaire. Conversely,

the fathers of the Control B adolescents are more likely to have skilled or semi-skilled jobs than the fathers of the other two groups. These findings are in agreement with the literature which argues that persistent absenteeism is associated with parent unemployment (Blagg & Yule, 1987; Farrington, 1980; May, 1975; Tyerman, 1958, 1968), and with families whose fathers are mainly manual workers (Fogelman et al., 1980; Fogelman & Richardson, 1974; May, 1975). The investigation of the mothers' occupations indicate that the mothers of the Control B adolescents were more likely to have jobs than the mothers of the two absentee groups. This finding agrees with Blagg and Yule (1987) who found that mothers of truant children are more likely not to have any employment.

Analysis of the parents' attitudes towards their child's schooling strongly suggests that the parents of the three groups differ significantly in both their experiences and attitudes towards their child's school. The results show that: (a) the parents of the two absentee groups were significantly more likely to be willing to consent to their child attending a special needs programme than the Control B parents; (b) the Control A parents were significantly more likely to receive visits from school than the other two groups; (c) the parents of the two absentees groups are more likely to be dissatisfied with their child's school progress in mainstream school, whereas the Control B parents tended to be satisfied with their child's school progress; (d) both the Subject and Control B adolescents parents were more likely to be satisfied with their child's progress on the present curriculum (i.e. project and mainstream school respectively) than the Control A parents in relation to their child's progress in the mainstream curriculum.

One interpretation of these findings is that the parents of the persistent absentee groups believe that mainstream school does not adequately cater for their child's educational needs and they would prefer that their child attend a special needs programme. Such parental attitudes appear to agree with the literature. Reid (1981)

suggest that the persistent absentees (like the persistent absentee groups' parents in this present study) also perceive school as not meeting their needs. Interestingly, this finding also adds a new perspective of the literature in the sense that most studies investigate how parents cope with their responsibilities for their child's education as seen by both teachers and pupils (e.g. Fogelman & Richardson, 1974; Reid, 1982a, 1982b, 1983a 1985), but lack data on how the parents perceive the school in meeting their child's needs. Thus, in general, the literature suggests that both truants and teachers perceive the parents concerned as lacking interest in their child's educational welfare, whereas the present study indicates that the parents of persistent absentees are equally likely to perceive the school as lacking interest in their child's needs. Furthermore, the fact that persistent absentees' parents prefer their child to attend a school-based special needs programme adds support to the literature which argues that disaffected pupils may benefit from special needs programmes, especially those projects that are school-based (e.g. Brooks, 1974, 1975; Hargreaves Report, 1984; Morgan, 1975; White, 1980). This finding also adds support to the 'integrationist' argument which suggests that special needs children should remain within their 'natural' environments where they may receive greater reinforcement from parents and teachers, and are also given the opportunity to develop better relationships with the key people in their lives, such as their parents (Tharp & Wetzel, 1969; Warnock Report, 1978). Furthermore, the 'integrationist' argument is supported further by the fact that the persistent absentees' parents believe that 'problem' pupils should remain in at least some classes with 'normal' children.

The results also clearly suggest that when persistent absentees are placed on special needs projects their parents show a greater satisfaction with their child's progress than if the child had remained in mainstream school. These findings are supported further by the Subject parents' responses to questions specifically related to the project programme. The Subject adolescent parents believed that both

themselves and their child received more support from the project than from mainstream school; they believed that a project timetable should last for between one and two years; they prefer their child to attend a mixed timetable (i.e. both normal and project lessons); and they expressed disappointment in their child's school progress during the pre-intervention phase (i.e. when the Subject adolescents attended full-time mainstream school).

However, the three parent groups do agree on several issues including : (a) they prefer the school to contact them by letters/reports or by teachers visiting the home; (b) they believe that they receive 'too little' feedback from the school about their child's progress; (c) they prefer to be contacted by the Headteacher, followed by the Year Tutor and the pastoral tutor. These findings support the School Effectiveness Movement which argues that the process of combating disaffection must include better contact between teachers and parents, and that there should be regular feedback from teachers to both the pupils and their parents about pupils' academic progress (Mortimore et al., 1988; Reid et al., 1987; Reynolds et al., 1980; Reynolds & Murgatroyd, 1977; Rutter et al., 1979). The form in which this contact should take place will be discussed further in the discussion on the qualitative data.

The analysis on other educational issues indicate that the three parent groups most preferred to be involved in their child's education via PTA meetings. In relation to priorities concerning the school, the Subject parents believe that the school should make the issues of teacher-pupil relationships and school attendance as top priorities; the Control A parents believe the school's top priorities should include the establishment of courses related to employment and the issue of school attendance; and the Control B parents believe that the school's top priority should centre on the issues relating to the standard of education. The parents were asked to indicate which aspects of their child's curriculum was most beneficial to his or her education: (a) the Subject and

Control B parents believe that individual attention was the most beneficial factor in aiding their child's progress; (b) the Control A parents believe that counselling was the most beneficial factor in aiding their child's progress. Much of these findings support the literature which argues that PTA meetings may serve an important role in promoting good home-school relationships (Hargreaves Report, 1984; Mortimore et al., 1988; Reid et al., 1987; Reynolds et al., 1980; Rutter et al., 1979). The findings also highlight the importance parents place on the issues of combating truancy, monitoring the standard of education, the need to give more individual attention to pupils, making the curriculum more relevant to job occupations and using counselling techniques to help pupils cope with any problems. Many of these issues are also emphasised in the literature as essential facets of effective schools (Hamblin, 1977, 1981; Hargreaves Report, 1984; Mortimore et al., 1988; Reid et al., 1987; Reynolds et al., 1980; Rutter et al., 1979; White & Brockington, 1978, 1983).

The results on the frequency of home-school contact indicate that the Control A parents received significantly more home visits than the other two groups. This may suggest that the Control A adolescents experienced particular difficulties at school, especially in relation to school attendance, which required visits from EWOs and other members of staff. However, both the Control A and Control B parents were equally as likely to visit the school, but the two groups were significantly more likely to visit the school than the Subject parents would visit the project. These findings do not support the views of Fogelman and Richardson (1974) who argue that parents of good school attenders make significantly more school visits than parents of poor school attenders. However, the findings in this present study do indicate that despite the fact that the Subject parents are more satisfied with their child's progress in the project than the parents of persistent absentees whose child attends mainstream school. Nevertheless, the home-project contact appears to be significantly poorer than the home-mainstream school

contact. This finding does suggest a weakness in the organisation of the project's programme because various authorities have argued that good parent-school/project contact is important in combating school-related problems (Hargreaves Report, 1984; Mortimore et al., 1988; Reid et al., 1987; Reynolds & Murgatroyd, 1977; Rutter et al., 1979). The results also indicate that the three groups do not differ significantly in the number of miles between their homes and the school. Thus, the families in the School Y sample live more or less in the same catchment area.

Teacher Questionnaire

The teacher questionnaire was administered to the staff of both School X and School Y. The Teacher Questionnaire T2a (see Appendix A9a.2) was administered to the mainstream staff at School X and the Teacher Questionnaire T2b (see Appendix A9b.6) was administered to the mainstream staff at School Y. The main purposes of the questionnaire is to assess the mainstream schools' attitudes towards their school-based projects, and to assess possible ways of improving contact between the special needs projects and mainstream school. The results show that a significant proportion of the teachers believe that 'problem' children should be managed within a school-based project setting. This finding supports the Hargreaves Report (1984) which also argues in favour of school-based projects as effective approaches to school disaffection. The majority of the teachers who answered the questionnaire stated that they had visited the project and most of them had visited the project at least twice. Thus showing that there has been some contact between the projects and their mainstream schools. The vast majority of the teachers believe that 'problem' behaviour can be 'treated' and most were of the opinion that project pupils had improved in behaviour as a consequences of being placed on the special needs programme. This result adds some support to the hypothesis which states that teachers will find improvement in the behaviour of project pupils, and it also supports the literature which suggests that when conduct disorders are managed by special programmes (e.g. behaviour therapy) then the pupils

concerned show significant improvement in their behaviour (Ayllon et al., 1974; Brooks, 1974, 1975; Herbert, 1978, 1987; Morgan, 1975; Patterson, 1965).

The respondents believe that the 'problem' pupils show improvement in several areas including school attendance, show more co-operative behaviour, and show more positive attitudes towards teachers. Of the few teachers who responded to the question on whether they had prepared for the project pupils' return to their mainstream lessons, 50 per cent stated 'Yes' and 50 per cent stated 'No'. Of the few teachers who responded to the question on whether they were able to implement any advice from the project teacher, 50 per cent stated 'Yes' and 50 per cent stated 'No'. The fact that only a few teachers responded to the issues related on making preparations for project pupils' return to mainstream suggest that schools need to establish closer contact between themselves and their school-based projects. if reintegration of special needs pupils is to be more successful. Thus, this lack of preparation for returning special needs pupils to mainstream school may partly explain why pupils find it difficult to adjust to mainstream school after a period of attendance on a special unit (Reid, 1982d).

The findings also indicate that the vast majority of the teachers believe that 'outside' professionals should be involved with the projects. These results support Reid (1987b), and Blyth and Milner (1987) who strongly argue that a multi-disciplinary approach towards school disaffection is needed in order to encourage closer relationships between teachers, EWOs and social workers.

The vast majority of the teachers believe that the project should be extended, which probably indicates that the special needs projects can only cater for a certain proportion of the special needs pupils. However, most of the teachers are not involved with the curricular activities of the project and only a small proportion of the School X staff indicated that they were willing to become more

involved with the project's curriculum. However, the fact that the vast majority of the teachers indicate that they believe that mainstream teachers should retain some responsibility for project pupils may suggest that teachers do believe that continuous contact between project pupils and their 'normal' classes might help them (project pupils) to cope with school life, and such interactions may also help to ease the reintegration process.

The vast majority of the teachers said that they find it difficult to assess the success of the project. This suggests that projects may need to make a greater effort to inform the mainstream school about its aims and objectives, its criteria and its main goals. The literature also suggests that it is paramount that schools and projects should clearly define the problem at hand, what management strategies are to be used to deal with the problem and what are the expected pupil outcomes (Burden, 1978, 1981). Thus, only by having clear goals and regular communication networks will the school-based projects be then seen as relevant to the needs of both the pupils and staff. This will then lead to a greater appreciation of any achievements in combating school-related problems. The teachers also believe that there is not enough contact between the project and mainstream school. This finding does support the hypothesis which states that teachers will favour an increase in school-project contact. It also suggests that the difficulties experienced by mainstream teachers in assessing project success may be compounded further by this lack of school-project contact. The mainstream teachers were asked to indicate the proximity of their department in relation to the project in order to assess whether the frequency of project-department contact is influenced by distance. However, no significant relationship was found between frequency of project visits and proximity of the department. Therefore, the findings do not support the hypothesis which states that projects should be centrally situated in a school if they hope to gain adequate contact with other departments. The findings indicate that the largest proportion of teachers who responded to the

questionnaire are subject teachers, followed by Heads of Department and Heads of Year. None of the project pupils' mainstream form tutors completed the questionnaire possibly because of lack of time. This is particularly unfortunate because form tutors usually have a wider overall picture of their students' behaviours than say a subject teacher (Siann et al., 1982) and, therefore, they may have provided some invaluable data on the behaviour patterns of the project pupils.

Qualitative Data

The qualitative data were collected in order to provide some further insight into the opinions towards schooling of the research population, their parents and their teachers. Much of the data were collected from the Parent Questionnaires, the Teacher Questionnaires, and Questionnaire A (see Appendix A9a.1) which focuses on the Subject groups' attitudes towards their schooling.

The Subject Groups' Attitudes towards their Special Needs Programmes and Mainstream School.

Questionnaire A was administered to both the School X and School Y Subject groups in order to assess their attitudes towards their experiences in both project and mainstream school activities. The Subject groups believed that they had been placed on the special needs programmes mainly because of truancy, poor reading skills, or because of poor relationships with their teachers. These findings add support to Reid's (1982b, 1982c, 1984a) work which suggests that persistent absentees tend to give school-related reasons (e.g. poor relationship with teachers) as an explanation for their disaffection rather than home-related reasons.

The Subject groups believed that the project had helped them to improve their school attendance, and their reading and writing skills. They also emphasised the fact that the project gave them the opportunity to meet other people through work experience and it allowed them to receive training in job skills, such as decorating and

librarianship. These findings support the hypothesis that the Subject groups will show more positive attitudes towards the projects than towards mainstream school where they believe that many of their problems are generated. The data also agree with White (1980) who argues that 'problem' pupils believe that special programmes were more beneficial than mainstream schools.

The aspects of the project which the Subject groups most enjoyed include swimming, computing, canoeing and visiting local businesses. The aspects which the Subject groups disliked about their projects include counselling which they believe involves too much prying into their personal lives, and they also disliked mathematics and science. In relation to the mainstream schools, the Subject groups' most favourite activities include expressive art, netball and science. The mainstream activities which they most disliked were numeracy, Personal and Social Education, and English. It is interesting to note that the subjects which appear to be unpopular in mainstream (e.g. English) are, conversely, treated by the Subject groups as important and interesting when taught in the projects. This might be interpreted as an indication that the Subject groups opinions of a topic might be more affected by teaching approaches rather than by the contents of the topic per se.

The Subject groups were asked about their friends' attitudes towards their placements. Their responses were mixed with some Subject groups believing that their friends are indifferent, whereas others believe that their friends are jealous, or they miss them because the mainstream class is boring as the Subject pupil is not there to make them laugh when they (Subject pupil) are being 'cheeky' to the teachers. Here the data provide several implications for the prevalence of disruptive behaviour and the effects of a project programme on the mainstream pupils. In the first instance, some Subject pupils believe that their disruptive behaviour made the mainstream lessons more interesting, with their peers laughing with approval. Such social approval may have provided social reinforcement for the Subject pupils'

disruption in mainstream. Such a premise is supported by Bandura (1969, 1977, 1982), Herbert (1978, 1987) and Mischel (1973) who argue that social approval does increase the probability that the person will repeat the behaviour concerned. Therefore, in such cases the teachers need to be aware of the reactions of the class towards a pupil's disruptive behaviour and if possible try to discourage other pupils from reinforcing unruly activities.

Secondly, the fact that some of the Subject groups' friends were believed to be jealous of pupils having project placements might be rooted in the possibility that such friends perceive the project as more enjoyable than mainstream school. For example, the Subject groups receive extra individual attention, their project classroom is divided into working areas and 'coffee' areas. Such project classroom organisation may make the project appear more attractive than mainstream classes. Furthermore, the Subject groups spend more time on out-of-classroom activities (e.g. visiting job centres and local factories) than the mainstream pupils. Thus, the implications of establishing an attractive project programme are that the presence of such projects may increase the very problems which it is trying to tackle simply because some mainstream pupils might be tempted to become disruptive in order to receive a placement on the project. Therefore, in order to negate some of these problems special needs projects may need to ensure that they are not perceived by the mainstream pupils and teachers as a 'sin-bin' for dropouts, but instead as an academically-orientated programme in which learning skills, homework and pastoral activities are emphasised. Developing a more academic perspective can be communicated to mainstream by displaying the project pupils' written works (e.g. poetry or essays on current issues), their project interests, photographs of them during job training or science activities, and a display of their art work in both the project classroom and the main school corridors. Such public displays may help the school-based projects to gain further respect from mainstream, as well as increase the project pupils' confidence in their own academic skills. However,

the data on reward preferences indicate that persistent absentees have a significant dislike for the idea of their work being displayed. This might be related to the fact that they also have low self-confidence in their work (see page 793). Therefore, if project teachers want their pupils to participate in displays and exhibitions of their work then such teachers need to be sensitive to possible anxieties that the disaffected pupils might be feeling and help such pupils by encourage them through counselling activities which aim specifically at promoting their (Subject groups') self-confidence.

However, contrary to this issue of mainstream pupils being jealous of project placements, there are some Subject pupils who believe that their friends stigmatised them precisely because of their attendance on the projects. These Subject pupils believe that their friends regard them as 'divvy', 'silly' or 'thick'. These negative views could, of course, have adverse consequences on the project pupils by making them self-conscious about attending the projects, and, therefore, this may result in some project pupils truanting from their special needs programme because of fear of being teased by their friends and other pupils. Therefore, these possible adverse consequences add further to the argument against 'creating' a 'sin-bin' label. However, again these negative attitudes might be negated by emphasising the importance of project work, especially via displays and exhibitions, encouraging project pupils to sit examinations and by also providing counselling for both the project pupils and the mainstream pupils who may be generating adverse attitudes towards the projects.

Many of the Subject pupils believe that their parents were pleased about their placements on the projects; they believe that the project teachers helped them to control their tempers, in improving their reading or by visiting the home. The Subject groups also stated that they would rather turn to their project teachers (as opposed to mainstream teachers) for help because they believe that they can trust the project teachers to help sort out their problems, or at

least provide some sympathy and understanding of their problems.

In relation to contact between mainstream school and the projects, the Subject groups believe that increase contact between the two sub-systems may worsen their attitudes towards mainstream teachers. This finding does not support the hypothesis which states that the Subject groups would favour increased contact between themselves and mainstream teachers. The Subject groups main reasons for not wanting greater interaction with mainstream school include the fear of becoming confused by so many teachers being involved in their timetables; or the Subject groups believe that the mainstream teachers do not understand nor care about their welfare. This finding provides an interesting dimension to complement Burden's (1978) interaction theory which argues that the various elements of a school (e.g. pastoral care, subject departments and projects) must be closely involved with special needs programmes. However, such contact between the sub-systems may have to take a closer look at the dynamics of the teacher and pupil personalities, as well as the 'problem' pupils' opinions of their mainstream teachers before contact can be fully established. Therefore, Burden's approach may need to not only incorporate project pupils' opinions of their mainstream teachers, but his theory may have to take into account that any interaction between the sub-systems should be a gradual process which first involves those teachers who are considered by the project groups to be sympathetic to the ethos of the project, which can then later be followed by encouraging both project and other mainstream teachers to increase interactions. Thus, by incorporating a gradual increase in interaction between the sub-systems with a main emphasis on incorporating the more sympathetic teachers, the school may be better able to negate the possibility of special needs pupils becoming confused and overwhelmed.

The Project Teachers' Approaches to Education

Questionnaire R (see Appendix A9b.7) was administered to both the Project X and Project Y teachers in order to

ascertain some background information about their projects. According to the project teachers the main purpose for establishing the projects was to meet the demands of the schools in relation to the growing problems of truancy and disruption. The idea to establish the projects were suggested by senior management (e.g. Head of Year). The project teachers decided to gravitate towards special needs because they either wanted a change in career, or they wanted to develop further their experiences in special needs and human psychology. The project teachers believe that the mainstream teachers showed mixed reactions towards the projects. Some mainstream teachers believe that the projects are beneficial to the pupils, whereas others believe that too many resources are allocated to the projects (e.g. one teacher to about four pupils). The project teachers maintain very limited contact with mainstream school pupils which they believe can create a sense of isolation from mainstream school. The main problems faced by the project teachers when they were in the process of establishing their projects include clarifying their aims and objectives, finding a base, selecting the pupils, and organising the project timetables. The mainstream pupils received very limited information about the project and in many cases it was only the potential project pupils who were informed. This lack of information given to the mainstream school pupils may have been designed to negate the possibility of pupils becoming disruptive in order to receive placements, or it may have may have been designed to minimize the attention given to the potential project pupils by their peers which may have led to them (potential project pupils) feeling embarrassed or stigmatised.

The project teachers receive most feedback from the mainstream school via meetings with senior management or by one-to-one contact. One project teacher actually sends out reports of the project pupils' progress to the mainstream teachers, but she stated cynically that she has doubts whether the staff actually reads them. However, despite this contact with the mainstream staff, the project teachers still feel rather lonely and isolated. The adverse

consequences of such isolation among the project teachers were discussed earlier (see Chapter 9b) in which the Project X teacher initially reacted negatively towards the administration of the Teacher Questionnaire T2a (see Appendix A9a.2) to the mainstream staff of School X. Further investigation of the Project X teacher's reaction showed that she had perceived the mainstream teacher questionnaire as a personal criticism of her teaching skills rather than an objective investigation. Thus, this unfortunate situation highlights the dangers of isolation in the sense that it could lead to serious misunderstandings and a great loss of self-confidence among project teachers.

This lack of contact between the project and mainstream school is also noted by the mainstream teachers (see page 810) many of whom believe that the projects are too isolated. Some of the mainstream teachers also stated that they were willing to become more involved in the project timetable which suggest that there is a potential for improving interaction between the projects and their mainstream schools. In terms of evaluating the projects, the project teachers use school attendance figures and their 'gut' feelings. However, they believe that they lack the necessary skills in classroom evaluation techniques which may enable them to make more objective assessments of the projects' success.

To help the staff form more realistic expectations of the projects the project teachers usually encourage teachers to evaluate their own expectations and they (project teacher) would also specify the goals of the projects which include increasing project pupil self-confidence and improving their skills (e.g. interview techniques) in obtaining a job after completing compulsory schooling.

Project X is based on the theoretical concept of the 'person-centred' approach which involves accepting pupils for what they are and try to perceive the world from their perspectives. Both the Project X and Project Y teachers use the techniques of behaviour modification as a means of

encouraging pupils to improve their behaviour by giving them access to contingency rewards, such as computing. It is interesting that the framework of these projects is very similar to the truancy centre which was the focus of a study by White (1980). He argues that schools need to incorporate some of the principles of the truancy centres if they hope effectively to combat disaffection. Thus, the approaches of the two projects may provide some support for White's premise.

The project teachers believe that the mainstream staff could be more supportive to the project pupils by showing a willingness to take interests in the project pupils as individuals, and by taking time to have discussions with them. This may suggest that the mainstream school lacks the necessary resources to assist the learning of the special needs pupils whose greater demands may require extra individual help, more work-orientated discussions and more counselling. It appears that if these resources are lacking then disaffection among pupils may occur. To add another dimension to this argument the literature suggests that high teacher expectations are extremely important on promoting pupil success (Mortimore et al., 1988; Reid et al., 1987; Rutter et al., 1979). Therefore, the mainstream staff's willingness to show interest in individual pupils, especially disaffected pupils, may transmit to the pupils a sense of being appreciated by the staff which in turn may raise the teachers' expectations of such pupils. Such interactions, as predicted by the literature (e.g. Mortimore et al., 1988), may then lead to improved school attendance.

The project teachers are particularly interested in increasing the number of science, English and mathematics specialist teachers involved in the project timetable. They believe that this may add the necessary academic-orientated dimension needed to promote the pupils' sense of achievement (Mortimore et al., 1988; Rutter et al., 1979). The project teachers believe that the main strengths of the projects are their ability to provide extra attention with academic work,

and that the projects promote a sense of belonging which is assisted further by the project pupils having the opportunity to work continuously with mainly one teacher.

The project teachers stated several changes which they would like to develop within the structure of the project timetable. Such changes include changing the criteria of the project to include more school attendance cases because they (project teachers) believe that such absentees are more responsive to school-based management techniques. This premise is in agreement with the literature which strongly argues that truants improve their school attendance rates when given special programmes (e.g. behaviour modification) which involves the school (Brooks, 1974, 1975; Herbert, 1978; Morgan, 1975). Other changes include establishing more co-ordinated work with other departments in the school, especially the special needs department. Such interactions may negate the project teachers' sense of isolation and, therefore, add a more positive dimension to the projects. Burden (1978, 1981) argues that such an interaction would increase the mainstream school's understanding of the needs of the project pupils and their project teachers which, in turn, may lead to a more effective management approach. Although the establishment of closer links with other departments may lead to a higher standard of work for the project pupils, nevertheless, the school may need to be sensitive to the feelings of the project pupils because many of them may believe that mainstream teachers are uncaring (see page 815).

On the use of rewards and sanctions, the project teachers tend to use praise as a main source of reward, and criticisms or expulsion from the project classroom as the main sources of sanctions. However, there are limitations with the use of praise as a form of reward. For instance, it has been argued that teacher's verbal praise cannot be automatically equated with reinforcement mainly because praise is infrequently used, and if it is used it is usually without contingency but rather as a phrase within general conversation (Brophy, 1981). This suggest that teachers need

to be more aware of how praise is used in the classroom, because it appears to be an ineffective reinforcer if used inappropriately without contingency rules. However, Brophy does suggest that praise can be made more effective in motivating pupils to work by ensuring that praise is contingent upon specific pupil behaviour (e.g. reading) so that it serves as a feedback of progress. Other problems include finding effective types of rewards. For example, the Project X teacher started off by using a point system, but she found that the pupils were not interested. This is probably because the point system did not lead to subjectively highly valued rewards, such as having access to the computers or reading a favourite magazine. Mischel (1973) has argued that if a reward is not subjectively highly valued by the person whose behaviour you are trying to change then that person is less likely to learn the desired behaviour because of the weakness of the 'reward' as a positive reinforcer. Thus, the author believes that such problems could be negated by project teachers administering reward preference questionnaires which may provide some valuable data on the reinforcing strengths of various types of rewards. Such data could then help the teacher to create a programme that reflects the pupils' subjectively highly valued rewards which may then lead to them being more highly motivated to improve their behaviours (Mischel, 1973). However, the Project X teacher did overcome some of the problems associated with her reward system by placing a greater emphasis on praise which she believes has been very effective in encouraging the project pupils to attend school and to engage in working activities, such as mathematics.

With regard to their positions as project teachers, the Project X teacher stated that she believes in what she is doing and hopes that in the future more mainstream teachers will become more involved with the project activities. On the other hand, the Project Y teacher stated that she finds the work extremely demanding and would like to return to mainstream teaching.

When evaluating the responses of the two project

teachers, one is given the impression that the Project X teacher tended to give more detailed responses than the Project Y teacher. This is probably because at the time of the interviews the Project X programme had only been recently established (i.e. a few months), whereas the Project Y programme had been running for at least one year. Consequently, the Project X teacher may have been more enthusiastic about this new adventure, whereas the Project Y teacher may have lost some of the enthusiasm over time, perhaps because of the increasing demands of the work. Further study of their responses does reveal other differences, for example, the Project X teacher emphasised the importance of acceptance of pupils, whereas the Project Y teacher emphasised the use of behaviour therapy in the management of problem pupils. The Project X teacher felt very positive about her work and she was also very hopeful about the prospects of mainstream teachers becoming more involved with the project; whereas the Project Y teacher believed that very few mainstream teachers at her school showed enough interests in even reading her reports. The disparity in the two project teachers' enthusiasm is highlighted further in their aspirations for the future: with the Project X teacher showing much greater enthusiasm by wanting to expand the project to include more mainstream teachers and 'problem' pupils, whereas the Project Y teacher shows signs of weariness in that she finds the project totally demanding and would like to leave the special needs programme in order to return to mainstream.

Therefore, the interviews suggest that school-based projects vary in their experiences of the receptions which they receive from their mainstream schools, with some established by project teachers whose enthusiasm appears to be heightened further by their belief that the mainstream school not only has a great deal of potential to offer, but that it is also willing to participate in the project; whereas other project teachers may experience a loss in confidence in the mainstream school staff with the resultant consequence that such project teachers may also feel that their special needs work is not appreciated and they would

prefer to leave the project programme.

However, there are similar experiences which are shared by both project teachers. For instance, they both feel isolated from mainstream school and they tend to have very limited contact with mainstream school pupils. They both stated that it is difficult to maintain formal contact with the mainstream staff either because of industrial action or because the staff tends not to read the reports on project pupils' progress. They express the need to establish greater links with staff of other departments, especially specialists teachers, whom they believe would raise the awareness of special needs and also raise the educational standards of the projects. They also express the need for greater training in the use of classroom evaluation techniques in order to make better objective assessments of both project-teacher's and project-pupil's progress. Both projects were established as a response to school disaffection and with assistance from senior management the projects were organised within the framework of behaviour modification in order to motivate non-school attenders to attend school.

Therefore, in general, the two interviews highlight the close relationships between social/psychological aspects and systems interaction/sociological aspects: with the psychological aspects (e.g. behaviour modification) being geared towards motivating pupils which can then be assisted further by the school organising effective communication networks (e.g. interaction analysis) in order to provide support and understanding for the children, their parents and their project teachers.

An Interview with a Senior Official of the Leicestershire Education Welfare Service

A Senior Official was interviewed in order to gain some insight into how the Service manages school attendance problems. The Official stated that the role of the EWO is mainly to enforce school attendance, but they are also expected to look at wider issues such as family problems and

living conditions. The EWOs work mainly with secondary school children because this age-group is most at-risk of becoming truants. The Official suggested that this high prevalence of truancy among secondary school children, as opposed to primary school pupils, might be related to physical changes that occur at this age, such as girls starting to menstruate. These changes may lead to such pupils becoming self-conscious about their bodies especially during PE lessons. Thus, self-conscious behaviour may lead to truancy. Such a premise is supported further by Cooper (1984) who found that truants were significantly more likely to feel self-conscious than good school attenders.

Some of the preventative measures taken by EWOs include groupwork sessions where non-school attenders can discuss their problems and the things that schools might have to offer. The main aim of these work sessions is to help the EWOs and the truants to develop more trusting relationships, as well as to help the truants sort out their problem areas particularly those related to their school timetables, such as PE or mathematics. The Official believes that such an approach may also help the truants to see that the EWO is not a 'policeman or policewoman'.

Other interventive approaches by the EWO includes home tuition for pregnant school girls and for children who have been excluded from school. The EWO also assists in the reintegration process of special needs pupils into mainstream school mainly by counselling. However, the Official appeared somewhat pessimistic about the future because he believes that the new Education Reform Act (1988) may allow schools to cut their budgets which could lead to schools attempting to deal with truancy themselves without the assistance of the EWO. This he argues could have adverse consequences for the Service in terms of fewer employment opportunities.

This interview highlighted several important issues. For example, the fact that EWOs are willing to encompass the wider issues of non-school attendance, such as home

conditions and curriculum-related problems, suggests that the Service in Leicestershire is prepared to consider the social and curricular aspects of truancy which is somewhat ignored in the DES (1986) circular on the duties of EWOs by making no mention of provisions for pregnant school girls, school phobics and drug abusers. The Service also feels that by using methods (e.g. group work sessions) normally associated with social work it is able to develop more trusting relationships with persistent absentees and, therefore, negate the adverse image of the 'policeman'. The fact that the Service is emphasising a more social work approach may indicate that the DHSS and the Education Welfare Service are increasingly taking similar approaches to dealing with 'problem' children. Such similarities may in future provide the grounds for greater interdepartmental interaction to ensure that children receive a more suitable education.

Unlike Berg et al. (1978a, 1978b) whose approach was simply to order truants to return to school, the Leicestershire Service attempts to investigate the teacher-pupil relationships in order to detect any school-related problems that might be generating truancy. This more qualitative approach by the Service allows EWOs to organise a more conducive school timetable in order to negate some of the anxieties which the truants might experience when they attend school. It is also interesting that EWOs are now involved in giving pupils home tuition which not only helps to promote good relationships with the child concerned, but also with the whole family.

Essentially, the interview with the Official indicates some promising developments within the Service in that: (a) it is now taking preventative measures by working closely with primary schools so that truancy can be detected at an early age which may make it easier to combat disaffection; (b) the Service is increasingly recognising the multifaceted nature of non-school attendance which includes both home-related problems and poor school curricular organisation. Therefore, this interview points to

the fact that the Leicestershire Service is investigating the potential of a multi-disciplinary approach which may have future implications for the juvenile courts. Such implications may include the magistrates considering the educational diet of the persistent absentees in terms of problem areas, how to reorganise the school timetable to better suit the needs of the truants, and the magistrate may also assess the effects of the pastoral care systems offered by schools. Such wider approaches may increase the magistrates' awareness of alternatives, such as home tuition, which may lead to reduced anxiety among disaffected pupils and, therefore, ensure that they receive a more effective education.

The Parent Questionnaire

The parent questionnaires were administered to the parents of the School Y sample in order to assess parental attitudes towards their child's education. In relation to the Subject parents, many stated that their child's placement on the project was related to learning problems and truancy; they were satisfied with these reasons and hoped that the project would improve their child's reading skills. The Subject parents were informed about their child's placement by letters and they were also invited to visit the school. Such data indicate that the parents were well informed by the school about the reasons for their child's placement. This process of informing parents about school actions is in agreement with Newell (1980) and Innis (1981) who both argue that an important aspect of special placements is that families should be informed in order to ensure that a 'clients' interests receive appropriate attention. The parents also indicated that they were particularly interested in the project helping to improve their child's academic skills. This might be complemented by the fact that the Subject parents also believe that individual attention had the most beneficial effects for their child's educational progress (see Chapter 10b Part II).

In relation to the issues on the benefits of education, 50 per cent of the Subject parents believe that

their child had benefited from the project, especially in terms of school attendance and reading. Most of the Control A parents believe that their child had not benefited from school because the curriculum did not encourage school attendance. Whereas most Control B parents believe that their child had benefited from school especially in terms of sitting 'O' level and CSE examinations. When comparing the Subject and Control A parents' responses, the data indicate that the former found the special programme much more beneficial for their child's needs, whereas the latter believe that the mainstream school has less to offer their child. This suggests that non-school attenders may produce more positive outcomes when placed on a project than those disaffected pupils who remain in mainstream school. This premise is supported further by the fact that the Subject adolescents were more successful in obtaining jobs than the Control A adolescents (see page 790). However, when the Control B parents' responses are compared with the other two groups, there is a clear indication that the Control B group parents were the most satisfied with their child's education. This disparity in the three groups' responses might be highly influenced by the fact that the Control B adolescents were entered for public examinations which may have helped the Control B parents to appreciate further the importance of schooling for their child. This may also imply that the non-examination status of pupils may have a negative effect on the attitudes of the families concerned towards schooling.

The three groups of parents believe that school can become more effective by monitoring children at an early stage of their secondary school lives; that the school should encourage parents to visit the schools via invitations and parents should be regularly informed about the examination system; and that the parents believe further that schools should encourage pupils to develop academic skills, especially in English and mathematics. The data add support to the findings of Rutter et al. (1979) and Mortimore et al. (1988) who argue that effective schools promote close teacher-parent relationships, and that such

schools also emphasise lessons which are work-orientated. The data also support Reid et al. (1987) and the Hargreaves Report (1984) in that they stress the need to monitor pupil progress from a very early stage so that preventative measures can be taken to ensure that problems do not escalate in severity. This preventative approach is also an important issue to the Leicestershire EWS which has developed close relationships with primary schools in order to make more effective assessments of pupil progress.

In summing up the parents' responses, the data appear to support the attitudes of the two project teachers and the EWS in that the parents stress the need for the school to encourage pupil interest in academic work, and the need for the school to build effective communication networks within its staff and with the home. This implies that the parents also recognise the many facets associated with school disaffection and school success. In otherwords, the multi-disciplinary model is again applied here with many of the parents holding the attitude that their child's needs are best met with early support and encouragement from the school, by the school emphasising academically-orientated activities and by the school developing regular home-school contact in order to ensure that parents are aware of their child's progress.

The Teacher Questionnaire

The teacher questionnaires were administered to the members of staff at School X and School Y. The main purpose of the questionnaires is to assess the teachers' attitudes towards the special needs project at their school. The qualitative data indicate that the teachers believe that the type of child who will benefit the most from the project include those with learning difficulties, social problems (e.g. broken homes) and those pupils with low self-confidence. The children who the staff believe to be the least likely to benefit from a project placement include those who are regarded as above average intelligence, but are totally disruptive. These comments seem to agree with the author's own observations. For example, in one of her

case studies an adolescent called Ian (see Preface for details) showed extremely aggressive behaviour, but was regarded by the teachers as very intelligent. Consequently, he was placed on a special unit in which his behaviour deteriorated. Furthermore, the unit was unable to meet his needs because its resources were geared towards those pupils with learning difficulties. This lack of appropriate catering for Ian's education led to him becoming frustrated and he eventually dropped out of the unit. Therefore, if future special needs programmes are to cater adequately for disruptive, bright pupils then they have to organise a curricular timetable which is intense and very challenging to such pupils. It is quite possible that their disruption is at least partly a result of them finding school unstimulating due to their relatively 'high intelligence'. Such pupils are probably what Murgatroyd (1987) would call 'paratelic' truants who tend to find school very unstimulating and, therefore, become truants in order to find excitement in town or with friends which would cater for their high arousal needs.

The mainstream teachers believe that the management of problem pupils should emphasise closer personal relationships with adults who the pupils perceive as genuinely interested in them as individuals. Such opinions concur with the project teachers and the EWOs who all stated that close, trusting contacts are essential if disaffected pupils are to positively respond to schooling.

On the issues related to mainstream school and project contact, the teachers stated that they would prefer project criteria which is more responsive at an earlier age; they believe that the staff should become more involved in counselling project pupils; and that other professionals (e.g. industrialists and social workers) should be encouraged to participate in the project timetables. Here we see that the mainstream teachers concur further with the project teachers in that they also believe that there are weaknesses in the interactional processes between project and mainstream school. Such weakness seems to be

particularly influenced by the lack of formal communication between the various sub-units. This can be partly corrected by encouraging more staff (especially sympathetic staff who are popular with the project pupils) to participate in the project timetable. This premise is supported further by the staff who argue that good project-school relationship can be promoted by mainstream teachers retaining some responsibilities for project pupils. They suggest that this responsibility can be best demonstrated by mainstream teachers participating in the actual planning of the project pupils' curriculum, or by the setting up of weekly sessions where mainstream teachers can visit the projects for coffee and the exchange of academic work on both sides. Such findings add agreement to the literature which suggests that the emphasis on academic work is primary in effective schooling (Hargreaves Report, 1984; Mortimore et al., 1988; Reid et al., 1987; Rutter et al., 1979).

Although most teachers indicate that they find it difficult to evaluate the success of the project (see page 810), nevertheless, they suggest that the assessment of pupil outcome should include pupil ability to adapt to new situations and the pupil showing signs of improved standard of academic work. The teachers also suggest that contact between the school and project could be greatly improved by encouraging project pupils to take some responsibilities in the maintenance of their school, or the project could present a monthly updated news paper to the mainstream staff. However, this latter suggestion raises doubts because one project teacher found that very few of the mainstream staff read the reports issued by the project which informs the school about the project pupils' progress. Other suggestions from the school staff for more effective approaches to combating persistent absenteeism include clarifying the role of the project, allocating more funds to the project for activities such as catering, and encouraging the project pupils to participate in the decision-making processes of their school.

In general, the mainstream teachers believe that

contact between school and project needs to be improved mainly by establishing clearer definitions of the aims of the project; involving more teachers and other professionals in the project curriculum; emphasising the need for the project to be academically orientated; and by allowing project pupils to take more responsibility in the decision-making process of their education and by also encouraging them to help maintain their school. Presumably, the aim is ultimately to help the project pupils develop a more mature attitude towards education with the assistance of the whole school. Thus, the teachers' responses concur with the literature related to the School Effectiveness Movement which suggests that the perceptions of pupils, teachers and parents in relation to schooling needs to be considered if schools hope adequately to address school-related problems (Mortimore et al., 1988; Reid et al., 1987; Reynolds, 1985; Reynolds et al., 1980; Rutter et al., 1979).

Limitations of this Study

With collecting such a wide range of data, the methodologies used will naturally show some limitations because of the small numbers of respondents which limits one's ability to generalise, or because the data are collected from people's opinions which might be weakened by personal biases or poor memories. Thus, some of the limitations of these studies include:

- (a) Both the home conditions and parent responses to their child's truancy were rated by the two school panels. Therefore, it is possible that the ratings might reflect the subjective opinions of a 'middle-class' professional group (i.e. the panels) who may perceive working-class homes and the behaviours of working-class parents as less than satisfactory, whether or not this is the case. However, it must be noted that good school attenders' homes were predominantly rated by the members of Panel Y as 'good' or 'satisfactory', although the majority of these good school attenders are regarded by the Panel Y as working class. Also in the case of rating parental

attitudes towards their child's truancy both panels did rate some of the parents as showing great concern in the sense that not only will the parents co-operate with the school in turning up for meetings, but they will also follow-up their child's progress by maintaining contact with the school. Therefore, one may assume that such data are reliable because many of the opinions expressed by the two panels were substantiated further by other documents, such as social workers reports and EWO investigations. Furthermore, the author provided some guidelines for the panels (see Chapter 10a) which may have helped them to use a similar 'yardstick' in order to judge the research population's homes and their parents behaviours. Such an approach may have assisted the integrity of the data by ensuring that ratings remain fairly consistent and, therefore, lessen the chances of a pupil being unfairly judged.

- (b) The history of parental social problems (e.g. alcoholism) was assessed via the schools' and social workers' knowledge of the families medical and police records. Therefore, it is quite possible that some of the information may have been corrupted by inaccurate memories of the details of the cases or by misunderstandings of the parents' problems. However, caution was taken by both the social workers and the schools' medical staff by regularly recording family problems discussed at case conferences. It must also be noted that other professionals (e.g. probation officers) who also work directly with such families do have some contact with the caring agencies which may add further to the reliability of the data relating to the families' history of social problems.
- (c) Because some of the poor school attenders experience writing problems, this made the collection of qualitative data more time consuming as it usually involved a teacher having to write the pupils' responses. Such a procedure may have made the pupils reluctant to tell the truth in order to protect

themselves, or they may try to give the 'right' answers in order to please their teacher. However, many of the teachers believe that the pupils' responses do reflect much of their attitudes and behaviours during school. The author also found it difficult to collect qualitative data from the parents in this study. This is probably because they may not be fully aware of the educational issues related to their child or they may feel apprehensive about discussing fully their child's experiences with strangers (i.e. the interviewers). Therefore, the variety of ideas as presented by the parents might be limited because of their sparse responses.

- (d) Unfortunately, the number of parents and teachers who responded to the respective questionnaires was not as high as the author had hoped. Therefore, one needs to be aware of the fact that the data collected from these questionnaires may not be wholly representative of all the parents and teachers involved in this study.
- (e) By definition many of the persistent absentees tended to be absent from school (especially the Control A adolescents) when questionnaires (e.g. Home-School Questionnaire) were administered. Therefore, the data may not be representative of the whole persistent absentee population in this study. However, the wealth of information collected may, nevertheless, provide some insight into the experiences of at least some of the persistent absentees which might be valuable for future management approaches.
- (f) The members of Panel X did not permit the author to administer a questionnaire to the parents of the School X Subject pupils because they (Panel X) believe that many of the parents might not be willing to co-operate due to the fact that their child was either expelled from the school or had to be transferred to a new school because of reintegration problems. Thus, this unfortunate situation highlights several problems

including: (i) that researchers need to be aware of the fact that authorities can severely limit the amount of data which they are permitted to collect, especially if such data are perceived by the authorities as being 'politically' sensitive (also see Reynolds, 1985, who has noted similar experiences of researchers with LEAs); (ii) that short-term projects need to be aware of the fact that their programmes may carry a high risk of poor pupil outcomes during reintegration into mainstream and, thus, other alternatives may have to be considered by the schools such as long-term projects; (iii) it is possible that the school may have felt a failure to both the project pupils and their parents who may have trusted in its ability to help and, therefore, the school probably felt too embarrassed to allow the author to interview such parents; (iv) this lack of data may have limited our knowledge on parents' opinions of the adverse consequences of reintegration which might have otherwise provided some heuristic value for future reintegration programmes.

However, despite the above mentioned limitations, the findings are still valid because the data were collected from a variety of resources (e.g. social workers, pupils, parents and teachers) which supported the general implications of this study (e.g. persistent absentees experience greater support in special needs projects than in mainstream school). Therefore, the resources used in this study confirm further the reliability of the research outcomes.

Summary of Discussion

The author discussed some of the relevant issues to non-school attendance. The data presented here suggest that non-school attendance is a multifaceted problem that is associated with poor home conditions; single-parent families; a family history of truancy; parents making court appearances for their child's truancy; the families having contacts with caring agencies; pupils who show poor scholastic performance, who feel alienated from school and

peers, and have conduct disorders; and is associated with families who experience unemployment. The interpretation of the data suggest that many of the personal problems experienced by the non-school attenders can be related to both home and school conditions. For example, parents of persistent absentees tend to have employment problems which may adversely affect the material resources needed by such pupils (e.g. decent clothing) and, therefore, this may make the persistent absentees become more self-conscious about their appearance which can lead to them truanting from school in order to avoid embarrassment. On the other hand, persistent absenteeism tends to be associated with a lack of individual attention in the classroom, a lack of contact with the community and with pupils who perceive their mainstream teachers as uncaring towards their educational needs.

The data collected from the project teachers indicate that such teachers believe that 'problem' pupils should be encouraged to improve their behaviour by using a reward system. This is supported further by the fact that the research population show preference for certain types of rewards (especially the non-school attenders), such freedom to choose an activity or receiving adult approval. The project teachers, like the parents and mainstream teachers, believe that there is a lack of contact between the projects, mainstream school and home. Such lack of contact can generate feelings of isolation and misunderstanding which may adversely affect the school-based projects ability to cater for the special needs of non-school attenders.

Thus, the discussion highlights the need to make schools more effective by emphasising more work-orientated lessons, encourage pupils to sit examinations; give pupils greater individual attention; encourage greater contact between the school, home and project via invitations, PTA meetings and reports; encourage closer relationships between the various school departments and project via coffee sessions or by 'recruiting' more specialist teachers to work in the project timetable which, in turn, may also raise the

standard of education offered to project pupils; and schools should establish pastoral care systems which emphasise giving advice on academic work (e.g. tips on revision techniques), and also give support to pupils who may be experiencing behavioural difficulties or having problems at home.

In the following section the author will discuss the processes of the teacher-pupil interactions and how such interactions may affect pupil behaviour in terms of time spent on work and in terms of school attendance rates. There will also be a discussion on the frequency of contacts which the school-based projects experience from, say, parents, teachers and educational psychologists.

Chapter 12b

Discussion of the Pupil Outcomes from the Two School-Based Projects

The main aim of this chapter is to assess the classroom activities of the two research projects and their effects on pupil outcomes (e.g. school attendance rates). Therefore, this discussion will focus on the data related to classroom behaviour (via the Galton Pupil Record Sheet); teaching style (via the FIAC); school attendance patterns (via the official school register); frequency of target behaviour; and frequency of contact between the home; school and project. The main aim is to highlight any possible relationships between school attendance, teaching style and pupil classroom behaviour which may provide some indications on the strengths and weaknesses of the present educational policies. Hopefully, such assessments may show some directions for future pedagogical approaches within the framework of a multi-disciplinary concept.

School Attendance Rates

The research population's school attendance patterns were assessed via the school register. These data were collected because the literature suggests that school attendance patterns provide relatively reliable indicators of any significant behavioural changes which might occur during intervention (Ayllon et al., 1974; Brooks, 1974, 1975; Herbert, 1978; Hersov, 1960b; Morgan, 1975; Lawrence et al., 1982). The school attendance rates for the School X Subject pupils were monitored during three phases - pre-intervention (i.e. attendance at mainstream school), intervention (i.e. attendance on Project X programme) and follow-up (i.e. return to mainstream school). The results show that during the four months of pre-intervention the Subject pupils' school attendance deteriorated particularly during the fourth month. However, their school attendance increased very significantly throughout the intervention

period. During the follow-up phase the Subject pupils' school attendance rates decreased significantly and this was particularly true for the last month of this phase when the Subject pupils' school attendance rate was below 10 per cent of all possible attendances. Thus, the school attendance figures suggest that the Subject pupils showed significantly improved educational progress during intervention.

These school attendance results partly support the hypothesis which states that the Subject pupils will show significantly higher school attendance rates during intervention than during pre-intervention. However, the results do not support the hypothesis which states that the significant increase in school attendance attained during intervention will be maintained during the follow-up phase.

In relation to the literature, the school attendance figures in this present study appear to support some of the authors. For example, the literature suggests that intervention programmes, which emphasise the use of rewards and counselling, are associated with significant increases in school attendance among truant pupils (Ayllon et al., 1974; Brooks, 1974, 1975; Lawrence et al., 1982; Morgan, 1975; Patterson, 1965; White, 1980). Therefore, the present findings confirm previous work which shows that intervention can effectively improve school attendance among disaffected pupils. However, the present study does not support the literature which suggests that truant pupils tend to maintain their improved school attendance rates during the follow-up phase (Ayllon et al., 1974; Brooks, 1974, 1975; Lawrence et al., 1982; Morgan, 1975; Patterson, 1965; White, 1980). This apparent disagreement on the follow-up outcomes might be due to several differences between the intervention approaches of the literature and those of the present study such as: (a) in the literature the Subject group tends to remain within mainstream classes throughout intervention (e.g. Brooks, 1974, 1975), whereas in this study the Subject pupils were removed from mainstream classes to attend the project which probably made reintegration more difficult to achieve; (b) intervention usually involves the therapist

working directly with the truant by providing counselling and organising the contingency rewards (e.g. Herbert, 1978), whereas in this study the therapist (i.e. Project X teacher) also served as the main school teacher for the Subject pupils and this may have increased their loyalty to her at the expense of them showing a greater distrust of mainstream teachers.

However, such poor pupil outcome during the follow-up phase of this present study may confirm several interpretations. For example, the poor follow-up outcomes support Reid's (1982d) argument in which he suggests that pupils who are reintegrated into mainstream schools, after attending special needs projects, tend to show very poor school attendance rates. He states that these poor school attendance rates, which occur during reintegration, might be due to the pupils experiencing problems of adapting from the unorthodox style of teaching in the projects to the more traditional approach of the mainstream school curriculum.

Reid's explanation of the poor follow-up outcomes among truants can be interpreted further by the behaviourist argument. Herbert (1978), for example, asserts that it is important to retain children within their natural environment during intervention. He argues that if children are placed in a clinical setting which has different contingency rules to the home (or mainstream school) then whatever behaviour changes that are accomplished in the clinical setting will not be transferred to the home (or school) because the difference in the rules of the two settings can result in different behaviour patterns. Similarly, this argument can be applied to the School X Subject pupils who attained improved behaviour changes (i.e. school attendance) in Project X, but they showed very poor school attendance rates during their return to mainstream school. Therefore, Herbert would argue that the differences in the Subject pupils' behaviours for the two settings might be due to differences in the contingency rules. For example, analysis of some of the aspects of the Project X curriculum shows that its organisation differs to that of the

mainstream school curriculum, such as the Project X operates with significantly smaller classes than mainstream which may provide greater stability for the Subject pupils and the Project X programme has significantly more contact with outside professionals which may assist further the Subject pupils' experiences of the outside world (see Chapter 12a). Earlier discussion on the qualitative data (see Chapter 12a) confirms the fact that the Subject pupils perceived the Project X as having a different ethos to that of the mainstream school. For example, the Subject pupils believe that they received more assistance with their academic work during the Project than during the mainstream school. Thus, as would be predicted by Herbert, such differences in curricular settings may have influenced the significant differences in the Subject pupils' school attendance rates during the three phases, with them showing good attendance during the intervention setting and showing poor attendance during the different contingency settings of the other two phases.

Interestingly, Herbert's (1978) 'push-pull' concept can also explain the differences in the Subject pupils' school attendance rates during intervention and during mainstream school especially at the reintegration stage. He would argue that the Project X programme has greater 'pull' (i.e. attractive) aspects than mainstream school, especially in terms of emphasis on rewards and greater academic assistance; whereas the mainstream school has greater 'push' (i.e. pupil showing reluctance to attend school which may require the parent to almost push the child to school) aspects, such as poor teacher-pupil relationships, which generates truancy among the Subject pupils. This argument is supported further by the qualitative data which suggest that the Subject pupils enjoyed the Project X programme because they believe that the Project teacher is more supportive, they have greater access to computer facilities and they like the project group (see Chapter 12a). However, by contrast, they disliked mainstream school mainly because of boring lessons, because they find mainstream teachers 'snobbish' or they do not have good relationships with their

mainstream teachers (see Chapter 12a). Thus, the Subject pupils' perceptions of the Project can be interpreted as having predominantly 'pull' characteristics; whereas their perceptions of the mainstream school appear to reflect predominantly 'push' characteristics. Consequently, the Project X being perceived as having predominantly 'pull' characteristics is therefore associated with significant increases in school attendance. Whereas the mainstream school being perceived as having predominantly 'push' characteristics is also associated with significantly poor school attendance rates among the Subject pupils.

The sociological thesis provides another explanation of the School X Subject pupils' attendance patterns during the three phases. The sociological thesis states that positive pupil outcomes (e.g. reading skills and school attendance) appear to be associated with school factors, such as good teacher-pupil relationships which reflect teachers' interests in their pupils' academic progress (Hargreaves, 1967; Mortimore et al., 1988; Rutter et al., 1979); a sense of security and belonging (Plowden Report, 1967; Reid, 1981; Sayer, 1987); regular work assessments and regular home-school contact (Hargreaves Report, 1984; Mortimore et al., 1988; Rutter et al., 1979); lessons which generate pupil interest through making the topics relevant to real life and examinations (Hargreaves Report, 1984; Kyriacou, 1987; Reid et al., 1987; Rutter et al., 1979); pastoral care which emphasises academic work (Armstrong & King, 1977; Galloway, 1987; Hamblin, 1981); teachers who tend to pacify pupil disruption rather than challenge (Clarke et al., 1981); and maximum teacher-pupil interactions which reflect clear directions on task activities (Haertel et al., 1981; Mortimore et al., 1988). Therefore, the sociological model would argue that the Project X programme is associated with improved school attendance because it emphasises factors such as counselling, closer contact with the community and offers greater help with scholastic difficulties. By contrast, the model would argue that the mainstream school curriculum is associated with poor pupil outcome because the Subject

pupils feel alienated and unwanted, they are less likely to receive extra help with academic work, they have poor relationships with their mainstream teachers and they perceive the mainstream curriculum as rather uninteresting. Therefore, changes within the school curriculum that attempt to establish 'on-site' projects appear to improve school attendance (Hargreaves Report, 1984).

In order to emphasise the significance of school factors on pupil outcomes many of the school effectiveness studies attempted to investigate schools with similar intake characteristics (e.g. working-class backgrounds) so that consistent analysis and interpretations can be better accomplished (Mortimore et al., 1988; Rutter et al., 1979). However, this present study adds further support to the argument that curricula do make a difference by studying the same pupils under several curricular approaches. Such an intra-subject approach has the added advantage of placing the author in a better position to control intake factors (e.g. home conditions and parental discipline) in the sense that each Subject pupil's family background remained more or less the same throughout the study. Therefore, despite all the indications (via interviews with EWOs and social workers) which suggest that no major improvements occurred within the Subject pupils' home conditions, nevertheless, they were able to attain significant increases in school attendance during intervention. However, this is not to say that home factors are insignificant in issues relating to school attendance, on the contrary, studies have shown that when therapists attempt to improve the parent-child relationship then school attendance does improve (e.g. Ayllon et al., 1974; Herbert, 1978). The point that is being made here is that, as a complement to home factors, school factors may also influence school attendance. Furthermore, the follow-up figures indicate that poor school attendance appears to be associated with mainstream school. Thus, this may serve as a warning that schools can generate disaffection among its pupils and this is true despite the fact that some of the Subject pupils come from 'good' home backgrounds as assessed by Panel X (see Chapter 12a).

Therefore, the School X Subject pupils' attendance patterns provide support for the behaviourist model which suggests that contingency rewards can improve school attendance (Ayllon et al., 1974; Brooks, 1974, 1975; Lawrence et al., 1982; Morgan, 1975; Patterson, 1965; White, 1980). The present study also supports the sociological model which argues that, despite similar pupil intake factors, pupils show 'good' school attendance rates if they attend schools that emphasise high teacher expectations, close parent-teacher relationships, work-orientated classes, closer community contact and maximum teacher-pupil interaction (Hargreaves Report, 1984; Mortimore et al., 1988; Reynolds & Murgatroyd, 1977; Reynolds et al., 1980; Rutter et al., 1979). Thus, the multi-disciplinary model is applicable in the interpretation of underlying factors which appear to be related to persistent absenteeism.

In relation to School Y, the results show that the Subject adolescents' school attendance rates increased significantly during the first year of intervention when compared with their mainstream school attendance rates (i.e. pre-intervention). However, both the Control A and Control B adolescents showed no significant increases in their school attendance rates during the first-year intervention phase when compared with the pre-intervention phase. Therefore, these findings support the hypothesis which states that intervention will significantly improve the school attendance rates of the Subject adolescents. Furthermore, the fact that the two Control groups did not show any significant improvement in their school attendance adds confirmation to the importance of establishing school-based projects to help pupils who are disaffected from mainstream school. The findings also add support to the literature which suggests that behaviour therapy can effectively improve school attendance among truants (Ayllon et al., 1974; Brooks, 1974, 1975; Herbert, 1978; Hersov, 1960b; Morgan, 1975; Lawrence et al., 1982) because such intervention aims at making school attendance more rewarding for the pupils and, therefore, positively reinforces the

pupils' attendance rates.

However, the present findings also show that there are limits to how far school intervention projects can reinforce school attendance. Such limitations are particularly noted in the school attendance figures during the second year of intervention where the results show that the Subject pupils' attendance rate is not statistically significantly different from their attendance patterns during pre-intervention. This contradicts the hypothesis which states that the Subject adolescents will maintain a significantly higher school attendance rate throughout the two-year intervention programme than during pre-intervention. This relatively poor school attendance for the second-year intervention phase also contradicts the literature which suggests that behaviour therapy will positively reinforce school attendance (Ayllon et al., 1974; Brooks, 1974, 1975; Herbert, 1978; Morgan, 1975; Lawrence et al., 1982). One of the main reasons for this disagreement with the literature is that the intervention period in this present study is much longer than many of the intervention programmes found in the literature - with many of them lasting for only a few months (Ayllon et al., 1974; Brooks, 1974, 1975; Herbert, 1978; Morgan, 1975). Therefore, such a relatively long intervention period may have reduced the Subject adolescents' interests in the reward system as the novelty wore off, lessen the reinforcing properties of the rewards in encouraging school attendance, and consequently, lead to greater school absenteeism as indicated by the above results which show that the Subject adolescents exhibit greater truancy during the second year of intervention than during the first year of intervention.

The model presented by the sociologists would argue that the Subject adolescents' relatively poor school attendance rates during the second-year intervention phase may reflect a progressive dissatisfaction by both the project teacher and Subject adolescents with the school system. For example, Hargreaves (1967) argues that 4th and 5th year pupils represent a 'crystallisation' of the values

inculcated by the school and the end product of the education process. Thus, in the case of the Subject adolescents it is possible that they have consolidated the negative values of the school system during their second-year intervention phase (i.e. 5th year of secondary schooling), especially in terms of their non-examination status, which may have reduced their interests in school. This argument is supported by Hargreaves (1967) who asserts that the non-examination status of students may discourage them from attending school. Furthermore, Rutter et al. (1979) and Mortimore et al. (1988) argue that school disaffection is significantly associated with school classes which tend to emphasise behaviour-orientated lessons rather than academic work. Rutter et al. (1979) also found that many pupils attended school mainly because of their examinations which, by the same token, may also suggest that non-examination pupils would therefore find school irrelevant to their future prospects.

In relation to the project teacher, the sociological model would assert that the project teacher became increasingly dissatisfied with the lack of support received from mainstream school. Such lack of contact may generate feelings of isolation among project teachers which may lessen their ability to encourage school attendance among their pupils. For instance, some authors found that teachers who felt that they have good contact with senior management tended to be associated with schools with positive pupil outcomes (Burden, 1978, 1981; Mortimore et al., 1988; Reid et al., 1987; Rutter et al., 1979). This finding is also supported by the present study in which the results show that the Project Y teacher felt very disappointed with the lack of interest which she received from the mainstream school and partly as a consequence, she hoped to return to mainstream teaching (see Chapter 12a). However, by contrast the Project X teacher showed much greater confidence in the potential of the mainstream school teachers and she also showed greater enthusiasm for her intervention approach which she hopes to extend (see Chapter 12a). Therefore, the differences in the two project teachers' responses might be

partly due to their perceptions of mainstream school support. Thus, it is essential that mainstream schools maintain regular contact with special needs projects in order to avoid creating feelings of despondency among their project teachers which, in turn, could adversely affect pupil outcomes as indicated by the Subject adolescents' poor school attendance rates during the second year of intervention.

Comparisons of the three groups' school attendance during the three phases indicate that the Control B adolescents attained significantly higher school attendance rates than the other two groups. This result does not support the hypothesis which states that the Subject adolescents will attain similar school attendance rates to those of the Control B adolescents. Nor do the results support the hypothesis which states that the Subject adolescents will attain significantly higher school attendance rates than the Control A adolescents during the first and second years of intervention. These findings also do not support the literature which suggests that non-school attenders who receive behaviour therapy show significantly higher school attendance than the matched truant control groups (Morgan, 1975; Lawrence et al., 1982). It must be noted that during pre-intervention the Subject adolescents had a school attendance rate which was lower than that of the Control A adolescents. However, throughout intervention the Subject adolescents attained a higher school attendance rate than the Control A adolescents. Although this difference is not statistically significant, nevertheless, the Subject adolescents achieved an improved school attendance rate compared with the Control A adolescents.

There are several possible reasons for the differences between the groups in terms of their school attendance patterns. For one, the Control B adolescents maintained a significantly higher school attendance rate during the three phases possibly because they have a vested interest in schooling - that is the opportunity to sit public examinations. By contrast, both the Subject and

Control A adolescents do not have a vested interest in attending school in terms of academic qualifications and, therefore, their school attendance rates remained relatively poor despite the fact that the Subject adolescents received a special needs programme. Therefore, these findings may highlight further the need to explore school disaffection in relation to school factors, especially in terms of the examination system. This premise is also supported by school effectiveness research which argue that high teacher expectations and access to relevant qualifications may help to combat truancy (Hargreaves, 1967; Mortimore et al., 1988; Reid et al., 1987; Rutter et al., 1979).

On the other hand, it is possible that the Control B adolescents achieved the highest school attendance rate because they are more likely to form good teacher-pupil relationships as they do not display the conduct disorders which are significantly related to the two persistent absentee groups (see Chapter 12a). Furthermore, the Control B adolescents are significantly more likely to come from 'good' homes which possess educational resources, such as dictionaries and encyclopaedias. Therefore, it is quite possible that school attendance is related further to pupils' home conditions in which the closer the resemblance between the home and school settings (e.g. in terms of resources and values) the more likely the pupils will show good school attendance. Such an argument is also supported by Bowles and Gintis (1976) who suggest that children who come from homes with good resources are in a better competitive position within the school than poorer children mainly because the materially better-off children will receive assistance from home. This premise relating to the issue on the relationship between home and school settings is also supported by Herbert (1978) who similarly argues that the greater the comparability between the two settings in terms of contingency rules then the greater are the changes that the children will transfer similar behaviour patterns from one setting to another. Thus, it is quite possible that the Control B adolescents recognise the affinity between their homes and school which, in turn,

probably assists them in adapting to school life. Whereas both the Subject and Control A adolescents may feel that the school does not resemble the ethos of their homes which, in turn, leads to them feeling uncomfortable at school and displaying behaviour problems. This may explain why both the Subject and Control A adolescents are significantly more likely to feel 'uneasy' at school (see Chapter 12a).

Interestingly, Reid (1981) also found that persistent absenteeism is significantly related to pupils who feel alienated from school, while Willis (1977) found that a significant proportion of working-class children who display behaviour patterns of their communities (e.g. refusal to be passively obsequious) are more likely to be regarded by their 'middle-class' teachers as deviant and, in turn, such children are more likely to truant from school. Therefore, such research highlights further the fact that differences in cultural values between the homes and schools might be related to school disaffection which, in turn, suggests the need for closer home-school contact in order to encourage greater understanding of pupils' needs. In fact, the evidence suggests that good parent-teacher relationships are significantly related to good pupil outcomes (Mortimore et al., 1988; Reynolds & Murgatroyd, 1977; Reynolds et al., 1980; Rutter et al., 1979).

The analysis of the termly attendance rates of the three groups indicates that they attained their highest attendance during the Autumn term of each phase, whereas they showed their lowest attendance rates during the Spring term of each phase. These findings add support to the literature on school attendance patterns which suggests that the Autumn term is usually associated with relatively high school attendance because of the novelty of the new academic year which attracts pupils to school (Baum, 1978; Sandon, 1961). The literature also suggests that school attendance is lowest in the Spring term possibly because the inclement weather causes pupils to become more vulnerable to flues which increases the absenteeism rate (Sandon, 1937, 1961).

The yearly school attendance patterns of the three groups show that they attained a higher school attendance rate during the 4th year than during the 5th year of secondary schooling. This adds support the evidence which suggests that school absenteeism is particularly prevalent during the final year of compulsory schooling (Fogelman & Richardson, 1974; Fogelman et al., 1980; Galloway, 1979, 1985a). Some authors have suggested that this higher prevalence of absenteeism in the final year of compulsory schooling might be related to pressures from gangs to conform to truanting (Murgatroyd, 1987), to pupils who become self-conscious about their poor attire (Reid, 1982c), to pupils who have to care for younger siblings (Galloway, 1985a) or to pupils who become despondent with the lack of examination opportunities (Hargreaves, 1967). The present study found no significant sex differences in terms of school attendance patterns which is in agreement with the literature (Fogelman & Richardson, 1974; Fogelman et al., 1980). However, Fogelman and Richardson (1974) found that teachers tended to be more suspicious of absenteeism among boys than among girls.

In general, the present study suggests that persistent absenteeism is a multifaceted problem which is related to both home factors (e.g. lack of material resources) and school factors (e.g. non-examination status). However, despite the fact that non-school attenders are significantly more likely to come from 'poor' homes, nevertheless, when the school introduce school-base intervention programmes which emphasise rewards and academic-orientated lessons then school attendance increases significantly among the truant pupils placed on such projects. However, such projects do have some drawbacks in the sense that they are limited in the extent to which they can influence school attendance. For example, short-term projects can significantly increase school attendance, but they are unable to help their pupils maintain this improvement during reintegration into mainstream school. Similarly, long-term projects can improve school attendance during the early stages of the programme, but they appear to

be unable to help their pupils to sustain this improvement over a number of years. Therefore, although this present study provides some evidence that school-based projects can effectively combat disaffection, nevertheless, further research is needed to understand the complex teacher-pupil interactions which may provide some directions for establishing more efficacious remedies for non-school attendance. With this in mind, the following section will focus on target behaviours, teaching style and pupil classroom activities in order to analyse any possible classroom process factors which may generate good school attendance and good academic progress. Furthermore, many authorities believe that such a discussion is extremely important because it may fill in some of the gaps in the present literature in relation to interaction processes and truancy (Hargreaves, 1980; Reid, 1989b; Reid et al., 1987).

Galton Pupil Record Sheet

The Galton Pupil Record Sheet was used as part of the classroom observation schedule in order to monitor the classroom behaviour of the research population. Classroom observations occurred within both mainstream and project settings with the main aim to assess whether special needs projects can more positively influence pupil behaviour (e.g. increase task work activity) than mainstream school. The author analysed several types of classroom activities including: (a) teacher-pupil interaction in which the teacher-target pupil relationships are assessed (e.g. teacher gives target pupil individual attention); (b) target pupil-adult interactions in which the relationship between the target pupil and adults (e.g. teachers and volunteer helper) are assessed, such as adult praising the target pupils work; (c) target pupil-pupil interaction in which the relationships between target pupil and peers are assessed (e.g. target pupil begins interaction with other pupils); (d) target pupil's on-task activity in which the target pupil's academic activities (e.g. reading and writing) are assessed. See Chapter 11 (Part I) for details on how the above categories were calculated via a combination of various items in the Galton Pupil Record Sheet. This

classroom investigation may enable the author to evaluate the proposal (see Herbert, 1978) which suggests that certain contingency rules (e.g. adult praise of target pupil's task work) tend to have more positive effects on pupil behaviour than other types of contingency rules (e.g. teacher ignores target pupil). Therefore, by making comparisons between the contingency setting of the special needs project and that of mainstream school, the author may be able to deduce whether the target pupils' behaviours have improved during the project (e.g. exhibit fewer disruptive behaviours) and whether such improvement is related to particular classroom activities (e.g. adult giving target pupil individual attention). Such analysis may provide further understanding on the operation of behaviour therapy in the classroom and on the influence of school organisation on target pupils' behaviours.

In relation to School X, the Subject pupil's classroom behaviours were monitored during pre-intervention (i.e. mainstream school), intervention (i.e. Project X) and follow-up (i.e. return to mainstream school). Analysis of their classroom activities during the three phases indicates that the Subject pupils experienced a significantly higher number of instances of teacher-pupil interaction and adult-pupil interaction during intervention than during the other two phases. These results agree with the hypothesis which states that the Subject pupils will experience significantly more teacher-pupil interaction during intervention than during the other two phases. Therefore, the increased pupil-adult (teacher) classroom interaction during the Project X programme may be one of the contributory factors in generating better school attendance among the Subject pupils.

This suggests that the special needs of non-school attenders can be at least partly met by teachers giving such pupils greater attention in relation to their academic work, greater discussions on routine matters in the classroom, and greater feedback (e.g. praise) in relation to work and behaviour. This apparent association between pupil-teacher

classroom interaction and positive pupil outcomes (e.g. school attendance) can be understood further in relation to the demographic backgrounds of non-school attenders. For instance, this present study found that persistent absentees experience poor academic careers (see Chapter 12a). The literature also supports these findings with many authors arguing that truancy is associated with low IQ, poor scholastic performance in standard reading tests and poor public examination results (Fogelman & Richardson, 1974; Hersov, 1960a; Jardine, 1987; May, 1975; Reid, 1983c). Therefore, the special educational needs of the Subject pupils may require that schools ensure that they gain the extra attention needed to help them improve their scholastic skills which, in turn, probably contributes to improving school attendance as suggested by this present study.

The results show that the Subject pupils experienced significantly less pupil-pupil interaction during intervention than during the other two phases. This finding does not support the hypothesis which argues that there will be greater pupil-pupil interaction during intervention. However, the results do support the hypothesis which states that the Subject pupils will display more co-operative (although this finding is not statistically significant), in terms of time spent on academic work, during intervention than during the other two phases. However, the fact that this result is not statistically significant indicates that special needs projects may need to take a closer look at their lesson contents and its relevance to the persistent absentees' academic needs. For instance, the literature suggests that non-school attendance is significantly associated with non-examination status (Hargreaves, 1967; Jardine, 1987; Reid, 1986a). Thus, this poor academic prospect may adversely affect the persistent absentees' attitudes towards school work to a point where even though the projects attempt to make lessons more interesting, nevertheless, it may not be enough to significantly increase on-task activity simply because pupils are aware of their future non-examination status. Consequently, such pupils may lack the motivation to increase significantly their on-task

activities during intervention despite the fact that their school attendance has improved during this period.

Further analysis of the data indicates that the pupil-adult (teacher) interaction has a significant positive relationship with target pupil on-task activity, but has a significant negative relationship with target pupil-pupil interaction. Target pupil on-task activity also has a significant negative relationship with target pupil-pupil interaction. These results indicate further that maximum teacher-target pupil interaction is associated with increased academic activities which is probably due to the target pupil receiving greater assistance with the task and greater feedback which provides some guidance. However, it is interesting that target pupil-pupil interaction is negatively associated with on-task activity which may suggest that other pupils can be a distractive element for academic work. This premise is supported further by the qualitative data in which at least one Subject pupil believed that his unco-operative behaviour in mainstream classes amused his classmates (see Chapter 12a). Consequently, his classmates may have reinforced his refusal to work and he, in turn, may have also provided them with some distraction from their own work. This result could also suggest that once pupils are engaged in academic work they are less likely to interact with other pupils and instead focus their interaction on the teacher (or adult) who possesses the information in dealing with the academic issue concerned. This premise is supported further by Mortimore et al. (1988) who found that maximum teacher-pupil interaction is associated with good academic performance.

Analysis of the classroom experiences of the male Subject pupils indicate that they were significantly more likely to experience teacher-target pupil interaction and adult-target pupil interaction during the intervention phase than during the other two phases. However, the degree of target pupil-pupil interaction during intervention does not differ significantly from the other two phases. Their on-task activity for pre-intervention and intervention do

not differ significantly. However, the male Subject pupils performed significantly fewer on-task activities during the follow-up phase than during the other two phases. In relation to target pupil-adult interaction the data support the hypothesis which argues that pupils will experience significantly greater pupil-adult interaction during intervention than during mainstream school attendance. This emphasis on target pupil-adult (teacher) interaction during intervention may explain further the underlying reasons for the male Subject pupils increasing their school attendance rates during this period.

Furthermore, regular pupil-adult interaction may have led to greater academic assistance, greater feedback on work and greater counselling on problems which, in turn, may have helped the male Subject pupils to perceive school as more beneficial to their needs and, thus, produce more positive outcomes (i.e. increased school attendance). However, the fact that the follow-up phase is associated with both poor on-task activity and poor school attendance may highlight further the assertion that pupils usually experience problems during reintegration (Reid, 1982d). This follow-up phase is also associated with a lack of pupil-adult interaction which may lead to confusion and frustration among non-school attenders who may feel that their special needs are not being well catered for within mainstream school during reintegration. Consequently, persistent absentees are less likely to co-operate in classroom activities and they also resort to truancy in order to avoid the feelings of being neglected by their mainstream teachers. This premise is supported by the literature which suggests that non-school attenders believe that their teachers are not interested in their educational needs and they also feel very alienated from school life (Hargreaves, 1967; Reid, 1981; Schostak, 1982; Seabrook, 1974).

However, the analysis of the female Subject pupil's classroom experience of pupil-adult interaction was much greater during intervention than during the other two phases, but this difference is not statistically

significant. The female Subject pupil also exhibited the highest number of instances of on-task activity which suggests further the importance of adult contact in encouraging pupils to engage in academic work in the classroom setting. However, caution must be taken when interpreting this data because it is based on the classroom experiences of one female Subject pupil, although it must be noted that her behaviour does provide some support for the indications in this present study which found significant associations between on-task activities and target pupil-adult interactions.

The results from the individual items in the Pupil Record Sheet show that the School X Subject pupils experienced significantly greater 'individual attention', 'being the focus of adult attention', 'interacting with teacher (adult) on task work' and they were also significantly more likely to experience 'the teacher being present with them' during intervention than during the other two phases. The Subject pupils were also significantly more likely to receive 'adult praise' for 'good' work and behaviour during intervention than during the follow-up phase. Although the Subject pupils were also more likely to receive 'adult praise' during intervention than during pre-intervention, nevertheless, this difference is not statistically significant.

The fact that pupil-adult interaction appears to be associated with improved school attendance rates is also confirmed by the literature on behaviour therapy. For example, the evidence suggests that when truants are given both extra teacher attention and praise then their school attendance rates increase significantly (Brooks, 1974, 1975; Herbert, 1978; Lawrence et al., 1982; Patterson, 1965). These results may also support Brophy (1981) who argues that teacher praise is effective if it is specifically related to providing pupils with feedback on their work and behaviour. Such intervention might be reinforced further by the teacher being in close proximity with the target pupil during interaction which may reflect further the teachers'

interests in their pupils (as this present study suggests). Other authors have also shown that when pupils receive extra adult attention then other desired behaviours also increase, such as reading activities or compliance (Herbert, 1978, 1987; Lawrence et al., 1982; Merrett, 1986). Thus, according to social learning theory the reorganisation of a curriculum which emphasises individual attention, greater interaction on task work and greater feedback (e.g. praise) has the consequence of positively reinforcing school attendance (Bandura, 1969, 1977; Mischel, 1973). Such reinforcement might be strengthened further by the adult (teacher) being in close proximity with the target pupil rather than interacting with such pupils from, say, behind the teacher's desk. Furthermore, social learning theorists would suggest that when truants perceive that the contingency rules have now changed (i.e. intervention) in order to assist their educational needs, then they are likely to learn that school is now associated with greater adult interaction. Consequently, the truants have learnt that school attendance leads to successful teacher-pupil relationships and this, in turn, increases the performance of the learnt behaviour (i.e. school attendance). Therefore, the truants increase their school attendance because it is likely to produce the desired reinforcing consequences (i.e. teacher praise, individual attention and greater pupil-teacher interaction on task work).

Furthermore, the literature supports the premise that greater adult-pupil interaction is associated with positive pupil-outcomes. For instance, studies have shown that pupils tend to desire greater teacher-pupil communications in the classroom (White & Brockington, 1983), better pastoral care and careers advice services (Schostak, 1982; White & Brockington, 1983), and greater contact with adults from outside professions, especially local business people (Hargreaves Report, 1984; White, 1980). Furthermore, the literature on school effectiveness asserts that positive pupil outcomes are significantly associated with teacher praise, maximum teacher-pupil communication, lessons which are work-orientated, and regular feedback on academic work

(Mortimore et al., 1988; Rutter et al., 1979). Thus, the present study adds support to the premise that school attendance is both a learnt behaviour which can be positively reinforced by extra adult attention and it is also influenced positively by school factors which stress work-orientated lessons.

Further results from the individual items on the Pupil Record Sheet show that the School X pupils were significantly more likely to experience interaction with other pupils (e.g. verbal interaction) during both pre-intervention and follow-up than during the intervention phase. This again suggests that greater adult (teacher)-pupil interaction tends to lead to less pupil-pupil contact.

The School X Subject pupils were more likely to co-operate with on-task activity (although not statistically significant) during intervention than during the other two phases. The results show further that the Subject pupils were significantly more likely to be distracted from their work during both pre-intervention and follow-up phases than during the intervention phase. Here the findings support further the literature which argues that greater emphasis on teacher rewards and teacher-pupil interaction are significantly associated with positive pupil outcomes. (Brooks, 1974, 1975; Herbert, 1978, 1987; Lawrence et al., 1982; Merrett, 1986; Mortimore et al., 1988; Rutter et al., 1979).

The observation schedule also revealed that the School X Subject pupils were significantly less likely to experience teacher housekeeping (e.g. teacher sorting out books) and teacher monitoring the class during intervention than during the other two phases. This may suggest that greater teacher-pupil interaction leads to less teacher time spent on other activities, such as housekeeping. The results also show that class size influences both teacher behaviour (e.g. in terms of amount of individual attention given to pupil) and pupil outcomes (e.g. task work activities).

Therefore, the results indicate that smaller classes allow teachers to dedicate more time to those pupils with special needs and, therefore, reinforce such pupils to attend school. However, the present study does not appear to support some of the literature related to the issues of class size which argues that pupil success appears to be unrelated to the number of pupils in the classroom (Reynolds, 1982). However, Reid (1981) found that persistent absentees tend to dislike large school buildings. Therefore, further studies are needed in order to understand the relationship, if any, between class size (or school size) and pupil success.

One interesting aspect about this study is that it shows that when contingency rules (settings) change so does the Subject pupils' behaviour. Therefore, in the mainstream classroom setting (i.e. pre-intervention and follow-up) where the Subject pupils receive relatively limited teacher-pupil interaction then they show poor pupil outcomes. However, in the Project X setting (i.e. intervention) where the Subject pupils experience significant increases in teacher-pupil interaction then such pupils show improved pupil outcomes. Therefore, the present study appears to confirm Herbert's (1978) assertion that behaviours which are learnt in one setting are unlikely to be transferred to another setting which contains different contingency rules. This may explain further why special needs pupils experience problems when they are transferred from a special programme to mainstream school (Reid, 1982d). Such pupils find their projects more rewarding because they receive extra attention, more feedback relating to their work and more rewards. Consequently, the project pupils increase attendance in order to receive these benefits. However, on return to mainstream school the project pupils may find that, compared to the project, they are more likely to be neglected by their school teachers and, therefore, they may become more alienated from mainstream which may lead to increased truancy. This point is also supported by Reid (1981) who found that persistent absenteeism is significantly associated with pupils who feel alienated and

neglected by their schools.

However, although teacher-pupil contact is associated with positive pupil outcomes, there are also some limitations to how effectively such interaction may influence pupil success. For instance, the literature suggests that when adults make disruptive pupils the focus of their attention then the rate of disruption increases (Ayllon et al., 1974; Bandura, 1969, 1977; Herbert, 1978, 1987). Such authors explain that the children's need for adult attention is such that even though the attention might be negative (e.g. adult rebutting child for disruption), nevertheless, the adult's attention may unwittingly become a positive reinforcement. Subsequently, the children learn that if they are disruptive then they will receive adult attention (albeit negative) as a consequence and this, in turn, reinforces the undesired behaviour. However, if the main focus of the adult's attention is directed towards the children's desired behaviour changes (e.g. increase reading activities) then such children are more likely to produce better outcomes (Ayllon et al., 1974; Bandura, 1969; Brooks, 1974, 1975; Herbert, 1978, 1987; Lawrence et al., 1982; Merrett, 1986).

Therefore, the fact that this present study shows that adult-pupil contact has a significant positive relationship with on-task activities may suggest that the project teachers tend to focus on the positive aspects of their pupils' behaviours rather than on their conduct disorders. This premise is supported further by the early observations made during the development of this present research (see Chapter 8a) in which the Unit 1 teacher tended to ignore disruptive behaviour as a means of decreasing the chances of such behaviour occurring again in the future. Therefore the results of the individual items of the Pupil Record Sheet show that 'adult praise' has a significant positive association with target pupil on-task activity, and there is also a significant negative relationship 'target pupil being the focus of adult attention and 'target pupil being distracted from work'. Thus, the results indicate that

the Subject pupils are more likely to receive attention from their teacher when they co-operate with task-work activities than when they are being distracted from work. Consequently, the Subject pupils improved in their schooling while decreasing their undesired behaviours - which is also in agreement with the outcomes of behaviour therapy in the literature (Ayllon et al., 1974; Brooks, 1975; Herbert, 1978, 1987; Lawrence et al., 1982; Merrett, 1986; Morgan, 1975).

Further analysis of the male and female Subject pupils' behaviours indicate that they both displayed co-operative behaviour during intervention, whereas they both increased their distraction from work during mainstream school attendance. Thus, this study highlights further the need to investigate the contents of pupils' lessons and their (lessons) relevance to the pupils' needs in order to understand further methods of motivating pupil interest in schooling.

In relation to School Y, the Subject adolescents' 4th and 5th year (i.e. 1st and 2nd years of intervention respectively) classroom activities were compared in order to assess their progress over time. No similar comparisons were conducted with the Control A and Control B adolescents mainly because of delay caused by the time it took the Panel Y to select the control pupils which they believed would be most adequately matched with the Subject adolescents. Subsequently, this delay in the selection process left the author with very limited time to collect sufficient data on the two Control groups' 4th year classroom activities. However, returning to the School Y Subject adolescents, the results show that their 4th and 5th year classroom activities do not differ significantly in terms of 'teacher-pupil interaction', 'adult-pupil interaction', 'pupil-pupil interaction' and 'on-task activities'. These findings do not support the hypotheses which state that the 4th and 5th year classroom activities of the Subject adolescents will differ significantly in terms of adult-pupil interaction and pupil work activities.

Therefore, the results suggest that the Subject adolescents classroom experiences remained relatively constant throughout their two-year special needs programme. Such consistency in the Subject adolescents' educational programmes probably helped to promote a sense of stability and security for them which, in turn, may have contributed to the Subject adolescents' ability to maintain relatively good school attendance rates (compared with the Control A adolescents). The importance of establishing a sense of stability is also stressed by the Project Y teacher (see Chapter 12a) who believes that the Subject adolescents having to work mainly with one project teacher helps to promote a sense of trust and understanding. This argument is supported further by the Subject adolescents when they stated that they most prefer to share their problems with their Project teacher because they believe that she would show more sympathy and understanding than mainstream teachers (see Qualitative Data - Chapter 12a). The literature also suggests that when pupils work mainly with one teacher this helps to create a sense of security (Plowden Report, 1967), while others argue that consistent teacher behaviour helps to promote better classroom management by enabling the pupils to understand the contingency rules (Miller, 1989).

However, despite the fact that the Project teacher's and Subject adolescents' classroom behaviour remained fairly consistent over the two years of intervention, nevertheless, the Subject adolescents' school attendance rate decreased during their 5th year of secondary school. This may indicate that despite the special needs project's attempt to promote a sense of stability, nevertheless, it may not be enough to maintain relatively 'good' school attendance. Therefore, other factors may have to be investigated, such as the effects of examination opportunities on truancy, because the literature suggests that disaffection is influenced by the lack of academic opportunities which causes pupils to perceive schooling as irrelevant to their careers (Hargreaves, 1967; Hargreaves Report, 1984; Schostak, 1982; Seabrook, 1974; Reid, 1986a; Webb, 1983).

The relationship between the various categories were analysed in order to present a more detailed picture of the factors associated with positive pupil outcomes. The results show that there is no significant association between adult-pupil interaction and on-task activities, nor is there any significant relationship between teacher-pupil interaction and on-task activities. However, there is a significant negative relationship between pupil-pupil interaction and on-task activity which suggests that target pupils are less likely to interact with their peers when they are working. This may also suggest that peers provide some degree of distraction from work when they interact with the target pupils.

The classroom activities for the male and female Subject adolescents were analysed in order to compare their 4th and 5th year experiences. The results show that the female Subject adolescents did not experience any significant changes in their classroom activities during their 4th and 5th years - this is also true for the male Subject adolescents. However, when the male and female Subject adolescents were compared with each other, the results show that during the 5th year the male Subject adolescents engaged in significantly more on-task activities than the female Subject adolescents. This sex difference in the on-task activities during the 5th year might be due to the fact that the male Subject adolescents were entered for more public examinations than the female Subject adolescents (see Chapter 10a). Although this sex difference in number of public examination entrances is not statistically significant, nevertheless, it may have given some of the male Subject adolescents a greater motivation to co-operate with on-task activities in order to assist further their chances of success. Therefore, this result may provide some support for the literature which asserts that disaffected pupils are more likely to be motivated to attend school if they are allowed to sit public examinations (Hargreaves, 1967; Hargreaves Report, 1984; Reid, 1986a).

Analysis of the individual items of the Pupil Record Sheet shows that the Subject adolescents are significantly more likely to experience pupil-pupil contact and to exhibit horseplaying behaviour during their 4th year of secondary school rather than during their 5th year. Thus, the results suggest that consistent teacher (adult)-pupil interaction might be beneficial to the Subject adolescents in the sense that they are less likely to be distracted from work, due to 'horseplaying', with the progress of time. Therefore, they are better able to take advantage of their educational opportunities. It is also possible that those Subject adolescents who were entered for public examinations were also more likely to co-operate on task work during their 5th year because of the imminence of their examinations. Consequently, such Subject adolescents are probably more motivated than the others to show more 'mature' behaviour in their 5th year in order to increase their examination successes.

The results also show that the Subject adolescents were significantly more likely to experience larger classes in their 4th year than in their 5th year. This result might be partly due to the fact that persistent absenteeism increases among the Subject adolescents during their 5th year which probably accounts for there being fewer pupils attending their final year of schooling. This premise is also supported by the literature which suggests that the rate of truancy increases with age and is particularly prevalent during the final year of compulsory school (Fogelman & Richardson, 1974; Fogelman et al., 1980; Galloway, 1979, 1985a).

The male and female Subject adolescents 4th and 5th year classroom activities were analysed separately. The results show that the male Subject adolescents' classroom behaviour (e.g. distraction, horseplaying and on-task activities) do not differ significantly over the two-year intervention period. This is also true for the female Subject adolescents. However, when comparing the sexes the results show that during both the 4th and 5th years, the

male Subject adolescents were significantly more likely to co-operate on task work, whereas the female Subject adolescents were significantly more likely to be distracted from work. Again one can argue that this sex difference is probably influenced by the fact that male Subject adolescents sat public examinations, whereas all the female Subject adolescents are non-examination students.

During the 5th year of secondary schooling, the Subject, Control A and Control B adolescents were compared on the Pupil Record Sheet in order to assess whether the three groups differ in their classroom experiences which might be related to their outcomes (e.g. school attendance rates). The results show that the three groups do not differ significantly in their classroom experiences of teacher-pupil interactions, adult-pupil interactions and pupil-pupil interactions. However, the findings indicate that three groups differ significantly in the number of instances of time engaged in task work activities, with the Control B adolescents exhibiting the highest amount of time on this activity. Therefore, although the three groups seem to experience similar classroom interactions, nevertheless, the Control B adolescents are more likely to engage in task work which might be influenced by the fact that they sat significantly more public examinations than the two persistent absentee groups. Here again we see that access to public examinations seems to serve as a high motivation factor in generating both high school attendance rates and high co-operation with task-work activities. However, one could also argue that it is exactly because the Control B adolescents show such high school attendance rates and a high motivation to work which has led to them being entered for public examinations. Of course, such an argument might be true, but it is still worth noting that some persistent absentees believe that their disaffection is related to their belief that their education is being neglected by the school, their lack of examination opportunities, and to the lack of teacher interest in giving them homework (Hargreaves, 1967; Hargreaves Report, 1984; Reid, 1981; Reid, 1986a; Schostak, 1982; Seabrook, 1974). This is

supported further by the early observations of this present research in which senior staff believed that the non-examination status of many 'corridor kids' may have partly influenced their disaffected and disruptive behaviours (see Chapter 8a). Therefore, the findings suggest that access to public examinations may be a paramount factor in motivating pupils to co-operate with the school system, especially in terms of the demands to engage in task-work activities. However, such increased access to public examinations must be accompanied with regular pastoral care because, like every thing else in life, examination opportunities do carry the risk of failure. Therefore, by establishing good counselling methods and giving pupils greater individual attention in work-orientated lessons, the risk of failure might be lessened. Furthermore, such counselling procedures may provide vital support for pupils (both 'disaffected' and good school attenders) who have experienced failures in their academic work.

The results for the three female groups show that they do not differ significantly in their experiences of adult-pupil interaction and pupil-pupil interaction. This is also true for the three male groups. However, in relation to on-task activities, the three female groups differ highly significantly, with the female Control B adolescents showing the highest number of instances of on-task work. This difference in on-task activity might be related to the fact that a highly significant number of the female Control B adolescents were entered for examinations. Although the three male groups do not differ significantly in the number of instances of time engaged in on-task work, nevertheless, the male control B adolescents engaged in longer periods of on-task work than the other two male groups which may suggests further the importance of allowing pupils to sit public examinations.

The results also show that there are no significant sex differences in the School Y sample's experiences of classroom interactions. However, in relation to on-task activities, only the male and female Subject adolescents

differ significantly in this activity, with the male Subject adolescents engaging in a greater number of instances of on-task work. Again this significant sex difference might be due to the fact that some of the male Subject adolescents were entered for public exams which probably made them more motivated to engage in academic work than the female Subject adolescents.

The data were analysed further in order to assess whether any classroom activities are significantly related to each other which may then provide a clearer understanding on how classroom variables may influence pupil outcomes. The results show that there is no significant relationship between adult (teacher)-pupil interaction and on-task activity. However, there is a significant negative relationship between adult (teacher)-pupil interaction and pupil-pupil interaction, and a significant negative relationship between pupil-pupil interaction and on-task activity. Such results suggest that pupils are less likely to be engaged in distracting activities (e.g. conversing with other pupils about unrelated task-work issues) with other pupils when there is a relatively large amount of adult (teacher)-pupil interaction.

The three groups at School Y were compared on various individual items of the Pupil Record Sheet in order to assess whether any classroom activities appear to be related to pupil outcomes (e.g. school attendance rates). The results show that the Subject adolescents were significantly more likely than the other two groups to be the 'focus of adult attention', to 'interact with another adult', to 'interact with adult about routine work'; and to receive 'individual attention'. These findings support the hypothesis which states that the Subject adolescents are significantly more likely to experience classroom interactions, such as individual attention. However, the findings do not support the hypothesis which states that the Subject adolescents are significantly more likely to receive feedback (i.e. adult praise) than the other two groups. Despite this similar rate of rewards received by the three

groups, the Subject adolescents school attendance rate remained higher than the that of the Control A adolescents. One possible explanation is that the Subject adolescents may have perceived that being the 'focus of adult attention' and receiving individual attention as positively reinforcing which may have assisted their school progress. This premise is supported by the literature which asserts that pupils tend to perceive adult attention as positive reinforcement (Ayllon et al., 1974; Bandura, 1969, 1977; Herbert, 1978, 1987; Merrett, 1986). The literature is supported further by the present study which found that the parents of the research population attributed their child's school progress to him or her receiving individual attention (see Chapter 12a). Thus, it is possible to argue that the Subject adolescents were able to maintain a better school attendance rate than the Control A adolescents partly because of the extra individual attention which they received in the intervention programme.

However, it must be noted that the Control B adolescents did not receive as much individual attention as the Subject adolescents, but nevertheless they (Control B) maintained a significantly higher school attendance rate than that of the Subject group. This suggests that although individual attention may help to meet some of the needs of persistent absentees, nevertheless this factor alone is insufficient in improving their school attendance rate to a similar level as that attained by good school attenders. Therefore, one needs to investigate other possible variables in order to provide some possible explanations for the high school attendance rates which were attained by the Control B adolescents despite the fact that their classroom experiences lack individual attention from adults (teachers). Therefore, such explanations for the Control B adolescents' good school progress may include: (a) they are highly motivated by the prospect of sitting examinations which some authors argue is an important issue in combating school disaffection (Hargreaves, 1967; Hargreaves Report, 1984; Reid, 1986a); (b) they come from relatively 'good' home backgrounds with material resources which may have

assisted further their educational progress (Bowles & Gintis, 1976); (c) they tend to feel at ease at school (see Chapter 12a) which may reflect their satisfaction with their education and, therefore, lessen any feelings of alienation which appears to be related to persistent absenteeism (Reid, 1981); (d) they have significantly low conduct disorder problems (see Chapter 12a) and, therefore, the teachers are more likely to have higher expectations for their academic careers.

By contrast, the Control A adolescents appear to have neither the supportive home backgrounds of the Control B adolescents, nor do they appear to have the supportive curriculum of the Subject adolescents who attend the Project Y activities. Consequently, one would predict that the Control A adolescents would show the poorest school progress when compared with the other two groups - based on the school attendance figures this appears to be the case (see page 845). The results also show that the Control A adolescents were significantly more likely than the other groups to interact with other pupils in the classroom. Interestingly, the Control A adolescents were also significantly more likely to be distracted from work. This may suggest further that distraction from academic work is at least partly influenced by pupil-pupil interaction.

In relation to class size, the findings show that the Subject adolescents were significantly more likely to experience smaller classes than the other two groups. Furthermore, they were significantly more likely to work with a larger number of both teachers and volunteer workers than the other two groups. The Control A adolescents were significantly more likely to exhibit unco-operative behaviour which supports the hypothesis stating that the Control A adolescents will show relatively poor pupil outcomes. Therefore, these findings suggest that non-school attenders are significantly more likely to co-operate with their curriculum if they work in a classroom setting which emphasised individual attention, use of volunteer workers, use of more teacher resources, and the use of smaller

classes.

When comparing the three male groups' classroom behaviour, the results show that the male Subject adolescents were significantly more likely to co-operate on routine work than the other two male groups. In relation to the three female groups, the findings show that: (a) the female Control B adolescents were significantly more likely to co-operate on task-work activities than the other two female groups; (b) the female Subject adolescents were significantly more likely to co-operate on routine work and they were also more likely to show 'horseplaying' activities than the other two female groups; (c) the female Control A adolescents were significantly more likely to be distracted from work than the other two female groups. Thus, again the results confirm the fact that the Control B adolescents are most likely group to show positive behaviours in the classroom, followed by the Subject adolescents, whereas the Control A adolescents show the poorest pupil outcomes. Comparisons of the male and female populations indicate that: (a) the female Subject adolescents are significantly more likely to be distracted from work than the male Subject adolescents; (b) the female Control A adolescents are significantly more likely to be distracted from work than the male Control A adolescents; (c) the male Control B adolescents are significantly more likely to co-operate on task work than the female Control B adolescents.

Thus, in general the results suggest that school attendance rates will increase among truant pupils who are placed on projects that emphasise individual attention, make the pupil the focus of adult attention, emphasise work orientated teacher-pupil interaction, and use teacher praise as form of feedback. Such projects should also work with small classes and extra adult resources to help meet the special needs of the pupils. These classroom factors also appear to be accompanied by the persistent absentees showing greater co-operation on task work. Therefore, the results from the Pupil Record Sheet may provide some directions for the management of persistent absenteeism which should

reflect greater adult-pupil interactions, especially on an individual level.

Flanders Interaction Analysis Category

The FIAC was used as part of the observation schedule to compare the teaching styles of the intervention programme with those of mainstream school. Thus, the main purpose of this procedure is to assess whether certain teaching approaches produce more positive teaching outcomes which could then serve as heuristic indications for future management strategies of non-school attendance. The FIAC assesses several types of classroom interactions approaches including: (a) 'indirect' teaching where the teachers maximise the freedom of their pupils to respond which may include accepting pupils' negative feelings, encouraging pupils to express themselves, or asking pupils questions in order to provide them with some scope to discuss the issue concerned; (b) 'indirect' (revised) teaching which is a more restricted version of 'indirect' teaching; (c) 'direct' teaching where the teachers minimise their pupils' responses by giving them lectures and directions while the pupils are expected to listen, or by using criticism to discourage pupil expression; (d) 'direct' (revised) teaching is more restricted version of 'direct' teaching; (e) 'teacher talk' which reflects the full range of teacher interaction, such as lecturing, encouraging, criticising and asking questions; (f) 'student talk' which reflects the pupils' interactions with their teachers, such as initiating a conversation with a teacher; (g) 'teacher-pupil talk' which reflects the full range of audible interaction between teacher and pupils in the classroom.

In relation to School X, the Subject pupils' experiences of teaching approaches were monitored during pre-intervention (i.e. mainstream school), intervention (i.e. Project X) and follow-up (i.e. return to mainstream school). The teaching style for the three phases were compared and the results show that the Subject pupils were significantly more likely to experience 'indirect' teaching, 'indirect' (revised) teaching, 'direct' teaching, 'direct'

(revised) teaching, teacher-pupil talk, teacher talk and student talk during intervention than during the other two phases. These findings agree with the hypothesis which states that the Subject pupils will experience significantly greater freedom of expression (i.e. 'indirect' teaching) with their project teacher than with their mainstream school teachers. However, the results do not support the hypothesis which states that the Subject pupils will experience significantly greater teacher control (i.e. 'direct' teaching) during mainstream school than during the Project X curriculum. Thus, the results indicate that the Subject pupils were significantly more likely to receive a full range of all types of teaching approaches (including both 'indirect' and 'direct' teaching styles) during their intervention programmes than during mainstream school.

The main question raised here is: 'Why should the Project teacher use such a relatively high number of instances of both 'direct' and 'indirect' teaching styles which appear to contradict each other?' Some of the answers to this question may lie in understanding the demographic backgrounds of the Subject pupils. For instance, the results (see Chapter 12a) show that the Subject pupils exhibit conduct disorders, school attendance problems and they perceive school as an 'uncomfortable' experience. Therefore, the Project teacher probably felt that she had to carry out extensive ground work in order to establish close working relationships with the Subject pupils who, in the light of their problems, may have limited school skills. Such ground work may have included: (a) detailed discussion on academic work in order to establish the main objectives of the Project which is to improve the Subject pupils' standard of work; (b) extensive conversations which stress the use of both 'encouragement' and 'criticism' in order to provide balanced feedback and guidance to the Subject pupils about their school performance - a point which is emphasised further by the Project X teacher who believes that constructive criticism has enabled the Subject pupils to better understand their own behaviours (see Chapter 10c); (c) the Project teacher encouraged the Subject pupils to

contribute to the lessons by allowing them to give suggestions on how to present a topic (e.g. discussion on types of books to read for English lessons) and they were also encouraged to ask as many questions as possible; (d) the Project teacher gave the Subject pupils more individual attention (as confirmed by the Pupil Record Sheet - see page 854) than the mainstream teachers which may have led to the Project teacher using her approach on multiple occasions during the same lessons; whereas the mainstream teachers may take a more whole class approach in which they singularly address several pupils simultaneously - hence the greater FIAC recording of the Project X teacher-pupil interactions.

Considering the fact that the Subject pupils school attendance increased significantly during intervention (see page 836), this suggests that the teaching approach of maximising interaction with pupils may contribute to the effective management of non-school attendance. Therefore, in order to deal with the multifaceted problems of persistent absenteeism the Project X teacher may have to adopt an approach which allows her to exercise various teaching styles, be they 'direct' or 'indirect'. This suggests that effective management of special needs pupils may require teachers to acquire a wider range of skills than might be normally expressed in mainstream school.

The results from the FIAC is to some extent supported by the literature which argues that good pupil outcomes are associated with maximum teacher communication (Mortimore et al., 1988; White & Brockington, 1983), teacher giving clear directions on academic work (Haertel et al., 1981) and greater democratic approaches which allow pupils to express their opinions (Lippitt & White, 1958; Rutter et al., 1979). Bennett (1976) argues that pupils tend to show more positive outcomes under 'traditional' teaching approaches (i.e. 'direct' teaching) than under more 'progressive' approaches (i.e. 'indirect' teaching). However, the results of this present study suggests that positive pupil outcomes are associated with a multiplicity of teaching styles which maximises teacher-pupil interaction and emphasises the need

to give pupils feedback concerning work progress. One possible reason for this difference between Bennett's work and the present study is that the former studied mainly 'normal' needs school children, whereas the latter studied special needs pupils. Consequently, the type of teaching approach needed to produce effective pupil outcomes among 'normal' needs pupils may differ somewhat to the type of teaching approach needed to produce effective pupil outcomes among special needs pupils.

The results on the male Subject pupils' experiences of teaching styles indicate that they were significantly more likely to experience 'direct' teaching, 'indirect' teaching, 'direct' (revised) teaching, 'indirect' (revised) teaching, teacher-pupil interaction, teacher talk and student talk during intervention than during the other two phases. The results relating to the female pupil also indicate that she experienced a similarly significantly high level of teacher interaction during the Project programme.

The results on teaching approaches experienced by the School X Subject pupils were analysed further in order to assess whether any particular factors of teacher interaction are associated with each other which may provide a clearer picture of those variables that contribute to positive pupil outcomes. The results suggest that there is a highly significant positive relationship between the number of teachers and teacher-pupil interaction, and a highly significant negative relationship between the number of pupils and teacher-pupil interaction. Thus, the findings suggest that teachers are more likely to interact with their pupils when the class consists of a relatively small number of children and a relatively large number of teachers (adult helpers).

The results on the individual items of the FIAC indicate that the Subject pupils are significantly more likely to experience 'teacher accepting their feelings and ideas', 'teacher asking questions and giving lectures' and teacher giving criticism and praises' during intervention

than during the other two phases. They were also significantly more likely to 'respond to teacher or initiate conversation with teacher' during intervention than during the other two phases. However, the Subject pupils were also significantly more likely to experience periods of 'silence or 'confusion', and larger classes during both the pre-intervention and follow-up periods than during the intervention phase. Such findings appear to add support to the literature which states that positive pupil outcomes (e.g. improved school attendance) are associated with contingency rewards (e.g. praise and tangible rewards) (Ayllon et al., 1974; Brooks, 1974, 1975; Herbert, 1978, 1987; Lawrence et al., 1982; Morgan, 1975; White, 1980), maximum teacher-pupil interaction (Mortimore et al., 1988), and teacher giving regular directions (Haertel et al., 1981).

Both behaviourists and sociologists provide some complementary interpretations to explain the significant changes in the Subject pupils' school attendance during the three phases. The behaviourists (e.g. Ayllon et al., 1974; Herbert, 1978, 1987; Lawrence et al., 1982) would argue that the Subject pupils show significant improvement during intervention because they find the Project teacher-pupil relationship rewarding and beneficial to their educational needs. There is also the 'push-pull factor', mentioned earlier, which would argue that this increased teacher-pupil interaction during intervention may become the 'pull' factor which attracts the Subject pupils. Whereas, by contrast, they may perceive mainstream school (i.e. pre-intervention and follow-up) as having predominantly more 'push' factors (e.g. dislike of mainstream school curriculum) which may account for their poor performance when they were returned to mainstream classes.

Further, the sociologists would argue that the school ethos can generate disaffection by, for example, ignoring slow learners compared to brighter children (Hargreaves, 1967) and demonstrating favouritism towards particular pupils (Hargreaves, 1967; Haertel et al., 1981).

Furthermore, this relationship between school ethos and disaffection may support further Herbert's (1978) argument in which he states that different contingency settings could lead to different behaviour patterns. Thus, the Subject pupils receive relatively limited teacher-pupil contact in mainstream school which may have contributed to their truancy. Such limited teacher-pupil interaction in mainstream school may be heightened further by the fact that many mainstream teachers tend to use worksheets as a teaching medium. In such a classroom situation pupils are expected to read and follow the instructions on the worksheet largely on their own, or with peers. When considering the fact that persistent absentees tend to have learning difficulties (Farrington, 1980; Fogelman & Richardson, 1974; Fogelman et al., 1980; Jardine, 1987; Galloway, 1985a; May, 1975; Reid, 1986a; West, 1982), then it is quite possible to assume that the Subject pupils may have experienced problems with reading and understanding the worksheets. This could lead to frustration among pupils with the consequence that some may choose to truant. The use of worksheets could also explain why there is a significantly high number of instances of 'confusion' in mainstream classes because the pupils, being largely left to work on their own, are probably more likely to discuss the work with each other which may raise the level of cacophonous noises: therefore, making audibility more difficult for the observer. By contrast, Herbert would suggest that when the Subject pupils are placed on the Project X programme where they receive different contingency rules which encourage greater teacher assistance and communication, then such close contact may positively reinforce school attendance.

Therefore, in summary, the results from the FIAC suggest that significant increased school attendance is associated with teaching approaches that encourage various styles (i.e. 'direct' and 'indirect' teaching), emphasise detail directions on the requirements of the task, regular rewarding to provide feedback on academic and behavioural progress, encourage pupils to express their opinions, and the use of 'constructive' criticism which allows pupils the

opportunity to assess their problems.

In relation to School Y, the Subject adolescents 4th and 5th year (i.e. 1st and 2nd year of intervention respectively) classroom activities were compared via the FIAC in order to assess the interactive processes of the Project Y programme over time. No similar comparisons were conducted for Control A and Control B adolescents mainly because of the delays encountered during 4th year which were due to the members of Panel Y taking several months to select the most appropriately matched Control groups for the Subject adolescents. However, returning to the 4th and 5th year experiences of the Subject adolescents, the results show that the two years do not differ significantly in terms of teaching styles. Therefore, the Subject adolescents experienced similar number of instances of interactions, such as 'direct' teaching, 'indirect' teaching, teacher-talk and student-talk, during the 4th and 5th years of secondary schooling. However, the Subject adolescents were significantly more likely to experience larger classes and also a larger number of teachers during their 4th year than during their 5th year. This difference in number of pupils in the classroom might be due to the fact that absenteeism increased among the Subject adolescents during their 5th year of schooling (see page 843). Therefore, the results suggest that the teaching style of the Project teacher remained fairly consistent over the two-year period. Such consistent teaching patterns may have provided the Subject adolescents with some stability and a sense of security. This premise is supported further by the qualitative data in this present study in which the Project Y teacher stressed the importance of the Subject adolescents working mainly with one teacher because she believes that this helps the Project to develop trusting relationships with its pupils (see Chapter 12a). This is supported further by the Subject adolescents who stated that they would turn to their Project Y teacher for help and advice when needed mainly because they believe that she will at least provide a sympathetic ear (see Qualitative Data - Chapter 12a). The literature also supports the premise that stability in teacher-pupil

interactions is vital because it helps pupils to consolidate the contingency rules which may enable them better to cope with classroom environments (Miller, 1989; Plowden Report, 1967).

However, despite this consistency in teacher style, the Subject adolescents' school attendance rates decreased during their 5th year. This suggests that other factors, apart from stable teacher-pupil interactions, are needed in order to maintain a relatively good school attendance rate among truants. One such factor may include increasing the accessibility of public examinations for persistent absentees which may provide an added incentive to attend school. This premise is supported by the literature which suggests that many persistent absentees believe that their truancy is related to the fact that school serves no relevance to their career changes because many of them are not entered for examinations (Hargreaves, 1967; Hargreaves Report, 1984; Seabrook, 1974; Webb, 1983; Reid, 1986a).

The data on teaching style were analysed further in order to assess any relationships between the various teaching approaches which may provide a wider picture of the classroom interactions experienced by the Subject adolescents. The results show that there is a highly significant positive relationship between 'indirect' (revised) teaching and the number of teachers, and there is also a significantly negative relationship between 'indirect' (revised) teaching and the number of pupils. Therefore, such findings suggest that teachers may feel more confident in allowing greater freedom of expression among pupils when they (teachers) are working with relatively small groups, or at least when there is more than one adult carer (teacher).

The results on the teaching styles experienced by the male Subject adolescents indicate that they were significantly more likely to experience 'indirect' and 'indirect' (revised) teaching during their 4th year than during their 5th year. Whereas the female Subject

adolescents experienced no significant differences in teaching styles during their 4th and 5th years. Comparisons between the male and female Subject adolescents indicate that during the 4th year, the male Subject adolescents experienced significantly more teacher interactions, such as 'indirect' teaching, 'direct' teaching and teacher-student talk, than the female Subject adolescents. However, during the 5th year the male and female Subject adolescents' experiences of teaching approaches do not differ significantly. One possible explanation as to why the male and female Subject adolescents appear to differ significantly in their 4th year experiences of teaching approaches could be related to the fact that the male Subject adolescents exhibit more conduct disorders than the female Subject adolescents. Consequently, the presence of certain target male Subject adolescents during an observation session may have significantly influenced the Project teacher's approaches to the Subject group. This premise is supported further by the literature which suggests that teachers tend to regard boys as having greater behaviour problems than girls (Fogelman & Richardson, 1974; ISTD, 1970; Farrington, 1980).

Analysis of the individual items (e.g. 'teacher asks questions') indicates that the Subject adolescents do not experience any significant differences in teaching approaches during their 4th and 5th years. Thus, confirming further that the Project Y teacher's approaches in lessons remained fairly consistent during the two-year project. Therefore, in general it appears that the Project Y teacher developed a consistent approach to teaching which may have helped to foster better teacher-pupil relationships - a point which is confirmed by the Subject adolescents when they stated that they trust the Project Y teacher enough to take their problems to her (see Qualitative Data - Chapter 12a). However, the fact that school attendance decreased during the 5th year may also highlight the need to allow more pupils (especially persistent absentees) greater access to public examinations which may provide further incentives for such pupils to attend school.

During the 5th year of secondary schooling, the three groups' experiences of teaching styles were compared via the FIAC in order to assess the relationships between pupil success and teacher approaches. The results show that the Subject adolescents were significantly more likely, than the other two groups, to experience 'indirect' teaching, 'direct' teaching, 'indirect' (revised) teaching, 'direct' (revised) teaching, teacher talk, student talk and teacher-pupil talk. These findings do support the hypotheses which argue that the Subject adolescents will receive significantly greater number of instances of 'indirect' teaching and teacher-pupil interactions. However, the results do not support the hypothesis which states that the two Control groups will receive significantly greater 'direct' teaching style than the Subject adolescents. Here again we see that project teachers are likely to use a wide variety of pedagogical approaches when they are working with special needs pupils. Therefore, the results indicate that the management of non-school attendance requires a wide range of teaching approaches in order to assist the educational progress of persistent absentees because many of them do face multifaceted problems relating to both the home (e.g. poor housing conditions) and school (e.g. boring curriculum) (Galloway, 1979, 1985a; Galloway et al., 1981a, 1981b; ISTD, 1970, 1974; Reid, 1982e, 1983c, 1986a; Tibbenham, 1977).

Despite the fact that the Subject adolescents received significantly greater teacher interaction than the Control B adolescents, nevertheless, their school attendance rate for the 5th year remained significantly lower than that of the Control B adolescents. This suggests that the prospect of sitting public examinations may have influenced the Control B adolescents to attend school regularly, even though they experienced more 'restricted' teaching approaches in the classroom than the Subject adolescents. Furthermore, the results from the Galton Pupil Record Sheet (see page 863) show that the Control B adolescents exhibit significantly greater on-task activities than the two

persistent absentee groups. Therefore, such a finding emphasises the high degree of motivation among the Control B adolescents to succeed because of their vested interests in the school examination system. Therefore, the present study adds further support to the literature which argues that it is important for schools to recognise the ambitions of disaffected pupils by encouraging them to enter courses which are relevant to their career aspirations, especially in terms of academic and public examinations (Finn, 1987; Hargreaves, 1967; Hargreaves Report, 1984; Reid, 1986a). However, it must also be noted that the Subject adolescents maintained a higher school attendance rate than the Control A adolescents (although this difference is not statistically significant) which indicates that maximum teacher-pupil interaction which reflects a full range of teaching approaches may at least provide some heuristic values for future management programmes. Thus, in the light of this study, the management of school disaffection should emphasise more vocational and academic courses for persistent absentees. In fact, one study at a German School suggests that persistent absentees show significant increases in school attendance when they are placed on an 'alternative curriculum' which encourages its pupils to acquire skills in industry (Clare, 1986).

Further analysis on the FIAC results indicate that both 'indirect' and 'direct' teaching have significant negative relationships with number of pupils in the classroom. Therefore, the results suggest that the greater the number of pupils the less likely are the teachers to interact with their classes possibly because they do not have to deal with the relatively high demands (e.g. extra individual attention) of special needs classes.

The results on the School Y male population's experiences of teaching style show that the male Subject adolescents were significantly more likely, than the two male Control groups, to experience 'indirect' teaching, 'direct' teaching, 'indirect' (revised) teaching, 'direct' (revised) teaching, teacher talk, student talk and

teacher-pupil interaction. However, the results show that the three female groups do not differ significantly in their experiences of the various types of interactions.

Analysis of the individual items of the FIAC shows that the Subject adolescents were significantly more likely, than the two Control groups, to experience 'teacher accepting their feelings', 'teacher praise', 'teacher giving lecture', 'teacher giving direction', and 'pupil both responding and initiating conversations with teacher'. The Subject adolescents were also significantly more likely to work with larger numbers of adults (teachers) and to also work in smaller classes than the two Control groups. These findings support the hypothesis which argues that the Subject adolescents are significantly more likely to receive teacher praise, and teacher acceptance of their feelings and ideas. Considering that the Subject adolescents maintained a somewhat higher school attendance rate than the Control A adolescents, therefore, the FIAC results seem to suggest that improved school attendance patterns appear to be associated with increased teacher-pupil interactions in terms of rewards and acceptance of pupils' feelings. Thus, the findings add some support, albeit limited, to the literature which suggests that positive pupil outcomes are associated with greater teacher-pupil communications (Mortimore, 1988), teachers who give regular directions to their pupils (Haertel et al., 1981), and with pupils who receive verbal praise for their work (Ayllon et al., 1974; Brooks, 1974, 1975; Hargreaves, 1967; Herbert, 1978, 1987; Lawrence et al., 1982; Morgan, 1975).

Comparison of the Results from the FIAC and the Galton Pupil Record Sheet

The FIAC and the Pupil Record Sheet were combined to form the observation schedule for classroom activities and interactions. Therefore, it is important to evaluate the competency of these instruments in terms of their ability to reflect reality. One method by which one can assess their practicalities is to compare the two instruments with each other in terms of how far they agree. Thus, the comparisons

of the two instruments indicate:

- (a) In relation to School X, the Pupil Record Sheet shows that the Project X pupils receive significantly more teacher-pupil contact, such as individual attention, than when they are attending mainstream classes. This is also confirmed by the FIAC which shows that the Project X teacher is significantly more likely to use 'indirect' teaching and 'direct' teaching.
- (b) In relation to School Y, both the FIAC and Pupil Record Sheet indicate that the Subject adolescents experienced consistent teacher pupil interaction during their 4th and 5th years of secondary schooling. During the 5th year the Pupil Record Sheet indicates that the three groups do not differ significantly in terms of teacher-pupil interaction. However, the FIAC indicates that the Subject adolescents experienced significantly more teacher-pupil interaction than the two Control Groups. However, the fact that the Pupil Record Sheet indicates that the Subject adolescents were significantly more likely to receive individual attention, than the two Control Groups, may add some support to the FIAC findings which indicate that the Subject adolescents are significantly more likely to receive teacher interaction than the two Control groups..
- (c) Apart from generally agreeing with each other, the two instruments also complement each other by revealing data which the other may not have the ability to show. For instance, the FIAC clearly indicates the teaching style used by the teachers and the degree to which their approaches encourage pupil participation in the lessons. Whereas the Pupil Record Sheet emphasised the content of teacher interaction (e.g. discussion on task work), the size of the group who the teachers are interacting with (e.g. whole class or target pupils social group) and it also gives details on the type of interaction that the target pupil holds with other pupils in the classroom. Furthermore, although both instruments reveal data on

verbal interaction, nevertheless, it is only the Pupil Record Sheet which is able to reveal some details about the physical movements of both teachers and target pupils. For example, the Pupil Record Sheet records whether the target pupils are in their base (seat) or mobile, and the degree of teacher proximity to target pupils during interaction.

- (d) Some of the categories in the two instruments are very similar which can make comparisons even more perspicuous. For example, some of the similarities include 'teacher praise' and 'teacher criticism'. Therefore, the combined schedule may allow the observer to understand further the interactive processes in the classroom and how such processes may affect pupil behaviour (e.g. co-operate on task work or distraction from work).
- (e) Another interesting aspect of the two instruments is that although one focuses mainly on the teachers' behaviour (i.e. FIAC) and the other focuses mainly on the target pupils' behaviour (i.e. Pupil Record Sheet), nevertheless, they both still reveal data on both teacher and pupil behaviour. For example, the FIAC records the number of instances of pupil response and initiation in teacher-pupil contact, while the Pupil Record Sheet records the number of instances of teacher interaction in terms of giving directions on task work or routine activities. Thus, the advantage of using both instruments is that the researcher at no time during observations will be totally focusing on either the teacher or target pupil at the expense of completely ignoring the other. Therefore, not only does the combined schedule have the advantage of revealing complementing data, but it also has the added advantage of allowing the observer to constantly monitor both the teacher and pupil throughout the observation session, despite the shifting focus from teacher to pupil and vice versa.

Thus, the general indications are that the two instruments appear to support each other in relation to the degree of interaction experienced by pupils and they also complement each other by revealing further data which may not be otherwise available if one uses just one of the instrument.

Target Behaviour

The two Subject groups' target behaviours (e.g. fighting and glue sniffing) were monitored as part of the assessment procedure on the efficacy of intervention. Their target behaviours were measured by using several procedures including the Galton Pupil Record Sheet and, records kept by the school medical staff and Head of Year. In relation to School X, the results show that the Subject pupils displayed fewer target behaviours during intervention than during the other two stages, although this difference is not statistically significant. Therefore, the findings disagree with the hypothesis which states that intervention will significantly reduce the Subject pupils' target behaviours. However, the trend in the Subject pupils' target behaviour patterns do add support to the literature which suggests that behaviour therapy can reduce behaviour problems (Brooks, 1974, 1975; Herbert, 1978, 1987; Lawrence et al., 1982; Merrett, 1986; Morgan, 1975). Accordingly, behaviourists would argue the greater emphasis in terms of rewards, individual attention and teacher-pupil interaction (see the Pupil Record Sheet and FIAC) have positively reinforced the Subject pupils' desired behaviours which, in turn, may be 'antagonistic' (i.e. reciprocally inhibiting) to the target behaviours (Herbert, 1978).

In relation to School Y, the results show that the Subject adolescents maintained a similar level of target behaviours throughout most of the two-year intervention period. This result does not support the hypothesis which argues that the Subject adolescents' target behaviours will be greater during the first year (i.e. 4th year of secondary school) of intervention than during the second year (i.e. 5th year of secondary schooling) of intervention. One

possible reason for this disagreement with the hypothesis is that the Subject adolescents' absenteeism rate increased during the second year of intervention which probably made it more difficult to monitor regularly their target behaviour patterns.

Interaction Chart

The Project X and Project Y teachers monitored the number of visitors (e.g. parents, educational psychologists, Headteacher and pastoral teacher) received by their projects. This monitoring involved the two project teachers plotting the number of visits on a wall chart. The main aim of the interaction chart is to assess the degree of contact between the projects, homes and mainstream school. The author believes that such information might be important because the literature suggests that positive pupil outcomes are associated with good teacher-parent relationships and good project-mainstream school relationships (Burden, 1978, 1981; Mortimore et al., 1988; Reynolds et al., 1980; Rutter et al., 1979).

In relation to School X, the results show that the Project X members received the most frequent visits from the Subject pupils' mainstream school friends, followed by social workers, parents and pastoral tutors. In relation to School Y, the Project Y members received the most frequent visits from the Deputy Principal, pastoral tutors and parents. The author interviewed the two project teachers in order to ascertain their opinions of the frequency of contact between themselves and mainstream school (see Qualitative Data - Chapter 12a). Their general responses indicate that they are not satisfied with the rate of contact between the projects and mainstream school. They stated that they would particularly like to receive greater feedback from mainstream teachers, and they would also like greater assistance from specialists teachers in subjects such as mathematics and science. However, by contrast, the two Subject groups believe that mainstream teachers are 'snobbish' and 'uncaring' and, therefore, they would prefer only limited contact with mainstream school in order to

avoid them (Subject groups) becoming alienated and confused (see Chapter 10c). Thus, the present study indicates that there are communication problems between the various sub-systems which have contributed to the project teachers' sense of isolation and to the Subject groups' distrust of mainstream teachers. Therefore, it is vitally important for projects, mainstream schools and homes to establish good contact with each other in order to ensure that both project pupils and their project teachers receive adequate support in combating school disaffection.

Comparisons between Project X and Project Y

Project X and Project Y were selected for this present study mainly because of the similarities in their approaches. For instance, both are based in secondary schools and their primary concern is to combat absenteeism. They both also operate within the conceptual framework of behaviour therapy. Therefore, it is important to make comparisons between the two projects in order to assess how far they agree with each other in terms of pupil outcomes, and to also assess the comparabilities of the findings from the FIAC and Pupil Record Sheet. Such a comparison would then enable us to evaluate the practicality of the observation instruments and also to assess the extent to which one can generalise the management approaches to the persistent absentee population. Therefore, the general comparisons indicate:

1. Both projects were successful in helping their pupils to increase their school attendance rates. However, both projects experienced the problem of helping their pupils to maintain good school progress. For example, the Project X programme was unable to help its pupils to maintain relatively good school attendance during the follow-up phase. Similarly the Project Y programme was unable to help its pupils maintain relatively good school attendance during the second year of intervention. In order to overcome some of these limitations the author recommends that short-term projects (e.g. Project X) may have to consider the possibility of either becoming

long-term projects in order to avoid serious reintegration problems, or they may need to consider themselves as 'transfer' units whereby the project pupils are eventually passed unto new schools in order to have a fresh start. While the long-term projects (e.g. Project Y) may have to consider more closely their role as permanent academic/vocational units with the aim to provide better career opportunities for their pupils (e.g. sitting examinations). Subsequently, the units would be better able to increase motivation among such pupils to attend school. However, the general indications in this present study are that projects which are based on behaviour therapy can improve school attendance, but that such improvements are difficult to maintain.

2. The combined observation schedule (FIAC & Pupil Record Sheet) indicate that both project teachers used similar teaching approaches in order to assist their special needs pupils. For instance, the Pupil Record Sheet indicates that the two project teachers were significantly more likely to give individual attention, to interact on task work, and to make individual pupils the focus of their attention than mainstream school teachers. The schedule also shows that the two projects were significantly more likely to work with 'outside' professionals and to work in smaller classes than mainstream school. The FIAC indicates that the two project teachers were significantly more likely to use 'indirect' teaching and 'direct' teaching than mainstream school. Thus, the present study argues that positive pupil outcomes appear to be associated with maximum teacher-pupil interaction, especial when such contact is on an individual level and is directed mainly towards academic work.
3. Concerning the frequency of target behaviour (e.g. stealing), the results show that Project X helped its pupils to reduce their target behaviours (although this result is not statistically significant), while the Project Y pupils target behaviours remained fairly

consistent during the two-year intervention period. Therefore, the Project X programme appears to be the most successful of the two projects in reducing problem behaviours. One possible explanation for this difference is that the Project X pupils are younger than the Project Y pupils which may have made it comparatively easier for the Project X teacher to manage her pupils' behaviour problems. Whereas the Project Y teacher having to work with older adolescents may find that they are less susceptible to management programmes possibly because they are under greater pressure from peers to exhibit unco-operative behaviour (Murgatroyd, 1987) or because they are more likely to experience physical changes (e.g. menstruation) which could lead to them experiencing greater emotional upsets than younger children (Galloway, 1979).

4. Both Project teachers believe that the contact between their projects and mainstream school is very poor. Consequently, they both feel isolated from mainstream school and, therefore, would like mainstream teachers to volunteer more input into the project timetables, especially in terms of academic assistance and pastoral counselling.
5. In relation to future plans, the two project teachers appear to differ in terms of their careers. The Project X teacher hopes to extend the Project to include more pupils and teaching staff, whereas the Project Y teacher hopes to leave the Project and return to mainstream teaching. One possible reason for the differences in the aspirations of the two special needs teachers is that the Project X teacher believes in the potential support in the mainstream school, plus her Project is a relatively new experience. Whereas the Project Y teacher had been running the Project, at that time, for over one year. Consequently, the Project Y teacher had become tired and disenchanted with the lack of support from mainstream school.

Therefore, the general indications are that school-based projects appear successfully to increase school attendance among persistent absentees. However, the present study also argues that such projects may need to investigate further the long-term effects of their programmes on special needs pupils, and also to assess further the level of contact between mainstream school, projects and home.

Limitations

During the author's daily involvement with the projects, she would make notes in her diary of any interesting incidents which may raise some issues for the intervention programmes to consider. Some of her noted observations on the problems faced by the projects include:

1. In Project X, Friday afternoons are reserved for a time of relaxation, friendly conversation and leisure activities such as swimming. However, on one particular Friday afternoon the Project X teacher decided that the Project pupils could play computer games because they had co-operated with her with her during the day and they had also produced some good work. However, earlier that same day one of the Project pupils had been berated by the Project teacher for 'skiving' off school and also for losing his temper because he could not find his pen. However, to the dismay of the other Project pupils, this particular pupil was also allowed to participate in the computer games. The Project group complained bitterly and argued that it was unfair that they had to work hard in school to receive a reward, whereas this particular pupil who had misbehaved was also being rewarded. The Project teacher agreed with the group, but nevertheless, she allowed the particular Project pupil to continue with the computer game since she had already given permission. Consequently, the rest of the group appeared to lose interest in the computers and they gravitated towards other activities, such as listening to music. The Project teacher then realised that she would have to reappraise her reward system.

Later the Project teacher and pupils had a group meeting to discuss the contingency approaches of their programmes and the type of rewards that pupils most value. The issue raised here is that the Project teacher had carefully to reassess and more clearly define her contingency programme in order to ensure that the Project pupils receive a programme which more systematically reflects their efforts and thus negate any possible confusion.

Therefore, to explain this 'unfairness' in theoretical terms, behaviourists would argue that inconsistent contingency rules may lead to changing patterns in children's behaviour which could cause frustration and, consequently, increase the chances of conduct disorders developing as a result of the children's confusion (Herbert, 1978, 1987). Thus, Herbert (1987) argues that in order to help children consolidate the contingency rules it is important that the adult should ensure that: (a) children clearly understand which specific behaviours are to have the consequence of rewards and which specific behaviours are to have the consequence of punishment; (b) the rules are made simple; (c) these rules are implemented fairly in order to help pupils make better judgments of their progress. It would probably help further if teachers keep a daily record of the pupils' progress possibly displayed on the classroom wall. Thus, enabling them to make fairer judgments on who should receive rewards. Furthermore, such a display may also lessen the chances of them (teachers) forgetting how to operate their reward systems.

2. The Project X teacher encouraged 'outside' agencies (e.g. social workers) to participate in the Project as a means of increasing the Subject pupils' opportunities to interact with adults. However, the practice of this policy was not without its problems. For instance, on Thursday mornings the Subject pupils have their normal workgroup sessions with the social workers. On one particular occasion the theme of the discussion was

related to the Subject pupils' opinions of the Project and what they hoped to gain from its programme. However, during the session one of the male Subject pupils started to sabotage the discussion by refusing to answer any questions and argued that he found the group sessions rather boring. Consequently, the social workers asked him to leave the Project classroom. He adamantly refused to obey and stated that the Project is his classroom, his territory and nobody, especially invaders (i.e. the social workers), has the right to tell him what to do in his own classroom. The rest of the Subject pupils stated that they agreed with him and in response the social workers tried to explain their relationship with the project. However, the Subject pupils refused to co-operate; the session was terminated and the pupils were allowed to work on a chosen activity.

Consequently, the Project X teacher arranged a meeting with the Subject pupils to discuss the problems of the groupwork sessions. The Subject pupils stated that they resented having to interact with so many adults, especially outsiders. They argued for fewer adults to be placed on their programmes so that they could have the opportunity to develop a deeper relationship with those few adults than would otherwise be permitted with a larger number of people. Subsequently, the groupwork sessions were reduced to once a fortnight with only one social worker - an arrangement which the Subject pupils found more congenial. Thus, this observation suggests that when one is dealing with problem pupils, one may have to consider carefully the number of adults to include in such pupils' timetables so that they (problem pupils) do not feel overwhelmed or threatened by the prospect of having to interact with too many adults.

3. The official school register was used to assess the research population's school attendance rates. However, during the teachers' industrial strike all pupils received an attendance mark even though they were not allowed to enter the school building. Therefore, it is

possible that the school attendance figures in this present study may reflect higher school attendance rates of the research population than would otherwise have been attained. However, the fact that all the research pupils were treated the same during the strike may have helped to negate any inconsistencies which may have occurred when comparing persistent absentees with good school attenders.

4. The number of observation sessions are limited mainly because, by definition, the persistent absentees tended to be absent from classes. Therefore, although the research has attempted to reflect some of the classroom experiences of non-school attenders, nevertheless, caution needs to be taken when attempting to generalise the observation findings because of the limited data.

In summary, the findings indicate that improved school attendance among persistent absentees is associated with management approaches which emphasise 'individual attention', making individual 'pupils the focus of adult attention', 'adult praise', 'interaction on task work and routine activity', 'teacher accepting pupil's feelings and ideas', 'teacher criticism', 'teacher giving lectures and directions', 'teacher-pupil interaction', 'pupil asking teacher questions', 'direct teaching' and 'indirect teaching'. This management approach of maximising teacher-pupil contact appears to be assisted further if the class has extra adult helpers (or teachers) and if the number of pupils is significantly smaller than normal mainstream classes. However, the findings also indicate that special needs projects lack effective contact with mainstream schools. Therefore, the present study argues that school-based projects appear to combat persistent absenteeism, but that such projects also need further assistance from their mainstream schools especially in terms of specialist subject teachers in order to improve the quality of academic work. In addition, they also need more general feedback from the mainstream staff in order to negate the sense of isolation experienced by the project

teachers and, therefore, further the efficacy of the management approaches to school disaffection.

In the following chapter the author will draw her conclusions about the multi-disciplinary nature of effective intervention for non-school attenders, the implications for future educational policy and she will also make suggests for future research.

Chapter 12c

Conclusions and Recommendations

The present study indicates that school-based projects are not only vital in the effective management of persistent absenteeism, but they also provide useful pedagogical strategies which could be incorporated into mainstream classes in order to cater for a wider special needs population than at present. Therefore, the main purpose of this present research project was to make an indepth study of school-based projects using a multi-disciplinary framework in order to provide a broader understanding of school disaffection than is presently available.

To understand the different directions taken by this study one needs to reflect on previous management approaches and their consequences in relation to non-school attendance. From the psychological perspective, the literature argues that effective management of persistent absenteeism should operate within the framework of behaviour therapy (Ayllon et al., 1974; Brooks, 1974, 1975; Herbert, 1978; Lawrence et al., 1982). However, despite the establishment of contingency rewards in these management studies many argue that there are some severe deficiencies. For example, truants who make up a relatively large percentage of the 'illegal persistent absentee' population (in comparison with school refusal/phobic cases) tend to show poor prognosis (Galloway, 1985a). Galloway argues that the truants' poor responses to behaviour therapy might be influenced by several factors including: (a) parents of truants are likely to neglect their children's education and, therefore, they tend to lack interest in attending appointments concerning their children's school attendance; (b) truancy is associated with poor academic progress which may negate

further persistent absentees and their families motivation in school attendance; (c) some therapists are highly selective when choosing their persistent absentee clients by showing preference for more middle-class families who are probably more likely to respond to 'treatment' because of their high motivation to succeed academically (e.g. Hersov, 1960b). Other authors have argued that although behaviour units may increase school attendance, nevertheless, they are unable to ensure that pupils continue to show good school progress during reintegration (Reid, 1982d). Furthermore, behavioural therapy tends to place less emphasis on school factors in relation to truancy than the sociological model (Galloway, 1979; 1985a).

By contrast, the sociological model emphasises the need for schools to stress higher teacher expectations, closer teacher-parent contact, greater emphasis on work-orientated lessons, and it stresses the greater use of pastoral care systems and school-based projects (Hargreaves Report, 1984; Mortimore et al., 1988; Reid et al., 1987; Reynolds et al., 1980; Rutter et al., 1979). However, such system approaches do not reflect the individual needs of the children concerned especially in terms of behaviour difficulties, inconsistent parental discipline and deprivation (Galloway, 1979, 1985a). Furthermore, such studies do not explain the interactive processes of the teacher-pupil relationship which may help to improve the social conditions of the school environment (Reid, 1989b).

Therefore this present study differs to the previous literature by arguing that the management strategies for non-school attendance must operate within a multi-disciplinary concept which reflects: (a) the motivational needs of non-school attenders (e.g. rewards), their social needs (e.g. establish contact between the school and local community programmes), and their educational needs; and (b) the needs of their teachers in terms of providing extra support resources (e.g. teaching staff), regular contact between mainstream school and special needs projects in order to ensure adequate feedback

and the need to provide some pedagogical directions (e.g. teaching styles) to enable teachers better to assess their approaches to meeting the needs of school absentees.

In order to understand the interrelated factors associated with persistent absentees, their families and schools, the present study investigated the perceptions of such pupils towards their schools and homes. This investigation also included assessing the attitudes of both the parents and teachers towards the research population's educational experiences. The findings show:

- (a) non-school attendance is associated with 'poor' housing in terms of material resources (e.g. lack of books and 'unhygienic' conditions), a family history of truancy and regular contact with caring agencies (e.g. Social Services), poor academic performance, a tendency for parents to experience social problems (e.g. alcoholism), poor self-esteem, feelings of 'uneasiness' at school, a lack of interest in homework activities and with conduct disorders;
- (b) non-school attenders perceive mainstream school as 'boring'; they believe that mainstream school teachers are 'snobbish' and 'uncaring'; whereas they perceive their special needs programme as beneficial to their educational needs especially in terms of basic skills such as reading and writing; they enjoy a wider choice of activities on the project (e.g. computer games); and they perceive their project teachers as more caring and understanding towards their problems;
- (c) the parents of persistent absentees prefer their children's needs to be catered within a school-based project, they believe that their child showed greater school progress on the special programme than on a mainstream school curriculum, they argue that the emphasis on individual teaching and counselling has furthered their child's school progress; and they also believe that home-school contact should be increased

especially via PTA meetings, regular reports on child's academic progress and even home visits from the school;

- (d) both mainstream school and project teachers believe that school-based projects are most effective in catering for non-school attenders who experience both learning and behavioural difficulties; they believe that there is a lack of contact between special needs projects and schools which could be improved via 'news booklets', coffee sessions and more specialist teacher input into the project timetables; and they also believe that behaviour therapy is a valuable tool in helping truants to improve their school attendance patterns.

Thus, the present evidence indicates that the factors associated with non-school attendance reflect a magnitude of problems which require interpretations from both the psychological and sociological schools of thought. Here we see that present evidence extends further our understanding of persistent absenteeism by relating it not only to home-related factors such as poverty; but also to school-related factors such as pupil distrust of mainstream school teachers, pupils feeling uneasy in their school environment, and lack of mainstream-project contact which can lead to the isolation of both project teachers and their pupils. This lack of contact between the various sub-systems could, in turn, cause further deterioration in relationships between the various sub-systems, especially during reintegration.

Therefore, the present study provides a model of the type of persistent absentee who the schools believe is the most likely to benefit from a placement on school-based projects. This model is presented in Table 12c.1:

Table 12c.1: A Model of the Persistent Absentee

Persistent Absentee:

Home background: poor home conditions reflecting both poor hygiene and lack of educational resources, history of truancy among siblings and regular contact with caring agencies;

Parents : may experience social problems (e.g. criminal record), have been summons to court for their child's truancy behaviour, experience unemployment, and separation or divorce from partner;

Education : shows poor school attendance, experiences difficulties with reading, writing and numeracy, and sits very few public examinations;

Behaviour : experiences conduct disorders, particularly restlessness, irritability and short attention span, and has poor relationship with teachers especially in terms of unwillingness to co-operate with teachers' requests;

Perceptions of school : perceives mainstream school as an 'uncomfortable' experience, believes the mainstream school teachers to be uncaring, finds the mainstream school curriculum boring and unrewarding, and dislikes several subjects including physical education and religious studies.

The model presented above (Table 12c.1) shows that non-school attendance is related to a multitude of problems which include both home and school factors. Therefore, the present study argues that in order to eradicate the problem of persistent absenteeism, schools need to establish school-based projects which attempt to understand disaffection within a multi-disciplinary framework. Thus, unlike previous intervention approaches, which operate mainly within the behaviour therapy model (e.g. Ayllon et al., 1974; Brooks, 1974, 1975; Herbert, 1978; Lawrence et al., 1982; Morgan, 1975), this present study attempted to widen the management concept of persistent absenteeism by also utilizing both behavioural theory and a systems analysis approach. This multi-disciplinary approach allowed the author to make several conclusions about the management strategies which appear to be significantly associated with improved school attendance:

- (a) greater individual attention given to the pupil by the teacher (or adult helper), the pupil being the focus of adult attention, greater interaction between adult and pupil about academic tasks (e.g. reading), greater feedback (e.g. verbal rewards) in relation to both academic work and behaviour, and close proximity between teacher and pupil during interaction (as assessed via the Galton Pupil Record Sheet);
- (b) greater teacher-pupil interaction which reflects 'indirect' teaching, 'direct' teaching, 'acceptance of pupil's feelings, giving pupil regular feedback via rewards and criticisms, giving pupils regular lectures and directions about task work, and encouraging pupils to express their opinions by teacher asking questions (ass assessed via the FIAC).

Thus, the present study provides us with a model of classroom approaches which are significantly associated with improved school attendance among persistent absentees. Table 12c.2 provides a summary of this classroom model:

Table 12c.2: A Model of the Classroom Activities and Interactions that are Significantly Related to Improved School Attendance Among Persistent Absentees.

Teacher Interaction	:	Individual attention, individual pupil being the focus of adult attention, discussion related predominantly to academic activities, maximum teacher-pupil interaction by teacher using both 'indirect' teaching to encourage pupil expression (e.g. praise and acceptance of pupil feelings) and 'direct' teaching to impart knowledge of the topic and to also control pupil behaviour (e.g. criticisms and lectures).
Teacher Location	:	Close proximity between teacher and pupils while verbally interacting in order to enhance teacher interests in pupils' activities.
Teaching Subject	:	English, mathematics, and emphasis on vocational activities which may involve placements with local industries.
Other Factors	:	Small classes with a teacher-pupil ratio of 1:6, and classes that receive assistance from adult helpers and other teachers.

The classroom model in Table 12c.2 shows that positive pupil outcomes (e.g. improved school attendance) are related to both behavioural approaches and teaching styles. Thus, it is important that schools recognise that in order to combat pupil disaffection they need to: (a)

introduce behaviour therapy to motivate pupils to attend school; (b) analyse the school system (especially in terms of teaching styles and inter-departmental contact) in order to ensure that disaffected pupils receive the type of classroom interaction which is appropriate for their educational needs.

The next issue raised is: How far should this multi-disciplinary classroom model be extended? The author believes that the classroom model (i.e. Table 12c.2) should be extended to the mainstream classes in order to ensure that more persistent absentees receive the benefits of the multi-disciplinary approach than at present. This argument is particularly important in the light of the fact that the author was able to study 16 non-school attenders (i.e. Control A adolescents) attending mainstream classes at School Y which indicates the limitations to which school-based projects can cater for the needs of their schools' persistent absentee population.

Practical Implications

We have seen that a multi-disciplinary classroom model is significantly related to improved school attendance. However, to implement such a model, whether in mainstream school or in special needs projects, we need to consider the practical steps required to ensure effective implementation. Therefore, several practical approaches are suggested including:

- (a) There needs to be a greater input of resources into implementing the multi-disciplinary model. Such resources may include more teaching staff, voluntary workers, and other professionals (e.g. social workers and EWOs). However, it must be noted that there are voluntary bodies (e.g. Voluntary Service Bureau) which are willing to send skilled adults to work in schools along side the teachers in order to assist further the individual needs of pupils. Of course, this is not to say that such adults can replace an experienced teacher, but evidence from this study shows that they

(volunteers) can be effective assistants in complementing the teachers' role in the classroom. Therefore, schools need to show greater recognition of the wealth of skills that their communities may have to offer, especially in terms of voluntary adult resources. Such recognition may lead to pupils benefiting greatly from a wider variety of skills - much of which is voluntary and, therefore, poses very limited strain on schools' limited resources.

- (b) There is a need to increase teacher awareness of the multiplicity of skills required of them if they are to meet effectively the needs of persistent absentees. There are several methods available by which teachers can be encouraged to become more sensitive to the necessary teaching styles associated with improved school attendance. Such methods may include in-service training schemes which focus on classroom activities of special needs teachers, they could participate in school-based project activities to gain some insights into various teaching approaches, or the school could establish regular meetings between mainstream teachers and project teachers in order to share their experiences of special needs pupils.
- (c) Schools could set up workshops in which parents, teachers, social workers, EWOs and trained behaviour therapists can meet to discuss and analyse the use of contingency rules. These discussions may also allow the various parties to appreciate further how the effects of different contingency settings can lead to children becoming confused and frustrated. Such appreciations could help to create much greater affinities between the home, school and local services (e.g. Education Welfare Service) which may, in turn, increase the effectiveness of behaviour approaches in combating school disaffection.

Practical Problems

Despite the benefits that might be gained by the school through implementing a multi-disciplinary model to eradicating pupil disaffection, nevertheless, there might be several practical problems which need to be discussed if schools are to introduce effectively such management initiatives:

- (a) Intervention approaches may involve the reorganisation of classroom structures to permit children access to a wider range of activities. For example, the teacher may need to consider rearranging the classroom into different areas - working area, reading area and leisure area. Such reconstruction may allow both teachers and pupils a greater choice of 'rewarding' activities, but may require extra financial resources which may not be readily forthcoming.
- (b) The reorganisation of the curriculum to emphasise rewards, individual attention and closer contact with community projects may encourage other pupils to become disruptive in order that they may also receive access to such intervention. Therefore, if this multi-disciplinary model is introduced throughout mainstream school then it is likely that most pupils will have some access to such a curriculum. However, it must be noted that good school attenders were very successful under the more 'rigid' teaching approach which emphasised the analysis of factual information and gaining examination skills. Thus, the implementation of the multi-disciplinary model, as suggested in this present study, must accommodate for the fact that some pupils (especially 'bright' children) may perform quite well under the more 'traditional' teaching style. Therefore, it is imperative that schools consider closely which children or classes are to be introduced to the type of intervention presented in this study.
- (c) Teachers and parents may not be fully aware of effective ways of using positive reinforcement, such as praise or

tangible rewards, in order to change the child's behaviour (Herbert, 1987; Miller, 1989). Therefore, it is vital that schools and parents have access to behaviour therapists who can provide training sessions in the use of contingency rules.

- (d) There are ethical issues related to how best to define the problem? Whose behaviour needs to be changed? Who will benefit the most from such behaviour changes? There are also the problems of using negative reinforcement, and seeking the children's or parents permission to introduce intervention. These issues need to be tackled by discussions with all parties concerned in order to ensure that the children will gain both educational and social benefits from any intervention, and that any negative reinforcements are judged by all as 'justified' or at least 'appropriate' without the danger permanently damaging children's trust of the key adults (e.g. teachers and parents) in their daily lives.
- (e) The project teachers expressed concern about their inabilities to assess the progress of both their (project teachers) behaviours and those of their pupils. Here the main problem for the project teachers is to find the time to investigate the various observation schedules and to implement them. To overcome such problems it might be useful to encourage teachers to attend courses relating to behavioural techniques. Then these teachers could train other teachers at school.
- (f) There is also the practical problem of encouraging teachers to co-operate with the intervention plan. Miller (1989), for example, argues that staff might not be willing to participate in intervention. There might be problems between the school and the children's parents which could adversely affect the children's attitudes towards intervention. Thus, such problems may first require some form of reconciliation with all parties concerned. Miller also argues that some teachers may have reservations about behaviour therapy because of

concern about time commitment. Further, they may view the plan as too simplistic, disbelieve in its ability to succeed in changing children's behaviour problems, or they (teachers) may have doubts about their abilities to demonstrate consistent behaviour as is required to ensure that children understand the contingency rules. To overcome such reservations, Miller suggests that intervention may need to be amended, or teachers be encouraged to participate in intervention by exposing them to examples of successful intervention programmes, or by introducing them to teachers who have produced positive outcomes in similar situations.

The Generalisation of the Multi-disciplinary Model to Special Needs Pupils

Clearly, one of the main objectives is to establish a management programme that can be adequately applied to the persistent absentee population. However, since the Subject groups in this study were homogeneous for indigenous working-class secondary school pupils with both learning and behavioural problems, then the results may not be generalised to other groups of persistent absentees such as severe school phobic cases, primary school truants, persistent absentees who are considered by their schools to be 'bright', non-school attenders who come from 'middle-class' backgrounds, and persistent absentees who come from 'ethnic minority' backgrounds. However, it is quite possible that the management approach used in this study could with some modifications be adapted to meet the needs of these groups by, say, emphasising their cultural backgrounds to negate possible feelings of alienation or by stressing more academic-orientated courses to motivate 'bright' persistent absentees.

It must also be noted that the Subject groups are not necessarily representative of the persistent absentee population as they were selected precisely because of their experiences of learning difficulties and social problems. It is quite possible that the Subject groups represent only a small percentage of the larger truancy problem. There are

also those who point out the fact that most pupils with learning difficulties are in fact good school attenders (Reid, 1985).

Atypical Case Studies

There are also atypical cases which the author encountered during her research. She refers to them as being atypical because their behaviours do not appear to reflect the general experiences of the research groups to which they were assigned. In order to illustrate some of the experiences of such cases, the author will briefly discuss the cases of two adolescents - one who is a persistent absentee and the other who is a good school attender.

Ann

Ann is a 15-year-old persistent absentee (Control A adolescent) who attends School Y. She comes from a family of three girls, with mother and father. During her 3rd year of secondary school she began to truant which surprised the staff because they regard her home background as very 'good' and they also viewed her parents as very supportive in her education. After some investigation the school realised that Ann's parents were experiencing marital difficulties which appeared to have influenced her school problems. By the end of her 3rd year her school attendance rate was less than 50 per cent. However, what particularly made Ann an atypical persistent absentee case is that she was entered for public examinations mainly because the school believed her to be capable of passing CSE courses and also because her parents insisted that they would support her despite their own difficulties.

During Ann's 4th year, her school attendance increased gradually to 83 per cent which may have been partly influenced by the fact that her parents had agreed to reconcile. However, during the 5th year Ann attained an average school attendance rate of 69 per cent. Nevertheless, she successfully gained eight CSE passes and hopes to attend full-time college of further education.

James

James is a 15-year-old good school attender (Control B adolescent) who attends School Y. He comes from a family of three children - two boys and one girl, with mother and father. James successfully maintained a school attendance rate of over 85 per cent during his last three years of compulsory schooling. The School regards his home background as 'good' and his parents appear to be supportive towards his needs. However, what is atypical about James, as a good school attender, is the fact that he is always in trouble with the staff because of gang fights, for bullying other children and for being disruptive in classes. James would regularly challenge the teachers on issues ranging from demanding them to justify the relevance of a particular topic to his 'survival needs' to him refusing to work because he simply believes that the teacher has approached the topic in an unimaginative manner. However, despite James's troubles he attended school regularly and was entered for five CSE examinations.

The author observed James's classroom activities during the 5th year in which she noted a regular pattern of events. In a typical lesson with James, he would ask the teacher about the subject content, demand to know where the information was collected, and how was the teacher going to connect the issue to the daily lives of 5th year pupils. Such arguments were regularly followed by the teacher stating how 'intelligent and articulate he is, but if only he would use it more constructively'; or 'he is intelligent, but is wasting his time by refusing to appreciate his education'. The author believes that it is possible that James's good school attendance rate is partly connected to the fact that he was regularly told about his very good intellectual and communicative skills. Such 'compliments' by the teachers may have positively reinforced both his argumentative disposition and his high school attendance rate. However, towards the end of the 5th year course James became less involved in fighting incidents partly because of pleas from his mother and also probably because much of his energy was geared towards his examinations. He successfully

passed five CSE examinations, but the school insists that he is capable of 'O' level and 'A' level examinations. James is now a part-time student at a college of further education.

Therefore, the two cases mentioned above serve to illustrate that: (a) not all persistent absentees are examination failures and despite their school attendance problems, some are able to gain academic qualifications; (b) some good school attenders do experience conduct disorders, disruptive behaviours and poor relationships with their teachers. Thus, these observations highlight the fact that it is imperative that practitioners recognise the individual needs of each child simply because 'problem' pupils may not always reflect the 'typical' behaviour patterns of, say, truant or delinquent cases.

The Panacea

Although the management strategies in this study appear to be related to the Subject groups' successful increase in school attendance, nevertheless, there is at least one Subject adolescent who was unable to respond to intervention. This adolescent, June, aged 15 years, attended School Y and was placed on the Project Y programme because of severe persistent absenteeism, reading difficulties and communication problems. During the 3rd year June's average school attendance rate was 15 per cent which resulted in her parents receiving home visits from the school's EWO. Subsequent to these visits it was decided to give June home tuition with the understanding that she would be returned gradually to school. Her problems were compounded further by the fact that she is extremely 'introverted' and 'shy'. In the classroom she will not converse with either the teachers or pupils, and will only communicate in monosyllables - 'Yes' or 'No' - when asked questions. Consequently, she had no friends at school and during break time she would simply stay close to the school building usually by herself.

June was introduced to the Project in her 4th year and one of the first tasks of the project teacher was to introduce her to some of the 'quieter' girls in the project.

The main aim was to help her to feel more comfortable in the project as well as to encourage her to develop her social skills. However, her school attendance deteriorated to below 5 per cent during the course of the 4th year. Towards the end of the 4th year June's parents decided to transfer her to another secondary school.

Clearly, this case highlights the difficulties faced by school-based projects in trying to reinforce school attendance especially among older adolescents. For example, June's case is very similar to that of a younger girl called Lyn mentioned earlier in this thesis (see Chapter 8b). Lyn, like June, experienced difficult communication problems, but despite her problems she was successfully returned to school after intervention. It is quite possible that the differences between June and Lyn in their response to intervention might be partly related to their ages, with the former being introduced to intervention at a relatively late age (i.e. 14 + years), whereas the latter was introduced to intervention at the relatively early age of 12 years. This may suggest further the need to monitor pupils at a very early age in order to ensure that any educational problem receive early remedial action so that the problems may be prevented from developing into severe cases. However, the fact that the school-based projects were able to help most of the Subject adolescents to improve their school attendance rates shows that such interventions can provide fruitful management approaches, but nevertheless they are not panaceas for all the problems related to special needs.

The next issue is related to how far can the multi-disciplinary classroom model be applied to the requirements of the National Curriculum? This issue will be discussed in the following section in order to highlight the relevance of intervention to future educational policies.

The National Curriculum

The main purpose of the National Curriculum is to introduce a standard educational system which is followed by all school pupils aged between 5 and 16 years throughout

England and Wales. The Curriculum involves pupils studying various Attainment Targets in the foundation subjects (i.e. English, mathematics and science) and other subjects (e.g. history) in which they will be examined at various ages, such as 11 and 14 years. Therefore, with these extra curricular demands on special needs pupils, it is imperative that intervention strategies receive the maximum support to enable them to motivation school attendance among their pupils and also to help the projects offer their pupils extra individual attention. Such support may then ensure that as many children as possible benefit from the National Curriculum. Therefore, the multi-disciplinary classroom model can be applied to the teaching of the subjects in the Curriculum. For example, in the teaching of Attainment Target II (Spelling), in English, to non-school attenders with learning difficulties, several factors should be present to ensure effective teaching. Some of these factors may include pupils working in small groups with several adults to assist their spelling activities. The pupils may be assisted further by the adults giving them individual attention to ensure that any special needs receive adequate help, and they (pupils) should receive regular feedback (e.g. adult praise) in relation to academic progress in order to positively reinforce achievement.

The pupils may need to receive short tests on a regular basis in order to familiarise them with examinations. This may help to build up their self-confidence about their own academic skills and may also increase teacher expectation for pupils which is considered a vital component in effective schooling (Mortimore et al., 1988; Reid et al., 1987; Rutter et al., 1979). Furthermore, the literature strongly argues that non-school attenders should be encouraged to sit examinations in order to help them appreciate the relevance of schooling to their aspirations (Hargreaves, 1967; Hargreaves Report, 1984; Reid, 1985). However, in order to assist persistent absentees in developing their academic skills then both the teacher and adult helpers may need to develop 'direct' teaching skills whereby the pupils receive detailed lectures

about the contents of the lesson (e.g. rules relating to using suffixes -ed or -ing) and directions/instructions relating to the task (e.g. instructed to write essays). Furthermore, regular pastoral tuition must be introduced in order to ensure that any risk of failure among pupils is lessened. However, if the unfortunate consequences of failure do occur, then the pastoral tutor must provide as much support as possible to increase the chances of pupils 'recovering' from disappointments. Such pastoral approaches may also need to consider introducing parents to counselling systems to ensure that they (parents) also give their child effective support during both successes and failures.

In addition, both teachers and adult helpers may need to develop 'indirect' teaching skills whereby pupils are encouraged to express their opinions through teacher posing questions, showing willingness to accept pupil's feelings and through the use of praise to motivate pupil communication. These 'indirect' teaching skills are especially important when one considers the fact that persistent absenteeism is associated with behaviour problems (Farrington, 1980; ISTD, 1974; May, 1975; Murgatroyd, 1987; Pritchard et al., 1987; Robins & Ratcliffe, 1980; West, 1982). Therefore, it is important that adults encourage such pupils to communicate in order to help them develop more 'desirable' social skills. Further, such discussions may help both the adults and pupils to understand any learning difficulties experienced by the class. Consequently remedial action might be more forthcoming than in the more 'traditional' classroom setting in which one teacher may have to work with 25+ pupils - a situation which may not be conducive to maximum teacher-pupil interaction, especially on an individual level. The other advantage of dividing lessons into 'direct' teaching, 'indirect' teaching, individual attention, on-task activities and tests is that such changes in the mode of interaction may help to facilitate pupils' abilities to concentrate on the topic concerned. This is especially important because the present study suggests that persistent absentees experience short attention spans which could otherwise lead to boredom and

frustration if teachers do not attempt to vary the lesson at least in terms of teacher-pupil contact.

Another characteristic of the multi-disciplinary classroom model which may help special needs pupils to consolidate further the principles of English spelling in the National Curriculum is the fact that the intervention emphasises contact with vocational institutions, such as local businesses. In a 'typical' lesson situation the pupils are encouraged to write letters to various businesses either to ask for permission to visit or to thank them for their hospitality. Such exercises not only assist the pupils' spelling skills, but they also help to consolidate the relevance of the task to the career needs of the 'real' world. Furthermore, pupils are usually required to write short essays on their work experiences, and also to suggest ways of using such experiences in job application forms or in interviews to heighten the interests of potential employers.

In relation to specialists subjects, such as science, one project teacher suggests that more specialist teachers should be involved in the school-based project timetables. However, such an approach may face practical problems mainly because much science work requires the use of laboratory facilities which are not normally available in the project classroom. Another danger is that, consequently, special needs pupils may receive less contact with mainstream school which may adversely affect their relationships with other pupils. Furthermore, the present study shows that the overwhelming majority of both teachers and parents want project pupils to retain some contact with mainstream school. Therefore, in the light of these issues, the author believes that the intervention programme is probably more effective if it encourages its pupils to attend mainstream classes for science and it can then provide additional science support in the project timetable to help pupils to consolidate further the scientific principles.

However, despite the potential efficacy of the

intervention model in assisting the educational progress of non-school attenders under the National Curriculum, there might be some drawbacks. For example, will the multi-disciplinary model help persistent absentees to maintain school attendance in order to complete the National Curriculum? Will the model assist special needs pupils to cope with the pace and standard set by the majority of pupils in their own age group? What modifications, if any, will be needed to make the intervention model more sensitive to the requirements of the National Curriculum? For example, will there need to be a greater emphasis on 'direct' teaching to help pupils to cope with assessment examinations, or will there need to be a greater stress on groupwork rather than on individual teaching approaches? Unfortunately, at the moment, we do not have the answers to these questions, but hopefully rigorous empirical research may provide some heuristic guidelines for practitioners who, in the future, may want to apply this multi-disciplinary model to the needs of disaffected pupils working under the Curriculum.

Management Effects

One of the problems in evaluating pupil outcomes of management models is the possibility that school attendance among persistent absentees might have improved without intervention. However, the author believes that it is highly improbable that the Subject groups would have shown any improvements without the additional intervention strategies. This premise is supported by several factors including:

- (i) During the pre-intervention phases the Subject groups' school attendance rates were deteriorating.
- (ii) They were experiencing school attendance problems over relatively long durations.
- (iii) The matched good school attenders showed no significant increase in school attendance during the research project. In fact their school attendance decreased during the 5th year despite the relative

lack of social problems in their lives. Thus, one may deduce that the Subject groups who experienced significantly greater disadvantages would have found it even more difficult, than the matched good school attenders, to improve their school attendance rates without receiving the additional assistance from the intervention programme.

Future Research

The present research has highlighted several issues which require further investigation to allow for a better understanding of the factors that may influence pupil outcomes. Thus, some of the issues which require further study include:

1. The 'corridor kid' phenomenon needs further investigation in order to understand the reasons why some children will attend school, but refuse to attend their lessons and instead roam the school corridors. The investigation needs to examine factors which may provide early indications of possible disaffection and also investigate possible effective management strategies to eradicate this 'corridor kid' phenomenon.
2. There is a need for more detailed case-studies of off-site units with far larger samples in order to understand further their conceptual approaches to combating problem behaviours among school children.
3. Investigations should attempt to evaluate the effects of industrial teachers' strikes on the out-of-school activities of school pupils. This investigation should also study the methods by which the official school registers are marked during industrial action and how such methods may affect the reliability of the school register.
4. Investigations are needed to assess the opinions of parents whose special needs children are being reintegrated into mainstream school. Such studies should

examine the degree to which parents were consulted about reintegration and how far are such parents allowed to actively participate in the schools' reintegration policies.

5. Investigate the possibility of re-designing both the FIAC and the Galton Pupil Record Sheet in order to include more information on the lesson content, such as the subject matter (e.g. percentages) and the materials used (e.g. blackboards, exercise books, etc.). Such re-evaluation of the instruments may assist further our understanding of classroom factors which help to consolidate pupils' understanding of scholastic work.
6. Investigate the epidemiology of possible 'hidden' truancy cases (i.e. pupils who attend school to receive an attendance mark on the register and then promptly leave the school building). This study should also assess possible methods of combating this type of disaffection.
7. Compare persistent absentees who attend short-term school-based projects with matched control groups of both truants and good school attenders who attend the mainstream school curriculum.
8. Studies with far larger samples are needed to assess the extent to which the multi-disciplinary classroom model can be generalised in relation to the management needs of pupils with educational problems.
9. This present study should be replicated in the light of the National Curriculum in order to assess its efficacy in promoting positive pupil outcomes within the framework of recently developed educational policies.

Practical Recommendations

The present study suggests several recommendations which may help to increase the sensitivity of the management model to the needs of pupils, parents and teachers. These recommendations include:

1. Special needs teachers should investigate their pupils reward preferences via questionnaires in order to ensure that fair contingency rules are established which are easily understood by the pupils concerned. Such an investigation may also further the pupils' appreciation of their special programmes.
2. Special needs projects and their schools should make greater effort to maintain good relationships with their pupils' homes. Such contact could include PTA meetings, coffee mornings and teachers making home visits. By establishing good home-school contact, the schools will be in a far better position to gain parental support, especially during crisis situations.
3. There should be detailed discussions on reintegration practices which should involve the pupils, parents and teachers concerned. These discussions should also include alternative suggestions to reintegration, such as school transfers if reintegration proves to be a difficult experience for the pupils concerned.
4. Special needs projects need to more clearly state their aims and objectives in order to assist both teachers and parents in appreciating the purpose of intervention.
5. Education Welfare Service policies should encourage EWOs to work closely with teachers and pupils in actual classroom settings. This may help the schools to meet further the individual needs of their pupils as well as increase both pupils' and parents' trust in the management strategies of the Service.
6. Both short-term and long-term projects can increase their influence on positive pupil outcomes by considering further the possibility of entering their pupils for public examinations. The persistent absentees in this present study stated that they enjoyed their project placements partly because their skills in reading and

writing had improved. Therefore, the pupils' responses indicate that persistent absentees find success a motivating aspect in attending school. This view is supported further by Howarth (1989) who argues that special needs pupils should be entered for examinations including GSCE, Basic Arithmetic, English and Typing. She suggests that the attempt of any intervention to include purposeful objectives (e.g. 'O' levels) which reflect the pupils' own interests may provide a potential effective mechanism to eradicating educational problems.

7. Senior school management should encourage at least two teachers to work full-time in the intervention programmes rather than making such management models the main responsibility of one full-time teacher. Such a policy may help to mitigate the feelings of isolation which appears to be so often experienced by school-based project teachers.
8. Special needs teachers need greater access to assessment training courses so that they can better evaluate the progress of both themselves and their pupils.

The present study concludes that effective intervention strategies for non-school attenders need to reflect a multi-disciplinary model in which the emphasis is placed on fair contingency rules that reflect pupils' reward preferences, a multiplicity of teaching approaches (i.e. both 'direct' and 'indirect' teaching), work-orientated lessons, individual attention, close physical proximity between teacher and pupil during interactions, regular feedback about work and behaviour, greater access to sitting public examinations, working in small classes with adult helpers, maximum teacher (adult)-pupil interaction, and greater contact between project and community in order to encourage pupils to develop their vocational interests. The efficacy of such intervention policies could be heightened further by schools recognising the social problems faced by persistent absentees especially in relation to poor housing, parent unemployment and pupil alienation from school life.

In order to alleviate some of the pressures of poverty faced by disaffected pupils, the special needs projects and mainstream school should establish closer links with the homes and other professions (e.g. Social Services) which could help all parties concerned to understand further the problems faced by such pupils.

However, the author is well aware that the educational proposals presented in this study will require extra resources especially in terms of additional teachers (or other professions) to help meet the individual needs of non-school attenders and also in terms of possible extra finance in reconstructing classrooms to allow for a wider variety of pupil activities (e.g. reading area, coffee area, etc.). She is also well aware that schools are constantly facing the prospect of educational cutbacks in their already limited resources. However, inspite of such limitations, the author believes that it is most expedient that we attempt to cater for the needs of persistent absentees because the alternative, which is to neglect school disaffection in order to save fiscal revenue, may prove to be a very bitter pill for society to swallow when one considers the fact that truancy is significantly associated with crime and delinquency (Farrington, 1980; ISTD, 1970, 1074; May, 1975; Pritchard et al., 1987; Robins & Ratcliffe, 1980; Tyerman, 1968; West, 1982). This warning is heightened further by Reid (1986a) in which he states that if schools do not make the effort to make every pupil feel important by encouraging greater teacher-pupil interaction, and by teachers showing interests in their pupils' educational and social welfare then the result will be a society which:

"is increasingly likely to feel the backlash from a substantial proportion of disaffected adults; people who have very little to look forward to and enjoy in life. Over a period of time, this disenchantment may lead to much more serious consequences than merely expanding the pool of unskilled, unemployed labour and those reliant on social security. It could contribute to a more violent society, something for which our children will never forgive us" (page 226).

Hopefully, this present action research project may have pointed some fruitful directions towards combating non-school attendance so that, in the ever expanding requirements of a technological world, we can make the best use of our most natural resource - people: to take on such a challenge can only lead to a better future for all our children.

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Appendices

Appendix A9a.1Questionnaire A

1. What is the reason for you having to attend the project?
2. How has attending the project helped you?
3. Which activities in the project do you enjoy?
4. Which activities in the project do you dislike?
5. What do you want/expect from the project?
6. Were your needs fulfilled and if so, how?
7. Describe how you feel when attending the project (e.g. happy, sad, lonely, etc.)?
8. Do you look forward to returning to normal lessons and if so, why?
9. What activities do you enjoy in normal lessons?
10. What activities do you dislike in normal lessons?
11. In what way, if any, has the project changed your view of teachers?
12. How did you feel about normal lessons before attending the project?
13. How do you feel about normal lessons since leaving the project?
14. How do your friends feel about you being on the project?

Appendix A9a.1 continued

15. How do your parents feel about you being on the project?
16. In what ways has the project teacher helped you?
17. If you have a problem would you turn to the project teacher for help? Why?
18. What changes would you like to see in the project?
19. Describe what you think would be a perfect school.
20. Has the teachers' strike affected your behaviour?
21. Has the teachers' strike improved or worsened your view of school?
22. Has your school attendance improved or worsened as a result of the teacher's strike?
23. Do you think that visits to the project by your tutors and subject teachers will help improve your attitudes towards normal lessons?
24. Would you like to see normal lesson teachers become more involved in the project activities?

Appendix A9a.2

Questionnaire T2a Please return by end of March 1988

Teacher's name(Optional)

Teaching post

Name of your project student
(ignore if not applicable)

- 1 In which of the following would you prefer children with behaviour problems to be treated?
(Tick one box)

Projects established in schools ☐
Projects established away from schools ☐
In the classroom mixed with 'normal children' ☐
Residential establishments ☐
Separate schools for children with special needs ☐

2. a) Which 'type' of child do you believe benefits the most from the project?
.....
.....

b) Which 'type of child do you believe benefits the least from the project?
.....
.....

3. a) Have you visited the project to see how the students are progressing?

Yes ☐ No ☐

b) If Yes, how many visits have you made between Sept. 1986 and June 1987? Once ☐ twice or more ☐ Five or more ☐

ten or more ☐ fifteen or more ☐ twenty or more ☐

4. a) Do you believe that 'problem' behaviour can be treated? Yes ☐ No ☐

b) If yes, what in your opinion is the best method(s) of treatment?
.....
.....
.....

5. a) Have you had any students from your group attend the project?

Yes ☐ No ☐ (If 'No', go straight to Question 9)

b) What is your normal role in the project student's mainstream timetable? e.g. Pastoral tutor, subject tutor, etc.....
.....
.....
.....

c) What problems, if any, were the project students showing in your group

.....
.....

d) If the project student has returned to your group, has there been any noticeable change in his/her behaviour) (Please tick one box)

Greatly improved	Improved	No change	Deteriorated	Greatly deteriorated
------------------	----------	-----------	--------------	----------------------

e) Which of the following areas has the change in the project student been most noticeable?

Attitude towards the family	<input type="checkbox"/>
Attitude towards the teachers	<input type="checkbox"/>
School attendance	<input type="checkbox"/>
Co-operative behaviour	<input type="checkbox"/>
Standard of school work	<input type="checkbox"/>
Relationship with peers	<input type="checkbox"/>

6 On becoming aware of the imminent return of the project student to your group, did you in any way prepare the group for his/her return?

Yes ☐ No ☐

b) If yes, how?.....
.....
.....

7 What has been the initial reaction of your group towards the 'project' student's return?.....

.....
.....

8 a) What sort of advice have you received from the project concerning a 'project' student?.....

.....
.....

b) Were you able to implement this advice? Yes ☐ No ☐

9 What changes, if any, would you like to see in the referral system of the project?.....

.....
.....

10 Do you believe that the project should be extended? Yes ☐ No ☐

Appendix A9a.2 continued

11 Should outside professions be more involved in the project?

Yes ☐ No ☐

If yes, please state a few examples of the type of professionals who you think will positively contribute to the project?

.....
.....

12 a) Were you involved in any of the project's curricular activities?

Yes ☐ No ☐

b) If yes, what sort of activities?

.....
.....

13 a) Would you be willing to become more involved with the project?

Yes ☐ No ☐

b) If yes, in what way?

.....
.....

14 a) Do you believe that mainstream teachers should retain some responsibility for students who attend the project? Yes ☐ No ☐

b) If yes, how best should this responsibility be demonstrated?

.....
.....
.....

15 a) Do you find it difficult to assess the success of the project?

Yes ☐ No ☐

b) How do you think the success of the project should be assessed?

.....
.....
.....

16 Do you believe that there is enough contact between the project and mainstream school? Yes ☐ No ☐

17 Can you suggest ways of improving contact between the project and mainstream school?

.....
.....
.....

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Appendix A9a.2 contiued

18 How would you describe the proximity of your department to the project (in comparison to most departments)

Very near ☐ Near ☐ Far ☐

19 Would you like to make any further comments?
.....
.....
.....
.....
.....

THANK YOU FOR YOUR HELP

QUESTIONNAIRE C.P.2.

Parent's/ Guardian's name. _____

Child's name. _____

Farther's / Guardian's Occupation _____

Mother's / Guardian's Occupation _____

1. Do you feel that there is enough contact between you and the school?

YES

☐

NO.

☐

2. Can you suggest ways in which contact between parents and teachers can be improved?

3. If your child had a persistent behaviour problem would you allow him/her to be referred to the Alternative Curriculum project based at the school?

YES

☐

NO

☐

(Please briefly explain your answer).

4. How do you feel about your child's progress in the school? (please tick)

Very satisfied	satisfied	don't know	disappointed	very disappointed
----------------	-----------	------------	--------------	-------------------

cont/.....

Appendix A9a.3 continued

5. By which of the following methods do you prefer the school to keep you informed about your child's progress? (please tick one box only)

Teacher's visits

☐

Letters/reports

☐

Telephone calls

☐

Education Welfare Officer's visits

☐

Home/School Liaison Officer's visits

☐

Meetings at school

☐

6. How much feedback have you received about your child's progress in the past year? (please tick box)

Too frequently

☐

Enough

☐

Too infrequently

☐

7. In which of the following would you prefer children with behaviour problems to be treated? (please tick one box only)

Projects / Alternative Curriculum established in schools

☐

Projects established away from schools

☐

In the classroom mixed with 'normal' children

☐

Residential establishments

☐

Separate schools for children with behaviour problems

☐

8. a). Have you noticed any changes in your child's behaviour over the last year? (please tick)

Greatly improved	Improved	No change	Deteriorated	Greatly Deteriorated
------------------	----------	-----------	--------------	----------------------

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Appendix A9a.3 continued

8. b). Which of the following areas has the change in your child's behaviour been most noticeable? (please tick one box.)

Attitude towards the family

☐

Attitude towards the teachers

☐

School attendance

☐

Co-operative behaviour

☐

Standard of school work

☐

Relationship with peers

☐

9. Does your child appear to be happier over the past year?

YES

☐

NO

☐

THE SAME

☐

10. Do you feel that the amount of work your child receives at school is:-

Too much?

☐

Enough?

☐

Too little?

☐

11. Do you feel as a parent that the school gives you enough support?

YES

☐

NO

☐

12. Do you feel that your child receives enough support from school?

YES

☐

NO

☐

13. How would you like the school to show more interest in your child's education?

Appendix A9a.3 continued

14. How best can the school give its support to parents?

15. What changes, if any, would you like to see occur within the school?

16. a). Have you received any visits from the school over the past year?

YES

NO

If yes, how many?

(If no, go straight on to question 17)

b). Do you feel that the number of visits you have received from the school is:-

Too many?

☐

Adequate?

☐

Too few?

☐

c). What were the reasons for the visits?

17. Do you think that the school does enough to encourage parental visits?

YES

☐

NO

☐

18. Please suggest ways in which you think the school should encourage parents to visit.

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Appendix A9a.3 continued

19. a). Do you feel comfortable visiting the school?

YES ☐ NO ☐ (please briefly explain your answer)

b). How many times have you visited the school in the past two years? _____

c). Approximately how many miles do you live away from the school?

20. a). Would you like to become more involved in your child's education?

YES ☐ NO ☐ (please briefly explain your answer)

b). Please indicate, via rank orders, how you would most and least prefer to be involved in your child's education. (Rank 1 indicates most preferred, and rank 6 indicates least preferred).

Parent-Teacher Association meetings

☐

Involvement in the classroom activities.

☐

Helping with homework.

☐

Fund-raising activities for the school.

☐

School visits.

☐

Parents' Evenings.

☐

cont/....

Appendix A9a.3 continued

21. Please indicate, via rank orders, which areas you think the school should be most and least concerned with. (Rank 1 indicates most priority and rank 8 indicates least priority).

Standard of education

☐

School attendance

☐

Relationship between teachers and pupils

☐

Relationship with peers.

☐

More self-awareness among pupils.

☐

More relevant courses to prepare pupils for employment.

☐

More co-operative behaviour.

☐

Counselling on problem behaviour.

☐

22. If your child is involved in an incident who would you most prefer to contact you? (please tick box).

Principal/Head Teacher

☐

Vice Principle/Deputy Head Teacher

☐

Head of division/Year tutor

☐

Form/Pastoral teacher

☐

Subject teacher

☐

Education Welfare Officer

☐

Home/School Liaison Officer

☐

23. Do you think that your child has benefitted from attending school over the past year?

YES

☐

NO

☐

24. What in your opinion are your child's needs?

cont/....

Appendix A9a.3 continued

25. How far has your child's needs been met by the school? (please tick).

Very satisfied	Satisfied	Don't know	Very little	Not at all.
----------------	-----------	------------	-------------	-------------

26. Indicate via rank orders what changes in the school curriculum you think may be the most and least beneficial to your child? (Rank 1 indicates most beneficial and rank 7 indicates least beneficial).

More individual teaching	<input type="checkbox"/>
Having more friends in the classroom	<input type="checkbox"/>
Smaller classes	<input type="checkbox"/>
More emphasis on work experience	<input type="checkbox"/>
More counselling on problem behaviour	<input type="checkbox"/>
Increase in practical activities, eg. wall papering and cookery.	<input type="checkbox"/>
Increase in creative activities, eg. art and camping.	<input type="checkbox"/>

27. What, if any, has been your main disappointment about the school curriculum?

28. Has the teachers' industrial action affected your attitude towards the school?

Cont/....

Appendix A9a.3 continued

29. Has the teachers' industrial action affected your child's behaviour in any way?

30. Would you like to make any further comments?

THANK YOU FOR YOUR HELP.

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Appendix A9a.4

QUESTIONNAIRE P.P.2 (b).

Parent's / Guardian's name _____

Child's name _____

Farther's / Guardian's occupation _____

Mother's / Guardian's occupation _____

- I. a). What reasons were given by the school for the need to place your child on the Alternative Curriculum (A.C.) ?

- b). Were you satisfied with the reasons given?

YES ☐ NO ☐

2. Did you agree to your child's placement on the Alternative Curriculum?

YES ☐ NO ☐ (please briefly explain your answer)

3. How were you informed about the school's intention to place your child on the Alternative Curriculum?

cont/.....

Appendix A9a.4 continued

4. How did you feel about your child's progress in normal lessons before he/she attended the Alternative Curriculum? (Please tick)

Very satisfied	satisfied	don't know	disappointed	very disappointed
----------------	-----------	------------	--------------	-------------------

5. How do you feel about your child's progress since he/she has been attending the Alternative Curriculum? (Please tick)

Very satisfied	satisfied	don't know	disappointed	very disappointed
----------------	-----------	------------	--------------	-------------------

6. Do you feel that there is enough contact between you and the Alternative Curriculum teachers?

YES

☐

NO

☐

7. Can you suggest ways in which contact between parents and teachers could be improved?

8. How much feedback have you received about your child's progress in the Alternative Curriculum?

Too frequently

☐

Enough

☐

Too infrequently

☐

cont/.....

Appendix A9a.4 continued

9. By which of the following methods do you prefer the school to keep you informed about your child's progress? (please tick one box only)

Teacher's visits

☐

Letters/Reports

☐

Telephone calls

☐

Education Welfare Officers visits

☐

Home/School Liaison Officer's visits

☐

Meetings at school.

☐

10. If your child is involved in an incident who would you most prefer to contact you? (please tick one box only)

Head Teacher

☐

Deputy Head

☐

Year Tutor

☐

Form/Pastoral teacher

☐

Alternative Curriculum teacher

☐

Subject teacher

☐

Education Welfare Officer

☐

Social Worker

☐

Home / School Liaison officer.

☐

- II. a). What doubts, if any, did you have about your child attending the Alternative Curriculum?

- b). Did you discuss any of these doubts with the school?

YES ☐NO ☐

(If no, go straight to question I2)

cont/.....

II. c). If yes, with whom?

Alternative Curriculum teacher

Senior Teacher

Form/Pastoral teacher

Subject teacher

☐
☐
☐
☐
☐

d). Did you feel more reassured about the Alternative Curriculum after your discussion with the teacher?

YES

☐

NO

☐

12. a). Have you noticed any changes in your child's behaviour since he/she has been attending the Alternative Curriculum? (please tick)

Greatly improved	Improved	No change	Deteriorated	Greatly deteriorated
------------------	----------	-----------	--------------	----------------------

b). In which of the following areas has the change in your child's behaviour been most noticeable? (please tick one box only)

Attitude towards the family

Attitude towards teachers

School attendance

Co-operative behaviour

Standard of school work

Relationship with peers.

☐
☐
☐
☐
☐
☐

13. Does your child appear to be happier since attending the Alternative Curriculum?

YES

☐

NO

☐

cont/.....

Appendix A9a.4 continued

14. Do you believe that the amount of work that your child receives on the Alternative Curriculum is:-

Too much? ☐
 Enough? ☐
 Too little? ☐

15. Where do you, as a parent, feel you have received the most support?

(please tick one box)

The School ☐ The Alternative Curriculum ☐
 Is this support adequate? YES ☐ NO ☐

16. Where do you feel that your child has received the most support?

(please tick one box)

The school ☐ The Alternative Curriculum ☐
 Is this support adequate? YES ☐ NO ☐

17. a). How best can the A.C. give its support to parents?

- b). How best can the A.C. give its support to your child?

18. What changes, if any, would you like to see occur within the Alternative Curriculum?

19. In which of the following would you prefer children with behaviour problems to be treated?(Please tick one box only)

Projects, eg. Alternative Curriculum established in schools

☐

Projects established away from schools

☐

In the classroom mixed with normal children

☐

Residential establishments

☐

Separate schools for children with behaviour problems

☐

20. Please indicate, via rank orders, which areas you think the A.C. should be most and least concerned with. (Rank 1 indicates most priority and rank 8 indicates least priority).

Relationship with other pupils

☐

Standard of education

☐

School attendance

☐

Relationship between teachers and pupils

☐

More co-operative behaviour

☐

Counselling on behaviour problems

☐

More relevant courses to prepare pupils for employment

☐

More self-awareness among pupils.

☐

21. a). Have you received any visits from the Alternative Curriculum teacher? YES ☐ NO ☐

If yes, how many? _____

(If no, go straight to question 22)

- b). Do you feel that the number of visits you have received from the Alternative Curriculum teacher is:-

Too many?

☐

Adequate?

☐

Too few?

☐

cont/....

21. c). What were the reasons for these visits?

22. a). How many times have you visited the Alternative Curriculum?

b). Approximately how many miles do you live away from the school?

23. Do you think that the Alternative Curriculum does enough to encourage parental visits? YES ☐ NO ☐

24. Please suggest ways in which you think the Alternative Curriculum should encourage parents to visit.

25. Where do you feel most comfortable visiting -

The Alternative Curriculum ☐ or Mainstream school ☐

(please tick one box)

26. a). Would you like to become more involved in your child's education?

YES ☐ NO ☐ (please briefly explain your answer)

cont/.....

26. b). Please indicate, via rank orders, how you would most and least prefer to be involved in your child's education .
(Rank 1 indicates most preferred and rank 6 indicates least preferred).

Parent-Teacher Association meetings

☐

Involvement in Alternative Curriculum activities

☐

Helping with homework

☐

Fund-raising activities for the school

☐

School visits

☐

Parents' Evenings.

☐

27. What do you consider to be an adequate period for your child to be on the Alternative Curriculum? (Please tick one box)

I-4 weeks

☐

I-6 months

☐

6-12 months

☐

I-2 years

☐

28. a). Are you in favour of your child being returned to at least some normal lessons?

YES

☐

NO

☐

(If no, go straight on to question 29)

- b). If yes, would you like your child to have a mixed timetable with both Alternative Curricular and normal lesson activities?

☐

OR a normal lesson timetable only?

☐

(please tick one box)

29. Do you think that your child has benefitted from attending the Alternative Curriculum? YES ☐ NO ☐

(please briefly explain your answer)

970
Appendix A9a.4 continued

30. a). What in your opinion are your child's needs?

b). How far do you think your child's needs have been met by the Alternative Curriculum? (Please tick)

Very satisfactory	Satisfactory	don't know	very little	not at all
-------------------	--------------	------------	-------------	------------

31. Please indicate, via rank orders, which aspects of the Alternative Curriculum you think have been the most and least beneficial to your child. (Rank 1 indicates most beneficial and rank 7 indicates least beneficial).

Individual teaching

☐

Having a friend on the Alternative Curriculum

☐

Small classes

☐

More emphasis on work experience

☐

Counselling on problem behaviour

☐

Creative activities, eg. camping

☐

Practical activities eg. wall papering and cookery

☐

32. What, if any, has been your main disappointment about the Alternative Curriculum?

33. Has the teachers' industrial action affected your attitude towards the school?

34. Has the teachers' industrial action affected your child's behaviour in any way?

35. How many of your children have/or are going to attend the Alternative Curriculum?

36. Would you like to make any further comments?

THANK YOU FOR YOUR HELP

[illegible]

*PUPIL RECORD SHEET

PUPIL- ADULT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
INIT																										Code:
STAR																										Name:
PART																										
LSWT																										
TCHR																										
OBSR																										No. of teachers:
OTHER																										
TK WK																										
ROUTINE																										
POS																										No. of adults:
NEG																										
IGN																										
IND ATT																										
GROUP																										No. of Pupils
CLASS																										
OTHER																										
PUPIL-																										No. of Pupils
PUPIL																										
BGNS																										
COOP																										
TRIES																										
IGN																										
SUST																										
MTL																										
CNTC																										
VRB																										
S TK																										
D TK																										
SS																										
OS																										
SEV SS																										
SEV OS																										
OWN BS																										
OTH BS																										
ACTIVITY																										
COOP TK																										
COOP R																										
DSTR																										
DSTR OBSR																										
DSRP																										
HPLY																										
WAIT TCHR																										
CODS																										
INT TCHR																										
INT PUP																										
WOA																										
RIS																										
NOT OBS																										
NOT LIST																										
P IN																										
P OUT																										
P MOB																										
P OUT RM																										
T PRES																										
T ELSE																										
T MNTR																										
T HSKP																										
T OUT RM																										
TAR BHV																										

*Please turn over for brief description of each item

Appendix A9a.6 continued

The observation categories of the Pupil Record				
Coding the pupil-adult categories	Category	Item	Brief definition of item	
Coding the activity and location categories	1 Target's role	INIT	Target attempts to become focus of attention (not focus at previous signal)	
		STAK	Target is focus of attention	
		PART	Target in audience (no child is focus)	
		LSWT	Target in audience (another child is focus)	
	2 Interacting adult	TCHR	Target interacts with teacher	
		OBSR	Target interacts with observer	
		OTHLR	Target interacts with any other adult such as the head or secretary	
	3 Adult's interaction	TK WK	Adult interacts about task work (task content or supervision)	
		ROUTINE	Adult interacts about routine matter (classroom management and control)	
		POS	Adult reacts positively to task work (praises)	
Coding the pupil-pupil categories		NEG	Adult reacts negatively to behaviour, etc. (criticizes)	
		IGN	Adult ignores attempted initiation	
	4 Adult's communication setting	IND AIT	Adult gives private individual attention to target pupil	
		GRUP	Adult gives private attention to target's group	
		CLASS	Adult interacts with whole class	
		OTHER	Adult gives private attention to another child or group or does not interact	
	5 Target's role	BGNS	Target successfully begins a new contact	
		COOP	Target co-operates by responding to an initiation	
		TRLS	Target unsuccessfully tries to initiate	
		IGN	Target ignores attempted initiation	
	SUST	Target sustains interaction		
6 Mode of interaction	MIL	Non-verbal, mediated solely by materials		
	CNTC	Non-verbal, mediated by physical contact or gesture (with or without materials)		
	VKB	Verbal (with or without materials, physical contact or gesture)		
7a Task of other pupils	STK	Same as target's task		
	DIK	Different to target's task		
7b Sex and number of other pupils	SS	Target interacts privately with one pupil of same sex		
	OS	Target interacts privately with one pupil of opposite sex		
	SEV SS	Target interacts publicly with two or more pupils		

[illegible]

NOTES :

Questionnaire N

Name

School

1. The following terms are used to describe children who frequently take 'unauthorised' absence from school:-

- (a) Non-school attender
- (b) School refuser
- (c) Truant
- (d) Parental withholding

2. Using the list of terms given in 1. above, please rank them in order of preference for describing the poor attenders on your project. Use the rank order from 1 - 4; 1=most preferred, 4=least preferred.

(a)	(b)	(c)	(d)

3. Please give your reason for your choice of most preferred term, as indicated in 2 (above).

.....
.....
.....

4. Please give your reason for your choice of least preferred term, as indicated in 2 (above).

.....
.....
.....

Thank you for your help

Dear Parent/Guardian,

May I introduce myself, my name is Ileta Sherriff and I am a Ph.D. research student at the Psychology Department, University of Leicester. I am interested in the needs of a cross-section of pupils, and in particular how they view the way in which the school meets their needs. Such a study will provide the school with some valuable information which may increase our understanding of our pupils' needs.

I am, therefore, asking your permission to include your child in this study. Please fill in and return the slip below. Thank you.

Yours faithfully,


ILETA SHERRIFF

NAME OF PUPIL.....

FORM

You may / may not * include the above named/my child in your study.

(Signed)
Parent/Guardian

* Delete as appropriate.

THANK YOU FOR YOUR HELP.

Appendix A9b.3Interview Questions for the Senior Official
at the Education Welfare Service

1. What are the main roles of the EWO?
2. Which age groups show the greatest school attendance problems and why?
3. What are the main intervention approaches taken by EWOs in order to combat persistent absenteeism?
4. What changes do you feel are needed in order to make the management of persistent absentees more effective?
5. How will the 1988 Education Reform Act affect the role of the Education Welfare Service?

Appendix A9b.4

HOME AND SCHOOL QUESTIONNAIRE

Put a tick in the box if your answer is 'yes' and a cross if your answer is 'no'

1. Where do you feel most at ease?
 - a. at home ☐
 - b. at school ☐
 - c. out with your friends ☐
2. Should boys do as much housework as girls? ☐
3. How much pocket money do you get each week? _____
How much should you get? _____
4. Should schoolchildren be allowed to do part-time jobs? ☐
5. If you have a weekend job should you get money from home as well? ☐
6. What time do you stay out until?
 - a. during the week _____
 - b. at weekends _____
7. Is there any favouritism in your family? ☐
8. Where should grandparents live?
 - a. with their families ☐
 - b. by themselves ☐
9. Do you mainly obey your parents' wishes over the following issues?
 - a. clothes ☐
 - b. choice of friends ☐
 - c. hair ☐
 - d. where you go ☐
10. If your parents allow you to have pets
 - a. do you look after them yourself? ☐
 - b. do your parents help you? ☐
11. Should uniform be worn in schools? ☐
If so, outline briefly your model uniform _____
12. Should girls and boys be taught
 - a. in mixed classes? ☐
 - b. separately? ☐
13. Is the discipline in your school
 - a. too strict? ☐
 - b. too slack? ☐
14. Who should have a say in the running of the school and the making of school rules?
 - a. everyone in the school ☐
 - b. only the headmaster, staff and prefects ☐
15. Should senior forms have more privileges than junior forms? ☐
16. If you were headmaster in your school what improvements would like to see made?

Appendix A9b.4 continued

- 2 -

17. Do you think school dinners are good value for money? ☐

(Find out how much money the school cook has at her disposal and what regulations she has to obey)

18. If you were showing a visitor round your school what aspects of the school would you point out?

19. Is homework necessary? ☐

If so, how much time should be spent on it each night? _____

20. What reasons would you give for doing the following subjects at school?

a. physical education _____

b. woodwork _____

c. music _____

d. metalwork _____

e. domestic science _____

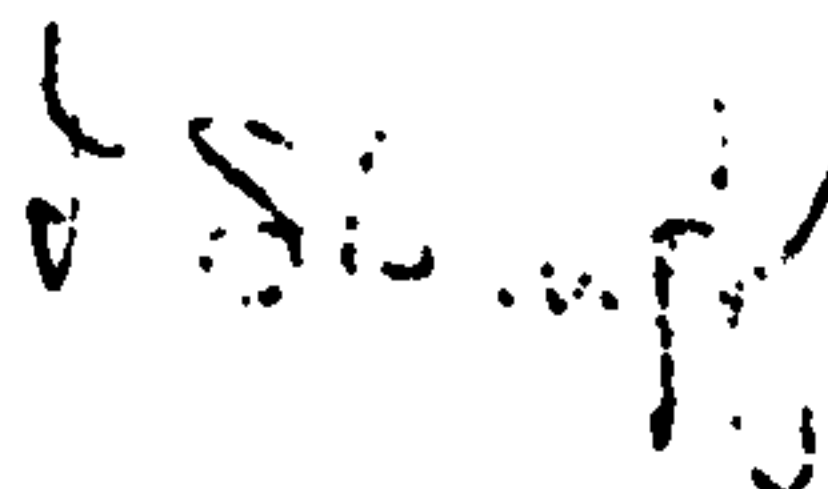
f. drama _____

Dear Parent/Guardian,

In March, 1986, I sent you a letter indicating as part of a study, my interest in educational issues relating to pupils in Leicester. As part of a continuation of this study, I would like to assess parents' views on education today and their hopes for the future. To gather this important information, either a student from Leicester University or myself will be calling at your home in the near future, with a questionnaire for you to complete. Your responses to this questionnaire will, of course, be treated as confidential.

I do hope that the visit will not be too inconvenient for you. Thank you for your kind co-operation. (Please complete and return the slip below.)

Yours faithfully,



ILETA SHERRIFF

(Ph.D. Researcher, Department of Psychology,
University of Leicester)

.....

To: Ileta Sherriff,
C/O School Y,
Leicester

* You may / may not call at my home.

Parent's Signature

Address

.....

* Please delete as appropriate.

Appendix A9b.6

QUESTIONNAIRE T 2b

Please return by end of February 1988

Teacher's name _____ (optional)

Name of your project student _____
(ignore if not applicable)

Teaching post. _____

1. In which of the following would you prefer children with behaviour problems to be treated? (please tick one box)

Projects established in schools	<input type="checkbox"/>
Projects established away from schools	<input type="checkbox"/>
In the classroom mixed with 'normal' children	<input type="checkbox"/>
Residential establishments	<input type="checkbox"/>
Separate schools for children with special needs.	<input type="checkbox"/>

2. a). What 'type' of child do you believe benefits the most from Alternative Curriculum(A.C.)?

- b). What 'type' of child do you believe benefits the least from the Alternative Curriculum?

3. a). Have you visited the project to see how the students are progressing?

YES

☐

NO

☐

983
Appendix A9b.6 continued

3. b). If yes, how many visits?

Once ☐ Twice or more ☐ five or more ☐
ten or more ☐ fifteen or more ☐ twenty or more ☐

4. a). Do you believe that 'problem' behaviours can be treated?

YES ☐ NO ☐

b). If yes, what in your opinion is the best method(s) of treatment?

5. a). Have you had any students from your group attend A.C.?

YES ☐ NO ☐

(if no, go straight on to question 6)

b). What is your normal role in the A.C. student's mainstream timetable? eg. Pastoral tutor, subject teacher, etc.

c). What problems, if any, were the A.C. students showing in your group?

d). If the A.C. student has returned to your group, has there been any noticeable change in his/her behaviour? (please tick one box)

Greatly improved	Improved	no change	Deteriorated	Greatly deteriorated
------------------	----------	-----------	--------------	----------------------

cont/.....

Appendix A9b.6 continued

5. d). Which of the following areas has the change in the A.C. student been most noticeable? (please tick one box)

Attitude towards the family	<input type="checkbox"/>
Attitude towards the teacher	<input type="checkbox"/>
School attendance	<input type="checkbox"/>
Co-operative behaviour	<input type="checkbox"/>
Standard of school work	<input type="checkbox"/>
Relationship with peers	<input type="checkbox"/>

6. What changes, if any, would you like to see in the referral system of the A.C. project?

7. Do you believe that A.C. should be extended?

YES ☐ NO ☐

8. Should 'outside' professions be more 'nvolved in A.C.?

YES ☐ NO ☐

If yes, please state a few examples of the type of professionals who you think will positively contribute to the project?

9. a). Are you involved in any of the A.C.'s curricular activities?

YES ☐ NO ☐

- b). If yes, in what way?

Appendix A9b.6 continued

11. a). Do you find it difficult to assess the success of the project?

YES

☐

NO

☐

b). How do you think the success of the A.C. should be assessed?

12. Do you believe that there is enough contact between the A.C. and mainstream school?

YES

☐

NO

☐

13. Can you suggest ways of improving contact between A.C. and mainstream school?

14. How would you describe the proximity of your department to A.C. (in comparison with most departments?)

very near

☐

near

☐

far

☐

15. Would you like to make any further comments?

THANK YOU FOR YOUR HELP.

Appendix A9b.7Questionnaire R

1. Why was the project created?
2. Who suggested the idea of establishing a project?
3. What were the underlying problems or situations which prompted the idea of creating a project?
4. Why did you choose to gravitate from mainstream to the project?
5. Did the decision to set up the project involve the whole staff or just the senior teachers?
6. What were the arguments presented by the staff in favour of the project and against the project?
7. Since the setting up of the project have you found that staff members have changed their opinions towards the project (e.g. from opposing the project to actually supporting it)?
8. Since becoming involved with the project, have you noticed any changes in the way that mainstream teachers respond to you?
9. How has the mainstream staff supported you?
10. How are the mainstream staff actually involved with the project?
11. Are you the only permanent project-based teacher?
12. Are other professionals involved with the project?
13. Do you receive any help from voluntary organisations?

Appendix A9b.7 continued

14. What were the major obstacles faced while establishing the project?
15. Are those obstacles still as prevalent now as they were when you first started the project?
16. How is the project supported financially?
17. Were mainstream pupils aware of the project before it was established?
18. Is there a formal or informal procedure through which you receive feedback from mainstream staff about the progress of the project?
19. How is the success of the project evaluated by you and the other members of staff?
20. Generally, what do you think are the expectations of the school in terms of the project dealing with problem pupils?
21. Are those expectations of the project too high? If so, how do you counteract them, and help the staff to develop more 'realistic' expectations/goals of the project?
22. What are your expectations in terms of the project's ability to manage problem pupils? How far are your expectations similar or different to the mainstream staff?
23. Is the project programme based on any theoretical framework?
24. What is your approach to dealing with pupils? How is it similar or different to the mainstream approach?

Appendix A9b.7 continued

25. Could you explain further your approach towards your project pupils' needs?
26. What kind of support do you receive from management? Is this support more effective from what you receive from the rest of the staff?
27. How often do staff visit the project? Would you like to see staff visit the project more regularly?
28. Do the staff ever offer you advice or counselling with regards to the project? If so, how far can you implement such advice? What form is this advice received (e.g. written reports, during meetings or during informal conversation)?
29. Do you receive any support or counselling from outside the school?
30. Do you ever give the mainstream staff any advice or counselling in relation to dealing with problem pupils? If so, in what form (e.g. letters, or during meetings etc.)?
31. In your opinion what are the best ways in which mainstream staff can give support to the project?
32. Are you experiencing the degree of support which you expected from the mainstream staff?
33. What changes, if any, would you like to see occur within the project and its curricular activities?
34. What are the project's strengths and weaknesses?
35. How does pupil turnover affect group cohesiveness?
36. Given hindsight, how would you change the steps taken to establish the project?

Appendix A9b.7 continued

37. What type of rewards and sanctions are used to modify behaviour?
38. Which particular aspects of the project would you like the researcher to evaluate?
39. How do you feel about your position as a project teacher?
40. What are your plans for the future in relation to teaching in the project?

Appendix A10a.1**Table A: Chi-Square Table for the Analysis of the Individual Items on the Self-Concept Scale for the Three Groups at School Y.**

Item	Subjects (n=12)	Control A (n=7)	Control B (n=13)	χ^2 (df=2)	Sig.
My classmates make fun of me	1 ^a	1	3	1.46	p> .05
I am a happy person	8	3	11	3.88	p> .05
It is hard for me to make friends	4	3	5	0.18	p> .05
I am often sad	4	3	1	3.71	p> .05
I am clever	4	2	13	10.89	p< .01
I am shy	4	2	3	0.33	p> .05
I get nervous when teacher calls me	3	3	0	6.04	p< .05
My looks bother me	2	1	2	0.06	p> .05
When I grow up I will be an important person	6	2	9	3.10	p> .05
I get worried when I have tests at school	8	5	1	11.61	p< .01
I am unpopular	4	1	4	0.95	p> .05
I am well behaved at school	6	4	9	0.61	p> .05
It is my fault when something goes wrong	6	2	1	6.35	p< .05

^aNumber of pupils per group who agree with each statement

Appendix A10a.1 continued

Table A

Item	Subjects (n=12)	Control A (n=7)	Control B (n=13)	χ^2 (df=2)	Sig.
I cause trouble to my family	3	3	2	1.84	p> .05
I am strong	7	2	6	2.15	p> .05
I have good ideas	4	2	12	10.88	p< .01
I am an important member of my family	7	3	13	8.72	p< .05
I usually want my own way	5	6	6	3.48	p> .05
I am good at making things with my hands	6	2	13	11.98	p< .01
I give up easily	5	2	1	3.90	p> .05
I am good in my school work	10	2	12	10.57	p< .01
I am ashamed of many things I do	4	1	2	1.48	p> .05
I draw well	1	5	11	19.36	p< .001
I am good in music	4	0	10	11.79	p< .01
I behave badly at home	4	3	1	5.76	p> .05
I am slow to finish my school work	5	1	0	7.23	p< .05
I am an important member of my class	1	0	11	20.87	p< .001
I am nervous	2	1	2	0.02	p> .05
I have attractive eyes	5	5	10	10.50	p< .01
I speak well in front of the class	2	1	10	14.38	p< .001
In school I am a dreamer	5	6	2	9.34	p< .01

Appendix A10a.1 continued

Table A

Item	Subjects (n=12)	Control A (n=7)	Control B (n=13)	χ^2 (df=2)	Sig.
I am unkind to my brothers and sisters	4	0	0	7.97	p< .05
My friends like my ideas	4	1	12	14.14	p< .001
I often get into trouble	6	5	3	4.90	p> .05
I am obedient at home	6	2	7	1.42	p> .05
I am lucky	7	4	12	6.15	p< .05
I worry a lot	3	3	1	3.40	p> .05
My parents expect too much of me	2	2	6	2.19	p> .05
I like being the way I am	8	4	12	5.76	p> .05
I feel left out of things	3	1	0	3.59	p> .05
I have nice hair	9	4	13	5.97	p> .05
I often volunteer in school	4	1	9	6.43	p< .05
I wish I were different	6	2	1	5.53	p> .05
I sleep well at nights	10	4	13	6.35	p< .05
I hate school	8	6	1	14.14	p< .001
I am the last to be chosen for games	7	3	4	1.93	p> .05
I am sick a lot	3	3	0	5.97	p> .05
I am often mean to other people	5	3	1	4.53	p> .05
My classmates think I have good ideas	2	1	11	14.87	p< .001

Appendix A10a.1 continued

Table A

Item	Subjects (n=12)	Control A (n=7)	Control B (n=13)	χ^2 (df=2)	Sig.
I am unhappy	2	4	0	9.81	p< .01
I have many friends	8	5	8	1.08	p> .05
I am cheerful	10	3	12	4.80	p> .05
I am stupid about most things	5	5	0	11.77	p< .01
I am good at most things	7	1	13	15.43	p< .001
I have lots of energy	8	4	13	6.04	p< .05
I get into lots of fights	2	3	1	3.75	p> .05
I am popular with boys	8	4	7	0.44	p> .05
People pick on me	5	1	4	1.55	p> .05
My family is disappointed in me	1	3	0	9.15	p< .05
I have a pleasant face	8	5	13	5.13	p> .05
Things I make usually go wrong	7	2	0	10.50	p< .01
I am picked on at home	4	3	0	6.37	p< .05
I am a leader in games and sports	1	2	1	2.12	p> .05
I am clumsy	4	0	1	4.20	p> .05
In sports I watch instead of play	4	3	7	1.07	p> .05
I forget what I learn	4	3	0	6.63	p< .05
I am easy to get on with	9	6	12	1.79	p> .05
I lose my temper easily	7	3	5	2.51	p> .05
I am popular with girls	5	2	6	0.66	p> .05

Appendix A10a.1 continued

Table A

Item	Subjects (n=12)	Control A (n=7)	Control B (n=13)	χ^2 (df=2)	Sig.
I am a good reader	5	1	13	15.89	p< .001
I would rather work alone than with a group	6	5	2	6.62	p< .05
I like my brothers (sisters)	9	6	12	2.47	p> .05
I have a good physique	8	6	9	0.66	p> .05
I am often afraid	3	1	0	3.59	p> .05
I am always dropping and breaking things	6	1	1	9.43	p< .01
I can be trusted	11	4	13	15.75	p< .001
I am different from other people	2	2	1	1.52	p> .05
I think bad thoughts	4	1	1	2.81	p> .05
I cry easily	3	1	0	3.59	p> .05
I am a good person	12	6	12	1.62	p> .05

Appendix A10a.2

Table B: Chi-Square Table for the Analysis of the Individual Items on the Home-School Questionnaire for the Three Groups at School Y

Item	Subjects (<u>n</u> =13)	Control A (<u>n</u> =8)	Control B (<u>n</u> =8)	χ^2 (<u>df</u> =2)	Sig.
Feel at ease at home	11 ^a	5	8	3.40	p> .05
Feel at ease at school	2	0	8	21.51	p< .001
Feel at ease with friends	4	3	7	6.90	p< .05
Both sexes should be given equal amount of housework	5	4	4	0.39	p> .05
School children should have part- time jobs	12	8	8	1.27	p> .05
You should have a job plus pocket money from home	8	1	1	7.63	p< .05
Is favouritism in your family	7	3	2	1.77	p> .05
Grandparents should live with the family	5	3	5	1.20	p> .05
Grandparents should live by themselves	9	5	4	0.78	p> .05

^aNumber of adolescents per group who agree with each item

Appendix A10a.2 continued

Table B

Item	Subjects (n=12)	Control A (n=7)	Control B (n=13)	χ^2 (df=2)	Sig.
You obey your parents over choice of:					
(a) clothes	3	2	5	3.85	p> .05
(b) hair style	4	3	1	7.15	p> .05
(c) friends	3	3	4	1.63	p> .05
(d) where you go	8	4	2	2.66	p> .05
You care for pets yourself	4	3	3	5.88	p> .05
Parents help in caring for pets	8	6	6	5.35	p> .05
The uniform should be worn in school	0	1	3	5.87	p> .05
Girls and boys should be taught together	13	7	7	1.75	p> .05
Boys and girls should be taught separately	0	1	1	1.75	p> .05
Your school's discipline is too strict	4	0	1	3.86	p> .05
Your school's discipline is too slack	8	7	6	1.11	p> .05
Everybody should run the school	10	4	6	0.94	p> .05
Only the staff should run the school	3	4	2	1.87	p> .05

Appendix A10a.2 continued

Table B

Item	Subjects	Control A	Control B	χ^2	Sig.
	(n=12)	(n=7)	(n=13)	(<u>df</u> =2)	
Senior forms should have more privileges	12	5	7	3.26	p> .05
School dinners are good value for money	3	3	6	3.97	p> .05
Homework is necessary	2	3	7	9.24	p< .01

Appendix A10b.1

Table C: Chi-Square Table for the Analysis of the Individual Items on the Reward Preference Questionnaire for the Three Groups at School Y

	Subject (<u>n</u> =13)	Control A (<u>n</u> =7)	Control B (<u>n</u> =9)	χ^2 (<u>df</u> =2)	Sig.
Teacher writes '100' on your paper	9 ^a	6	8	1.48	p> .05
Be first to finish your work	4	1	1	1.48	p> .05
A pack of gum	6	1	3	2.05	p> .05
Students ask you to be on their team	7	6	6	2.05	p> .05
Be free to do what you like	7	5	2	4.11	p> .05
Teacher writes '100' on your paper	6	2	7	4.11	p> .05
Students ask you to be on their team	6	2	1	3.62	p> .05
Be the first to finish your work	6	5	8	3.62	p> .05
Be free to do what you like	10	7	9	4.11	p> .05
A pack of gum	3	0	0	4.11	p> .05
Teacher writes '100' on your paper	7	6	9	6.68	p< .05

^aNumber of pupils who prefer the item as a reward

Appendix A10b.1 continued

Table C

Item	Subjects (n=12)	Control A (n=7)	Control B (n=13)	χ^2 (<u>df</u> =2)	Sig.
Students ask you to be on their team	6	1	0	6.68	p< .05
Be the first to finish your work	4	0	8	13.92	p< .001
Be free to do what you like	8	7	1	12.97	p< .01
A pack of gum	6	0	1	6.50	p< .05
Teacher writes '100' on your paper	8	7	8	4.83	p> .05
Students ask you to be on their team	4	0	2	2.64	p> .05
Be free to do what you like	9	7	7	2.64	p> .05
Be the first to finish your work	5	6	8	7.65	p< .05
A pack of gum	8	1	1	7.65	p< .05
Teacher writes 'A' on your paper	10	7	9	4.12	p> .05
Be the only one that can answer a question	3	0	0	4.12	p> .05
A candy bar	7	3	4	0.30	p> .05
Friends ask you to sit with them	6	4	5	0.30	p> .05

Appendix A10b.1 continued

Table C

Item	Subjects (n=12)	Control A (n=7)	Control B (n=13)	χ^2 (df=2)	Sig.
Be free to go out- side	5	3	1	2.46	p> .05
Teacher writes 'A' on your paper	8	4	8	2.46	p> .05
Friends ask you to sit with them	7	4	2	3.13	p> .05
Be the only one that can answer a question	5	3	7	3.13	p> .05
Be free to go out- side	5	7	8	9.35	p< .01
A candy bar	7	0	1	9.35	p< .01
Teacher writes 'A' on your paper	9	7	9	5.71	p> .05
Friends ask you to sit with them	3	0	0	4.11	p> .05
Be the only one that can answer a question	2	0	5	7.62	p> .05
Be free to go home	12	7	4	9.83	p< .01
A candy bar	7	1	1	5.74	p> .05
Teacher writes 'A' on your paper	6	6	8	5.74	p> .05
Friends ask you to sit with them	5	0	3	3.59	p> .05
Be free to go out- side	8	7	6	3.59	p> .05

Appendix A10b.1 continued

Table C

Item	Subjects (n=12)	Control A (n=7)	Control B (n=13)	χ^2 (df=2)	Sig.
Be the only one that can answer a question	7	1	9	12.14	p< .01
A candy bar	6	6	0	12.14	p< .01
Teacher writes 'Perfect' on your paper	11	7	7	1.69	p> .05
Have only your paper shown to the class	2	0	2	1.69	p> .05
An ice cream	7	1	7	6.40	p< .05
Classmates ask you to be their leader	6	6	2	6.40	p< .05
Be free to go out- side	6	1	1	4.09	p> .05
Teacher writes 'Perfect' on your paper	7	6	8	4.09	p> .05
Classmates ask you to be their leader	9	4	2	4.82	p> .05
Have only your paper shown to the class	4	3	7	4.82	p> .05
Be free to play outside	7	6	8	4.09	p> .05
An ice cream	6	1	1	4.09	p> .05
Teacher writes 'Perfect' on your paper	7	6	7	2.63	p> .05

Appendix A10b.1 continued

Table C

Item	Subjects (n=12)	Control A (n=7)	Control B (n=13)	χ^2 (df=2)	Sig.
Classmates ask you to be their leader	6	1	2	2.63	p> .05
Have only your paper shown to the class	3	1	9	16.20	p< .001
Be free to play outside	10	6	0	16.20	p< .001
An ice cream	4	0	0	5.71	p> .05
Teacher writes 'Perfect' on your paper	9	7	9	5.71	p> .05
Classmates ask you to be their leader	5	2	2	0.68	p> .05
Be free to play outside	8	5	7	0.68	p> .05
Have only your paper shown to the class	5	2	8	7.40	p< .05
An ice cream	8	5	1	7.40	p< .05
Teacher writes 'Excellent' on your paper	12	6	8	0.22	p> .05
Have your paper put on the bulletin board	1	1	1	0.22	p> .05
A soft drink	9	2	1	8.03	p< .05
Friends ask you to work with them	4	5	8	8.03	p< .05

Appendix A10b.1 continued

Table C

Item	Subjects (n=12)	Control A (n=7)	Control B (n=13)	χ^2 (df=2)	Sig.
Be free to do something you like	10	2	2	7.81	p< .05
Teacher writes 'Excellent' on your paper	3	4	7	6.66	p< .05
Friends ask you to work with them	11	7	2	13.83	p< .001
Have your paper put on the bulletin board	2	1	7	10.83	p< .01
Be free to do something you like	6	6	9	8.54	p< .05
A soft drink	7	1	0	8.54	p< .05
Teacher writes 'Excellent' on your paper	9	6	9	3.59	p> .05
Friends ask you to work with them	4	1	0	3.59	p> .05
Have your paper put on the bulletin board	1	0	7	16.59	p< .001
Be free to do something you like	12	7	2	16.59	p< .001
A soft drink	8	0	0	13.60	p< .01
Teacher writes 'Excellent' on your paper	5	7	9	13.60	p< .01

Appendix A10b.1 continued

Table C

Item	Subjects (n=12)	Control A (n=7)	Control B (n=13)	χ^2 (<u>df</u> =2)	Sig.
Friends ask you to work with them	5	0	0	7.44	p< .05
Be free to do something you like	8	7	9	7.44	p< .05
Have your paper put on the bulletin board	3	0	8	15.42	p< .001
A soft drink	10	7	1	15.42	p< .001

Appendix A10b.2

Table D: Kruskall-Wallis One-Way ANOVA Table for the Analysis of the Individual Items on the Rutter Children's Behaviour Questionnaire Scale B for the Three Groups at School Y

Item	Subjects (n=16)	Control A (n=16)	Control B (n=16)	H* (df=2)	Sig.
1. Very restless	6 ^a	11	4	6.99	p< .05
2. Truants from school	11	16	0	33.07	p< .001
3. Fidgety	6	4	3	1.09	p> .05
4. Destructive	2	3	2	0.37	p> .05
5. Fights other children	9	5	3	0.19	p> .05
6. Disliked by other children	12	6	6	4.03	p> .05
7. Often worried	12	6	5	8.03	p< .05
8. Rather solitary	11	7	6	1.88	p> .05
9. Irritable	7	6	2	2.97	p> .05
10. Often distressed	9	10	4	6.28	p< .05
11. Has twitches	0	0	1	2.00	p> .05
12. Sucks thumb	0	0	0	0.00	p> .05
13. Frequently bites nails	4	4	5	0.26	p> .05
14. misses school for trivial reasons	11	16	0	33.89	p< .001
15. Often disobedient	4	11	2	9.61	p< .01
16. Has short attention span	9	13	4	7.66	p< .05

^aNumber of pupils who are rated on each item as either 'Applies Somewhat' or 'Certainly Applies'.

Appendix A10b.2 continued

Table D

Item	Subjects (n=12)	Control A (n=7)	Control B (n=13)	χ^2 (df=2)	Sig.
17. Afraid of new situations	6	6	0	7.69	p< .05
18. Is a fussy child	6	0	3	7.35	p< .05
19. Often tells lies	8	8	4	2.87	p> .05
20. Has stolen things	4	5	1	3.04	p> .05
21. Has wet or soiled self at school	0	0	0	0.00	p> .05
22. Often complains of pain	2	2	0	2.13	p> .05
23. Tearful on arrival to school	1	0	0	2.00	p> .05
24. Has a stutter	0	0	0	0.00	p> .05
25. Has speech difficulties	1	1	0	1.02	p> .05
26. Bullies other children	3	2	3	0.33	p> .05

Appendix A10b.3

Table E : The Number of Parents per Group who Agree
 with the Following Items of the Parent
 Questionnaires

Item	School Y		
	Subject	Control A	Control B
	Parents (<u>n</u> =8)	Parents (<u>n</u> =9)	Parents (<u>n</u> =11)
There is enough home-school/ project contact	1 ^d	4	7
Would or did you consent to your child being placed on the project?	8	6	1
The school gives you enough support	1	2	6
The school gives your child enough support	2	2	5
Have received home visits from school/ project	1	8	1
The school/ project encourages parents to visit	0	2	2

^dNumber of parents per group

Appendix A10b.3 continued

Table E

Item	School Y		
	Subject Parents (<u>n</u> =8)	Control A Parents (<u>n</u> =9)	Control B Parents (<u>n</u> =11)
Feel comfortable when visiting the school	2	3	9
Would like to become more involved in your child's education	7	5	9
Your child has benefited from attending school over the past two years	4	2	11
How do you feel about you child's school progress?			
(1) Very Disappointed	1	4	0
(2) Disappointed	2	2	2
(3) Don't know	0	1	1
(4) Satisfied	4	2	3
(5) Very Satisfied	1	0	5
Which is your most preferred method of school contact			
(a) teacher's home visits	4	1	5
(b) Letters/Reports	3	6	6

Appendix A10b.3 continued

Table E

Item	School Y		
	Subject	Control A	Control B
	Parents (<u>n</u> =8)	Parents (<u>n</u> =9)	Parents (<u>n</u> =11)
(c) Telephone calls	0	1	0
(d) EWO visits	0	0	0
(e) Home-School liaison Officer visits	0	0	0
(f) School meetings	0	1	2
What is your opinion on the amount of school feedback received?			
(a) Too much	0	0	0
(b) Adequate	2	4	4
(c) Too little	6	5	7
Where should problem children be treated?			
(1) School-based project	2	2	0
(2) Off-site project	1	1	5
(3) Mixed classes with 'normal' children	5	5	0
(4) Residential establishments	0	0	2
(5) Segregated schools	0	0	4
Any changes in your child's behaviour over the past two years?			
(a) Greatly Deteriorated	0	1	0
(b) Deteriorated	2	3	0

Appendix A10b.3 continued

Table E

Item	School Y		
	Subject	Control A	Control B
	Parents (<u>n</u> =8)	Parents (<u>n</u> =9)	Parents (<u>n</u> =11)
(c) No change	2	4	5
(d) Improved	2	0	5
(e) Greatly Improved	2	1	1
In which area is your child's behaviour change most noticeable			
(1) Attitude towards family	2	3	2
(2) Attitudes towards teachers	2	0	0
(3) School attendance	2	3	0
(4) Co-operative behaviour	1	1	1
(5) Standard of school work	3	0	3
(6) Relationship with peers	0	0	0
Does your child appear happier over the past two years?			
(a) Yes	6	1	5
(b) No	0	3	0
(c) Same	2	5	6
What is your opinion on the amount of school/project work that your			

Appendix A10b.3 continued

Table E

Item	School Y		
	Subject	Control A	Control B
	Parents (<u>n</u> =8)	Parents (<u>n</u> =9)	Parents (<u>n</u> =11)
child receives?			
(a) Too much	0	0	0
(b) Adequate	5	3	9
(c) Too little	3	5	2
What is your opinion on the number of home visits received from the school?			
(a) Too many	0	2	0
(b) Adequate	0	2	0
(c) Too few	1	4	1
Which member of the school staff do you most prefer to contact you?			
(a) Headteacher	5	2	4
(b) Deputy Head	0	2	0
(c) Year Tutor	1	3	4
(d) Form Tutor	1	2	3
(e) Subject Teacher	1	0	0
(f) EWO	0	0	0
(g) Home-School Liaison Officer	0	0	0
How far do you believe that your child's needs have been met by the school/ project?			
(1) Not at all	1	4	0
(2) Very little	3	2	1
(3) Don't know	0	2	1
(4) Satisfactory	4	1	7
(5) Very satisfactory	0	0	2

Appendix A11.1a

Table F: Two-Way ANOVA analysis on the termly school Attendance rates in Percentages for the Three Groups at School Y.

Pre-intervention Autumn Term in 3rd Year

Source	Df	MS	F	Sig.
Group (A)	2	11486.45	29.37	p< .001
Sex (B)	1	125.41	0.32	p> .05
A x B	2	282.17	0.72	p> .05
Error	41			

Pre-intervention Spring Term in 3rd Year

Source	Df	MS	F	Sig.
Group (A)	2	13760.49	41.67	p< .001
Sex (B)	1	395.29	1.20	p> .05
A x B	2	467.85	1.42	p> .05
Error	41			

Pre-intervention Summer Term in 3rd Year

Source	Df	MS	F	Sig.
Group (A)	2	13285.65	46.17	p< .001
Sex (B)	1	1440.00	5.01	p< .05
A x B	2	1324.41	4.60	p< .05
Error	41			

Intervention Autumn Term in 4th Year

Source	Df	MS	F	Sig.
Group (A)	2	6088.67	13.41	p< .001
Sex (B)	1	306.05	0.67	p> .05
A x B	2	131.96	0.29	p> .05
Error				

Appendix A11.1a contiuned

Table F

Intervention Spring Term in 4th Year

Source	Df	MS	F	Sig.
Group (A)	2	11586.24	18.08	p< .001
Sex (B)	1	1.22	0.002	p> .05
A x B	2	91.02	0.14	p> .05
Error	42			

Intervention Summer Term in 4th Year

Source	Df	MS	F	Sig.
Group (A)	2	13304.32	26.42	p< .001
Sex (B)	1	0.70	0.001	p> .05
A x B	2	67.96	0.14	p> .05
Error	42			

Intervention Autumn Term in 5th Year

Source	Df	MS	F	Sig.
Group (A)	2	15260.15	33.21	p< .001
Sex (B)	1	25.74	0.06	p> .05
A x B	2	254.06	0.55	p> .05
Error	40			

Intervention Spring Term in 5th Year

Source	Df	MS	F	Sig.
Group (A)	2	24346.15	68.51	p< .001
Sex (B)	1	19.44	0.06	p> .05
A x B	2	225.51	0.64	p> .05
Error	40			

Appendix A11.1b

Table G: One-Way ANOVA analysis on the termly school Attendance rates in Percentages for the Three Male Groups at School Y and the Three Female Groups at School Y

Dependent variable =		Independent variable =		
Pre-intervention Autumn Term		male Subject/		
3rd Year		male Control A/		
		male Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	7585.73	18.54	p< .001
within groups	24	409.25		

Dependent variable =		Independent variable =		
Pre-intervention Autumn Term		female Subject/		
3rd Year		female Control A/		
		female Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	4182.89	11.45	p< .001
within groups	17	365.34		

Dependent variable =		Independent variable =		
Pre-intervention Spring Term		male Subject/		
3rd Year		male Control A/		
		male Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	8774.34	29.13	p< .001
within groups	24	301.25		

Dependent variable =		Independent variable =		
Pre-intervention Spring Term		female Subject/		
3rd Year		female Control A/		
		female Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	5454.01	14.69	p< .001
within groups	17	371.23		

Appendix A11.1b continued

Table G

Dependent variable =		Independent variable =		
Pre-intervention Summer Term		male Subject/ male Control A/ male Control B		
3rd Year				
	DF	MS	<u>F</u>	Sig.
Between groups	2	9631.07	33.90	p< .001
within groups	24	284.10		
Dependent variable =		Independent variable =		
Pre-intervention Summer Term		female Subject/ female Control A/ female Control B		
3rd Year				
	DF	MS	<u>F</u>	Sig.
Between groups	2	4978.99	17.00	p< .001
within groups	17	292.86		
Dependent variable =		Independent variable =		
Intervention Autumn Term		male Subject/ male Control A/ male Control B		
4th Year				
	DF	MS	<u>F</u>	Sig.
Between groups	2	3916.12	7.63	p< .01
within groups	24	513.17		
Dependent variable =		Independent variable =		
Intervention Autumn Term		female Subject/ female Control A/ female Control B		
4th Year				
	DF	MS	<u>F</u>	Sig.
Between groups	2	2304.51	6.14	p< .01
within groups	18	375.23		

Appendix A11.1b continued

Table G

Dependent variable =		Independent variable =		
Intervention Spring Term		male Subject/		
4th Year		male Control A/		
		male Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	5822.05	8.36	p< .01
within groups	24	696.07		
Dependent variable =		Independent variable =		
Intervention Spring Term		female Subject/		
4th Year		female Control A/		
		female Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	5855.21	10.33	p< .001
within groups	18	566.89		
Dependent variable =		Independent variable =		
Intervention Summer Term		male Subject/		
4th Year		male Control A/		
		male Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	8399.24	25.83	p< .001
within groups	24	325.12		
Dependent variable =		Independent variable =		
Intervention Summer Term		female Subject/		
4th Year		female Control A/		
		female Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	4973.04	6.70	p< .01
within groups	18	741.71		

Appendix A11.1b continued

Table G

Dependent variable =			Independent variable =		
Intervention Autumn Term			male Subject/		
5th Year			male Control A/		
			male Control B		
	DF	MS	<u>F</u>	Sig.	
Between groups	2	10670.07	37.47	p< .001	
within groups	24	284.73			
<hr/>					
Dependent variable =			Independent variable =		
Intervention Autumn Term			female Subject/		
5th Year			female Control A/		
			female Control B		
	DF	MS	<u>F</u>	Sig.	
Between groups	2	4844.14	6.71	p< .01	
within groups	16	721.80			
<hr/>					
Dependent variable =			Independent variable =		
Intervention Spring Term			male Subject/		
5th Year			male Control A/		
			male Control B		
	DF	MS	<u>F</u>	Sig.	
Between groups	2	16223.78	85.28	p< .001	
within groups	24	190.24			
<hr/>					
Dependent variable =			Independent variable =		
Intervention Spring Term			female Subject/		
5th Year			female Control A/		
			female Control B		
	DF	MS	<u>F</u>	Sig.	
Between groups	2	8347.87	13.84	p< .001	
within groups	16	603.07			

Appendix A11.2

Table H: One-way ANOVA Table for Analysis of Instances of Classroom Activity as Assessed by the Pupil Record Sheet for School X Subject Pupils During the Three Phases

Category	Subject Pupils Phase		
	Pre- Inter- vention	Inter- vention	Follow- Up
	(No. of obs=13)	(No. of obs=24)	(No. of obs=12)
<hr/>			
Target pupil and Adult Interaction			
1.1 Pupil attempts to gain adult attention			
	0.00 ^a (0.00) ^b	1.00 (1.53)	0.00 (0.00)
Dependent variable = item 1.1		Independent variable = pre-intervention/ intervention/follow-up.	
	DF	MS	F Sig.
Between groups	2	5.30	3.93 p< .05
within groups	46	1.35	

^aNumber of instances of interaction
^bSD

Appendix A11.2 continued

Table H

1.2 Pupil is focus of adult attention				
		3.46	15.46	2.75
		(5.44)	(8.32)	(2.70)
Dependent variable = item 1.2		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	781.25	15.91	p< .001
within groups	46	49.10		
1.3 Pupil is part of audience				
		7.31	5.17	5.58
		(6.46)	(4.92)	(4.66)
Dependent variable = item 1.3		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.90	0.04	p> .05
within groups	46	22.30		
1.4 Pupil listens-other child is focus of attention				
		0.00	3.13	0.00
		(0.00)	(5.42)	(0.00)
Dependent variable = item 1.4		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	51.78	3.07	p> .05
within groups	46	16.87		

Appendix A11.2 continued

Table H

<hr/>				
2.1 Pupil interacts with teacher				
		10.77	24.71	8.33
		(5.75)	(7.80)	(4.46)
Dependent variable = item 2.1		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	1323.28	30.50	p< .001
within groups	46	43.39		
<hr/>				
2.2 Pupil interacts with observer				
		0.00	0.17	0.00
		(0.00)	(0.82)	(0.00)
Dependent variable = item 2.2		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.15	0.38	p> .05
within groups	46	0.38		
<hr/>				
2.3 Pupil interacts with another adult				
		0.00	0.00	0.00
		(0.00)	(0.00)	(0.00)
Dependent variable = item 2.3		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.00	0.00	p> .05
within groups	46	0.00		
<hr/>				

Appendix A11.2 continued

Table H

3.1 Adult interacts about task work				
		5.85	13.79	4.75
		(6.93)	(7.79)	(4.90)
Dependent variable = item 3.1		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	479.18	11.05	p< .001
within groups	46	43.34		
3.2 Adult interacts about routine work				
		1.69	1.13	1.50
		(2.25)	(1.70)	(2.54)
Dependent variable = item 3.2		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	2.90	0.66	p> .05
within groups	46	4.41		
3.3 Adult praises work task or behaviour				
		0.38	4.63	0.25
		(1.39)	(5.48)	(0.87)
Dependent variable = item 3.3		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	94.19	5.24	p< .01
within groups	46	17.98		

Appendix A11.2 continued

Table H

<hr/>				
3.4 Adult criticizes work or behaviour				
		2.69 (5.25)	4.63 (5.63)	1.83 (2.52)
Dependent variable = item 3.4		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	31.22	1.14	p> .05
within groups	46	27.43		
<hr/>				
3.5 Adult ignores attempted initiation of interaction by pupil				
		0.00 (0.00)	0.08 (0.28)	0.00 (0.00)
Dependent variable = item 3.5		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.04	0.80	p> .05
within groups	46	0.05		
<hr/>				
4.1 Adult gives pupil individual attention				
		3.46 (5.44)	15.67 (9.17)	2.75 (2.70)
Dependent variable = item 4.1		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	965.37	18.75	p< .001
within groups	46	51.50		
<hr/>				

Appendix A11.2 continued

Table H

4.2 Adult gives pupil's group attention				
		0.00	3.33	0.00
		(0.00)	(5.39)	(0.00)
Dependent variable = item 4.2		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	68.03	4.69	p< .05
within groups	46	14.51		

4.3 Adult interacts with class				
		7.31	5.17	5.58
		(6.46)	(4.86)	(4.66)
Dependent variable = item 4.3		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	19.84	0.71	p> .05
within groups	46	27.89		

4.4 Adult gives another child attention				
		0.00	0.17	0.00
		(0.00)	(0.56)	(0.00)
Dependent variable = item 4.4		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.17	1.07	p> .05
within groups	46	0.16		

Appendix A11.2 continued

Table H

Target Pupil Interact with Other Children				
5.1 Pupil successfully begins contact				
		5.38 (3.23)	2.42 (2.24)	4.25 (2.83)
Dependent variable = item 5.1		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	39.97	5.59	p< .01
within groups	46	7.16		

5.2 Pupil co-operates in interaction				
		11.15 (4.26)	5.58 (4.55)	9.83 (3.83)
Dependent variable = item 5.2		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	154.65	8.32	p< .001
within groups	46	18.59		

5.3 Pupil fails in attempted interaction				
		0.62 (1.04)	1.75 (2.97)	0.58 (0.79)

Appendix A11.2 continued

Table H

Dependent variable = item 5.3		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	8.10	1.67	p> .05
within groups	46	.4.84		
<hr/>				
5.4 Pupil ignores attempted interaction		0.85 (1.28)	1.04 (2.16)	0.25 (0.62)
Dependent variable = item 5.4		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	2.53	0.89	p> .05
within groups	46	2.85		
<hr/>				
5.5 Pupil sustains interaction		7.23 (4.13)	4.04 (4.19)	7.25 (3.39)
Dependent variable = item 5.5		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	62.63	3.93	p< .05
within groups	46	15.95		
<hr/>				

Appendix A11.2 continued

Table H

<hr/>				
6.1 Non-verbal contact via				
material				
		0.00	0.50	0.08
		(0.00)	(2.45)	(0.29)
Dependent variable =		Independent variable =		
item 6.1		pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	1.32	0.44	p> .05
within groups	46	3.02		
<hr/>				
6.2 Physical contact				
		0.77	1.96	0.08
		(1.92)	(4.77)	(0.29)
Dependent variable =		Independent variable =		
item 6.2		pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	15.58	1.26	p> .05
within groups	46	12.35		
<hr/>				
6.3 Verbal contact				
		24.46	12.71	22.00
		(9.53)	(7.32)	(9.07)
Dependent variable =		Independent variable =		
item 6.3		pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	703.15	10.03	p< .001
within groups	46	70.13		
<hr/>				

Appendix A11.2 continued

Table H

<hr/>				
7a1 Child on same task				
as pupil		25.23	12.63	19.58
		(9.35)	(11.40)	(10.45)
Dependent variable =				
item 7a1				
Independent variable =				
pre-intervention/				
intervention/follow-up				
	DF	MS	<u>F</u>	Sig.
Between groups	2	698.96	6.14	p < .01
within groups	46	113.84		
<hr/>				
7a2 Child on different task				
to pupil		0.00	2.92	0.00
		(0.00)	(6.67)	(0.00)
Dependent variable =				
item 7a2				
Independent variable =				
pre-intervention/				
intervention/follow-up				
	DF	MS	<u>F</u>	Sig.
Between groups	2	52.08	2.34	p > .05
within groups	46	22.26		
<hr/>				
7b1 Pupil interacts with one				
child of the same sex		21.38	12.33	20.67
		(5.41)	(10.91)	(8.09)
Dependent variable =				
item 7b1				
Independent variable =				
pre-intervention/				
intervention/follow-up				
	DF	MS	<u>F</u>	Sig.
Between groups	2	465.73	5.63	p < .01
within groups	46	82.76		
<hr/>				

Appendix A11.2 continued

Table H

7b2 Pupil interacts with one child of the opposite sex				
		1.85	3.33	0.00
		(2.91)	(7.64)	(0.00)
Dependent variable = item 7b2		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	45.11	1.44	p> .05
within groups	46	31.41		

7b3 Pupil interacts with several children of the opposite sex				
		1.15	1.58	0.75
		(2.12)	(2.69)	(2.60)
Dependent variable = item 7b3		Independent variable = pre-intervention/ intervention/follow-up.		
	DF	MS	<u>F</u>	Sig.
Between groups	2	2.89	0.45	p> .05
within groups	46	6.39		

7b4 Pupil interacts with a mix sex group				
		0.85	0.46	0.75
		(2.15)	(1.53)	(2.60)

Appendix A11.2 continued

Table H

Dependent variable = item 7b4		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.74	0.19	p> .05
within groups	46	4.00		
<hr/>				
7c1 Interaction occurs from pupil's own base		20.15 (5.10)	11.42 (10.76)	20.67 (8.09)
Dependent variable = item 7c1		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	494.90	6.16	p< .01
within groups	46	80.31		
<hr/>				
7c2 Interaction occurs from another base		5.08 (5.94)	4.33 (5.70)	1.50 (3.50)
Dependent variable = item 7c2		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	45.72	1.61	p> .05
within groups	46	28.38		
<hr/>				

Appendix A11.2 continued

Table H

Activity and Location of Target Pupil and Teacher				
8.1 Pupil co-operates on task work				
		27.38	35.13	13.75
		(9.45)	(15.91)	(5.93)
Dependent variable = item 8.1		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	1829.37	11.56	p< .001
within groups	46	158.26		
8.2 Pupil co-operates on routine work				
		2.38	3.08	1.25
		(3.57)	(3.55)	(1.71)
Dependent variable = item 8.2		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	13.48	1.31	p> .05
within groups	46	10.33		
8.3 Pupil is distracted from work				
		9.85	4.71	17.42
		(6.76)	(7.36)	(7.91)

Appendix A11.2 continued

Table H

Dependent variable = item 8.3		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	649.89	12.05	p< .001
within groups	46	53.95		
<hr/>				
8.4 Pupil distracted from work by observer		0.38 (0.96)	0.29 (0.91)	0.58 (1.24)
Dependent variable = item 8.4		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.34	0.33	p> .05
within groups	46	1.02		
<hr/>				
8.5 Pupil is aggressively disruptive		4.69 (5.81)	2.21 (5.13)	4.33 (3.11)
Dependent variable = item 8.5		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	33.12	1.36	p> .05
within groups	46	24.29		
<hr/>				
8.6 Pupil is horseplaying		2.46 (3.73)	1.92 (4.23)	1.67 (1.67)
<hr/>				

Appendix A11.2 continued

Table H

Dependent variable = item 8.6		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	2.13	0.16	p> .05
within groups	46	13.26		
<hr/>				
8.7 Pupil is waiting on teacher		0.00 (0.00)	0.29 (0.81)	0.17 (0.58)
Dependent variable = item 8.7		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.36	0.89	p> .05
within groups	46	0.40		
<hr/>				
8.8 Pupil is partly distracted		1.54 (2.82)	1.75 (3.19)	4.17 (5.04)
Dependent variable = item 8.8		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	28.30	2.14	p> .05
within groups	46	13.25		
<hr/>				
8.9 Pupil is interested in teacher		0.00 (0.00)	0.75 (2.56)	0.00 (0.00)
<hr/>				

Appendix A11.2 continued

Table H

Dependent variable = item 8.9		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	3.44	1.05	p> .05
within groups	46	3.27		
<hr/>				
8.10 Pupil is interested in work of a child		0.92 (1.89)	0.25 (1.22)	1.83 (2.89)
Dependent variable = item 8.10		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	10.13	2.76	p> .05
within groups	46	3.68		
<hr/>				
8.11 Pupil works on an unapproved activity		0.00 (0.00)	0.13 (0.61)	0.67 (2.31)
Dependent variable = item 8.11		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	1.62	1.11	p> .05
within groups	46	1.46		
<hr/>				
8.12 Pupil responds to internal stimuli		2.54 (4.12)	1.21 (5.92)	6.83 (6.18)
<hr/>				

Appendix A11.2 continued

Table H

Dependent variable = item 8.12		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	127.98	4.12	p< .05
within groups	46	31.06		
8.13 Pupil not observed		0.00 (0.00)	0.00 (0.00)	0.00 (0.00)
Dependent variable = item 8.13		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.00	0.00	p> .05
within groups	46	0.00		
8.14 Not coded		0.00 (0.00)	0.00 (0.00)	0.00 (0.00)
Dependent variable = item 8.14		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.00	0.00	p> .05
within groups	46	0.00		
9.1 Pupil in base		51.15 (2.34)	47.58 (6.37)	50.33 (2.61)
Dependent variable =		Independent variable =		

Appendix A11.2 continued

Table H

item 9.1		pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	63.88	2.74	p> .05
within groups	46	23.31		
<hr/>				
9.2 Pupil out of base		1.23 (2.35)	4.54 (5.88)	1.83 (1.95)
Dependent variable = item 9.2		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	57.03	2.90	p> .05
within groups	46	19.65		
<hr/>				
9.3 Pupil is mobile		0.46 (0.97)	1.17 (1.99)	0.50 (0.80)
Dependent variable = item 9.3		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	2.89	1.21	p> .05
within groups	46	2.38		
<hr/>				
9.4 Pupil out of room		0.00 (0.00)	0.54 (1.59)	0.00 (0.00)
Dependent variable = item 9.4		Independent variable = pre-intervention/ intervention/follow-up		

Appendix A11.2 continued

Table H

	DF	MS	<u>F</u>	Sig.
Between groups	2	1.79	1.43	p> .05
within groups	46	1.26		
<hr/>				
10.1 Teacher is present with pupil		20.31 (7.86)	30.00 (8.26)	14.17 (5.08)
Dependent variable = item 10.1			Independent variable = pre-intervention/ intervention/follow-up	
	DF	MS	<u>F</u>	Sig.
Between groups	2	1095.84	19.44	p< .001
within groups	46	56.36		
<hr/>				
10.2 Teacher interacts elsewhere		5.54 (4.98)	18.13 (8.59)	8.08 (9.61)
Dependent variable = item 10.2			Independent variable = pre-intervention/ intervention/follow-up	
	DF	MS	<u>F</u>	Sig.
Between groups	2	811.00	12.40	p< .001
within groups	46	65.41		
<hr/>				
10.3 Teacher is monitor- ing class		22.23 (10.05)	3.71 (6.35)	25.00 (10.43)
<hr/>				

Appendix A11.2 continued

Table H

Dependent variable = item 10.3		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	F	Sig.
Between groups	2	2436.71	33.61	p < .001
within groups	46	72.51		
<hr/>				
10.4 Teacher is house- keeping		3.23 (3.00)	1.29 (1.83)	4.75 (3.62)
Dependent variable = item 10.4		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	F	Sig.
Between groups	2	50.79	7.09	p < .01
within groups	46	7.16		
<hr/>				
10.5 Teacher is out of room		0.00 (0.00)	0.13 (0.61)	0.08 (0.29)
Dependent variable = item 10.5		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	F	Sig.
Between groups	2	0.07	0.32	p > .05
within groups	46	0.21		
<hr/>				
No. of teachers in classroom		1.00 (0.00)	1.08 (0.28)	1.00 (0.00)
<hr/>				

Appendix A11.2 continued

Table H

Dependent variable = item No. of teachers		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.04	1.07	p> .05
within groups	46	0.04		
<hr/>				
No. of pupils in classroom		23.92	4.63	23.17
Dependent variable = item No. of pupils		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	2196.89	485.35	p< .001
within groups	46	4.53		
<hr/>				
		(2.90)	(1.28)	(2.52)
No. of children in target pupil's base		1.00 (0.00)	1.21 (0.98)	1.00 (0.00)
Dependent variable = item No. of children in base		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.27	0.56	p> .05
within groups	46	0.48		
<hr/>				

Appendix A11.2 continued

Table H

<hr/>				
No. of volunteers				
in the classroom				
		0.00	0.08	0.08
		(0.00)	(0.28)	(0.29)
Dependent variable =		Independent variable =		
item No. of volunteers		pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.03	0.55	p> .05
within groups	46	0.06		
<hr/>				

Appendix A11.3

Table 1: One-way ANOVA Table for Analysis in Number of Instances of Classroom Activity as Assessed by the Pupil Record Sheet for School X Male and Female Subject Pupils During the Three Phases

Category	Subject Pupils Phase		
	Pre- Inter- vention	Inter- vention	Follow- Up
Activity of Subject Pupil			
8.1 Pupil co-operates on task work			
Male	27.60 ^a 10 ^b (10.54) ^c	34.05 21 (16.49)	14.00 9 (6.69)
<u>n</u>	4	6	3
Dependent variable = item 8.1		Independent variable = pre-intervention/ intervention/follow-up	
	DF	MS	F Sig.
Between groups	2	1266.71	6.90 p< .01
within groups	37	183.71	
Female		26.67 3 (5.86)	42.67 3 (9.71)
<u>n</u>		1	1

^aMean number of instances of activity
^bNumber of observation sessions
^cSD

Appendix A11.3 continued

Table I

Dependent variable = item 8.1		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	661.44	14.01	p< .01
within groups	6	47.22		

8.2 Pupil co-operates
on routine work

Male

3.10	2.62	1.44
10	21	9
(3.81)	(3.17)	(1.88)
<u>n</u> 4	6	3

Dependent variable =
item 8.2Independent variable =
pre-intervention/
intervention/follow-up

	DF	MS	<u>F</u>	Sig.
Between groups	2	6.95	0.71	p> .05
within groups	37	9.73		

Female

0.00	6.33	0.67
3	3	3
(0.00)	(5.13)	(1.15)
<u>n</u> 1	1	1

Dependent variable =
item 8.2Independent variable =
pre-intervention/
intervention/follow-up

	DF	MS	<u>F</u>	Sig.
Between groups	2	36.33	3.94	p> .05
within groups	6	9.22		

Appendix A11.3 continued

Table I

8.3 Pupil is distracted from work				
Male		8.50	5.24	14.89
		10	21	9
		(6.04)	(7.22)	(6.66)
<u>n</u>		4	6	3
Dependent variable = item 8.3		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	293.89	5.80	p< .01
within groups	37	50.68		
Female		14.33	1.00	25.00
		3	3	3
		(8.39)	(1.73)	(7.21)
<u>n</u>		1	1	1
Dependent variable = item 8.3		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	433.78	10.38	p< .05
within groups	6	41.78		
8.4 Pupil distracted from work by observer				
Male		0.50	0.33	0.56
		10	21	9
		(1.08)	(0.97)	(1.33)
<u>n</u>		4	6	3

Appendix A11.3 continued

Table I

Dependent variable = item 8.4		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.19	0.16	p> .05
within groups	37	1.17		

Female

0.00	0.00	0.67
3	3	3
(0.00)	(0.00)	(1.15)

n

1	1	1
---	---	---

Dependent variable = item 8.4		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.44	1.00	p> .05
within groups	6	0.44		

8.5 Pupil is aggressively
disruptive

Male

5.80	2.52	5.00
10	21	9
(6.20)	(5.43)	(3.20)

n

4	6	3
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Dependent variable = item 8.5		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	43.38	1.58	p> .05
within groups	37	27.48		

Appendix A11.3 continued

Table I

Female		1.00	0.00	2.33
		3	3	3
		(1.73)	(0.00)	(2.08)
<u>n</u>		1	1	1
Dependent variable = item 8.5				
		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	F	Sig.
Between groups	2	4.11	1.68	p> .05
within groups	6	2.44		
8.6 Pupil is horseplaying				
Male		2.60	2.19	2.22
		10	21	9
		(4.12)	(4.47)	(1.56)
<u>n</u>		4	6	3
Dependent variable = item 8.6				
		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	F	Sig.
Between groups	2	0.60	0.04	p> .05
within groups	37	15.44		
Female		2.00	0.00	0.00
		3	3	3
		(2.65)	(0.00)	(0.00)
<u>n</u>		1	1	1

Appendix A11.3 continued

Table 1

Dependent variable = item 8.6		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	4.00	1.71	p> .05
within groups	6	2.33		
<hr/>				
8.7 Pupil is waiting on teacher				
Male		0.00	0.33	0.22
		10	21	9
		(0.00)	(0.86)	(0.67)
<u>n</u>		4	6	3
<hr/>				
Dependent variable = item 8.7		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.38	0.76	p> .05
within groups	37	0.49		
<hr/>				
Female		0.00	0.00	0.00
		3	3	3
		(0.00)	(0.00)	(0.00)
<u>n</u>		1	1	1
<hr/>				
Dependent variable = item 8.7		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.00	0.00	p> .05
within groups	6	0.00		
<hr/>				

Appendix A11.3 continued

Table I

8.8 Pupil is partly distracted				
Male		2.00	1.86	4.22
		10	21	9
		(3.09)	(3.37)	(5.83)
<u>n</u>		4	6	3
Dependent variable = item 8.8 Independent variable = pre-intervention/ intervention/follow-up				
	DF	MS	<u>F</u>	Sig.
Between groups	2	18.82	1.19	p> .05
within groups	37	15.79		
Female				
		0.00	1.00	4.00
		3	3	3
		(0.00)	(1.73)	(2.00)
<u>n</u>		1	1	1
Dependent variable = item 8.8 Independent variable = pre-intervention/ intervention/follow-up				
	DF	MS	<u>F</u>	Sig.
Between groups	2	13.00	5.57	p< .05
within groups	6	2.33		
8.9 Pupil is interested in teacher				
Male		0.00	0.86	0.00
		10	21	9
		(0.00)	(2.73)	(0.00)
<u>n</u>		4	6	3

Appendix A11.3 continued

Table I

Dependent variable = item 8.9		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	F	Sig.
Between groups	2	3.66	0.91	p> .05
within groups	37	4.02		

Female		0.00	0.00	0.00
		3	3	3
		(0.00)	(0.00)	(0.00)
<u>n</u>		1	1	1

Dependent variable = item 8.9		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	F	Sig.
Between groups	2	0.00	0.00	p>.05
within groups	6	0.00		

8.10 Pupil is interested
in work of a child
Male

		0.20	0.29	2.44
		10	21	9
		(0.63)	(1.31)	(3.13)
<u>n</u>		4	6	3

Dependent variable = item 8.10		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	F	Sig.
Between groups	2	16.70	5.32	p< .01
within groups	37	3.14		

Appendix A11.3 continued

Table I

Female		3.33	0.00	0.00
		3	3	3
		(2.89)	(0.00)	(0.00)
<u>n</u>		1	1	1
Dependent variable = item 8.10				
Independent variable = pre-intervention/ intervention/follow-up				
	DF	MS	F	Sig.
Between groups	2	11.11	4.00	p> .05
within groups	6	2.78		
8.11 Pupil works on an unapproved activity				
Male		0.00	0.14	0.89
		10	21	9
		(0.00)	(0.65)	(2.67)
<u>n</u>		4	6	3
Dependent variable = item 8.11				
Independent variable = pre-intervention/ intervention/follow-up				
	DF	MS	F	Sig.
Between groups	2	2.26	1.28	p> .05
within groups	37	1.80		
Female		0.00	0.00	0.00
		3	3	3
		(0.00)	(0.00)	(0.00)
<u>n</u>		1	1	1

Appendix A11.3 continued

Table I

Dependent variable = item 8.11		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.00	0.00	p> .05
within groups	6	0.00		
<hr/>				
8.12 Pupil responds to internal stimuli				
Male		2.20	1.38	5.78
		10	21.00	9.00
		(3.61)	(6.33)	(5.14)
<u>n</u>		4	6	3
<hr/>				
Dependent variable = item 8.12		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	61.83	2.02	p> .05
within groups	37	30.54		
<hr/>				
Female		3.67	0.00	10.00
		3	3.00	3
		(6.35)	(0.00)	(9.17)
<u>n</u>		1	1	1
<hr/>				
Dependent variable = item 8.12		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	76.78	1.85	p> .05
within groups	6	41.44		

Appendix A11.3 continued

Table I

8.13 Pupil not observed				
Male		0.00	0.00	0.00
		10	21	9
		(0.00)	(0.00)	(0.00)
<u>n</u>		4	6	3
Dependent variable = item 8.13				
Independent variable = pre-intervention/ intervention/follow-up				
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.00	0.00	p> .05
within groups	37	0.00		
Female				
		0.00	0.00	0.00
		3	3	3
		(0.00)	(0.00)	(0.00)
<u>n</u>		1	1	1
Dependent variable = item 8.13				
Independent variable = pre-intervention/ intervention/follow-up				
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.00	0.00	p> .05
within groups	6	0.00		
8.14 Not coded				
Male		0.00	0.00	0.00
		10	21	9
		(0.00)	(0.00)	(0.00)
<u>n</u>		4	6	3

Appendix A11.3 continued

Table I

Dependent variable = item 8.14		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.00	0.00	p> .05
within groups	37	0.00		
<hr/>				
Female		0.00	0.00	0.00
		3	3	3
		(0.00)	(0.00)	(0.00)
<u>n</u>		1	1	1
<hr/>				
Dependent variable = item 8.14		Independent variable = pre-intervention/ intervention/follow-up		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.00	0.00	p> .05
within groups	6	0.00		
<hr/>				

Appendix A11.4

Table J: Two-Tailed T-Test Analysis on the Number of Instances of Classroom Activity as Assessed by the Pupil Record Sheet for School Y Subject Adolescents During the 4th and 5th Year of Secondary Schooling

Category	Subject Adolescents			
	4th Year		5th Year	
	(No. of obs=47)		(No. of obs=15)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
<hr/>				
Target pupil and Adult Interaction				
1.1 Pupil attempts to gain adult attention	0.64	0.97	0.93	1.83
Dependent variable = item 1.1	Independent variable = 4th year/5th year			
	<u>t</u>	(<u>df</u>)	Sig.	
	0.81	60	p> .05	
<hr/>				
1.2 Pupil is focus of adult attention	6.36	4.90	6.87	3.52
Dependent variable = item 1.2	Independent variable = 4th year/5th year			
	<u>t</u>	(<u>df</u>)	Sig.	
	0.37	60	p> .05	
<hr/>				
1.3 Pupil is part of audience	6.96	6.83	4.73	7.52
Dependent variable = item 1.3	Independent variable = 4th year/5th year			
	<u>t</u>	(<u>df</u>)	Sig.	
	1.07	60	p> .05	
<hr/>				

Appendix A11.4 continued

Table J

1.4 Pupil listens-other child is focus of attention	0.38	1.28	1.87	3.31
Dependent variable = item 1.4	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
2.56	60	p< .05		
2.1 Pupil interacts with teacher	9.32	6.64	6.33	7.85
Dependent variable = item 2.1	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.45	60	p> .05		
2.2 Pupil interacts with observer	0.32	0.75	0.27	1.03
Dependent variable = item 2.2	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.21	60	p> .05		
2.3 Pupil interacts with another adult	4.68	5.76	6.93	6.05
Dependent variable = item 1.30	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.30	60	p> .05		
3.1 Adult interacts about task work	10.51	6.69	11.47	6.64
Dependent variable = item 3.1	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.48	60	p> .05		

Appendix A11.4 continued

Table J

3.2 Adult interacts about routine work	1.98	2.14	1.87	1.96
Dependent variable = item 3.2	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.18	60	p> .05		
3.3 Adult praises work task or behaviour	0.70	1.02	0.47	0.74
Dependent variable = item 3.3	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.83	60	p> .05		
3.4 Adult criticizes work or behaviour	0.96	2.75	0.07	0.26
Dependent variable = item 3.4	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.25	60	p> .05		
3.5 Adult ignores attempted initiation of interaction by pupil	0.11	0.37	0.07	0.26
Dependent variable = item 3.5	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.38	60	p> .05		
4.1 Adult gives pupil individual attention	6.91	5.54	7.00	3.89
Dependent variable = item 4.1	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.06	60	p> .05		

Appendix A11.4 continued

Table J

4.2 Adult gives pupil's group attention	0.81	2.09	1.40	1.99
Dependent variable = item 4.2	Independent variable = 4th year/5th year			
	<u>t</u>	(<u>df</u>)	Sig.	
	0.96	60	p> .05	
4.3 Adult interacts with class	6.02	6.72	4.67	8.16
Dependent variable = item 4.3	Independent variable = 4th year/5th year			
	<u>t</u>	(<u>df</u>)	Sig.	
	0.65	60	p> .05	
4.4 Adult gives another child attention	0.32	1.16	0.07	0.26
Dependent variable = item 4.4	Independent variable = 4th year/5th year			
	<u>t</u>	(<u>df</u>)	Sig.	
	0.83	60	p> .05	

Table 11.19: continued

Category	Subject Adolescents			
	4th Year		5th Year	
	(No. of obs=47)		(No. of obs=15)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>

Appendix A11.4 continued

Table J

Target Pupil				
Interact with				
Other Children				
5.1 Pupil successfully begins contact	3.62	3.46	2.80	2.18
Dependent variable = item 5.1	Independent variable = 4th year/5th year			
<u>t</u>	(df)	Sig.		
0.86	60	p> .05		
5.2 Pupil co-operates in interaction	3.70	2.83	4.20	2.65
Dependent variable = item 5.2	Independent variable = 4th year/5th year			
<u>t</u>	(df)	Sig.		
0.60	60	p> .05		
5.3 Pupil fails in attempted interaction	0.77	1.46	0.07	0.26
Dependent variable = item 5.3	Independent variable = 4th year/5th year			
<u>t</u>	(df)	Sig.		
1.83	60	p> .05		
5.4 Pupil ignores attempted interaction	0.49	1.16	0.40	0.91
Dependent variable = item 5.4	Independent variable = 4th year/5th year			
<u>t</u>	(df)	Sig.		
0.27	60	p> .05		
5.5 Pupil sustains interaction	5.79	4.95	5.87	4.41
Dependent variable = item 5.5	Independent variable = 4th year/5th year			
<u>t</u>	(df)	Sig.		
0.06	60	p> .05		

Appendix A11.4 continued

Table J

6.1 Non-verbal contact via material	0.23	0.60	0.00	0.00
Dependent variable = item 6.1	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.51	60	p> .05		
6.2 Physical contact	2.36	3.56	0.40	0.91
Dependent variable = item 6.2	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
2.10	60	p< .05		
6.3 Verbal contact	12.15	7.40	12.93	5.65
Dependent variable = item 6.3	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.38	60	p> .05		
7a1 Child on same task as pupil	12.43	9.12	12.87	6.59
Dependent variable = item 7a1	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.17	60	p> .05		
7a2 Child on different task to pupil	2.11	4.79	0.47	1.81
Dependent variable = item 7a2	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.29	60	p> .05		

Appendix A11.4 continued

Table J

<hr/>				
7b1 Pupil interacts with one child of the same sex	9.81	6.59	11.40	5.57
Dependent variable = item 7b1	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.84	60	p> .05		
<hr/>				
7b2 Pupil interacts with one child of the opposite sex	2.81	4.75	0.60	1.30
Dependent variable = item 7b2	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.77	60	p> .05		
<hr/>				
7b3 Pupil interacts with several children of the opposite sex	1.19	2.55	0.40	1.12
Dependent variable = item 7b3	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.16	60	p> .05		
<hr/>				
7b4 Pupil interacts with a mix sex group	0.72	2.09	1.00	3.36
Dependent variable = item 7b4	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.38	60	p> .05		
<hr/>				
7c1 Interaction occurs from pupil's own base	8.49	6.73	11.40	4.90
Dependent variable = item 7c1	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.55	60	p> .05		
<hr/>				

Appendix A11.4 continued

Table J

7c2 Interaction occurs from another base	5.70	7.14	1.93	2.49
Dependent variable = item 7c2	Independent variable = 4th year/5th year			
	<u>t</u>	(<u>df</u>)	Sig.	
	2.00	60	p< .05	

Table 11.19: continued

Category	Subject Adolescents			
	4th Year		5th Year	
	(No. of obs=47)		(No. of obs=15)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Activity and Location of Target Pupil and Teacher				
8.1 Pupil co-operates on task work	27.64	15.17	33.93	10.32
Dependent variable = item 8.1	Independent variable = 4th year/5th year			
	<u>t</u>	(<u>df</u>)	Sig.	
	1.50	60	p> .05	
8.2 Pupil co-operates on routine work	3.34	3.01	4.07	2.25
Dependent variable = item 8.2	Independent variable = 4th year/5th year			
	<u>t</u>	(<u>df</u>)	Sig.	
	0.86	60	p> .05	

Appendix A11.4 continued

Table J

8.3 Pupil is distracted from work	5.21	5.24	4.40	5.67
Dependent variable = item 8.3	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.51	60	p> .05		
8.4 Pupil distracted from work by observer	0.70	1.73	0.20	0.56
Dependent variable = item 8.4	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.10	60	p> .05		
8.5 Pupil is aggressively disruptive	1.98	5.10	0.00	0.00
Dependent variable = item 8.5	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.49	60	p> .05		
8.6 Pupil is horseplaying	2.40	4.24	0.20	0.56
Dependent variable = item 8.6	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
2.00	60	p< .05		
8.7 Pupil is waiting on teacher	1.21	1.96	1.27	1.53
Dependent variable = item 8.7	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.10	60	p> .05		

Appendix A11.4 continued

Table J

8.8 Pupil is partly distracted	4.15	5.23	2.87	4.16
Dependent variable = item 8.8	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.87	60	p> .05		
8.9 Pupil is interested in teacher	1.00	1.73	0.87	1.36
Dependent variable = item 8.9	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.27	60	p> .05		
8.10 Pupil is interested in work of a child	0.94	1.74	1.00	2.59
Dependent variable = item 8.10	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.11	60	p> .05		
8.11 Pupil works on an unapproved activity	0.64	1.65	0.00	0.00
Dependent variable = item 8.11	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.49	60	p> .05		
8.12 Pupil responds to internal stimuli	0.60	1.62	0.33	0.90
Dependent variable = item 8.12	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.60	60	p> .05		

Appendix A11.4 continued

Table J

8.13 Pupil not observed	0.04	0.29	0.00	0.00
Dependent variable =	Independent variable =			
item 8.13	4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.56	60	p> .05		
8.14 Not coded	0.11	0.73	0.00	0.00
Dependent variable =	Independent variable =			
item 8.14	4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.56	60	p> .05		
9.1 Pupil in base	43.06	8.59	45.73	5.15
Dependent variable =	Independent variable =			
item 9.1	4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.14	60	p> .05		
9.2 Pupil out of base	4.53	5.29	2.33	3.44
Dependent variable =	Independent variable =			
item 9.2	4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.51	60	p> .05		
9.3 Pupil is mobile	2.68	4.39	1.13	1.55
Dependent variable =	Independent variable =			
item 9.3	4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.33	60	p> .05		
9.4 Pupil out of room	0.38	1.74	0.00	0.00
Dependent variable =	Independent variable =			
item 9.4	4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.85	60	p> .05		

Appendix A11.4 continued

Table J

10.1 Teacher is present with pupil	11.68	6.48	8.40	6.49
Dependent variable = item 10.1	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
1.71	60	p> .05		
10.2 Teacher interacts elsewhere	19.72	8.04	21.33	9.51
Dependent variable = item 10.2	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.65	60	p> .05		
10.3 Teacher is monitor- ing class	6.89	6.06	5.27	3.92
Dependent variable = item 10.3	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.97	60	p> .05		
10.4 Teacher is house- keeping	9.98	7.59	12.07	6.36
Dependent variable = item 10.4	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.96	60	p> .05		
10.5 Teacher is out of room	2.83	6.70	2.87	5.84
Dependent variable = item 10.5	Independent variable = 4th year/5th year			
<u>t</u>	(<u>df</u>)	Sig.		
0.02	60	p> .05		

Appendix A11.4 continued

Table J

No. of teachers				
in classroom	1.70	0.55	1.33	0.49
Dependent variable =			Independent variable =	
item No. of teachers			4th year/5th year	
	<u>t</u>	(<u>df</u>)		Sig.
	2.33	60		p < .05

No. of pupils				
in classroom	9.28	2.26	7.00	2.07
Dependent variable =			Independent variable =	
item No. of pupils			4th year/5th year	
	<u>t</u>	(<u>df</u>)		Sig.
	3.46	60		p < .001

No. of children				
in target				
pupil's base	1.11	1.05	1.00	0.38
Dependent variable =			Independent variable =	
item No. of children			4th year/5th year	
in base				
	<u>t</u>	(<u>df</u>)		Sig.
	0.38	60		p > .05

No. of volunteers				
in classroom	1.09	0.54	1.20	0.56
Dependent variable =			Independent variable =	
item No. of volunteers			4th year/5th year	
	<u>t</u>	(<u>df</u>)		Sig.
	0.71	60		p > .05

Category	Subject Adolescents					
	4th Year			5th Year		
	<u>M</u>	<u>SD</u>	No.	<u>M</u>	<u>SD</u>	No.
			of obs			of obs
Activity of Target Pupil						
8.1 Pupil co-operates on task work						
Male	31.22	12.06	32	37.58	7.28	12
<u>n</u>	9			6		
Dependent variable = item 8.1				Independent variable = 4th year/5th year		
	<u>t</u>	(<u>df</u>)		Sig.		
	1.71	42		p> .05		
Female	20.00	18.49	15	19.33	7.37	3
<u>n</u>	4			2		
Dependent variable = item 8.1				Independent variable = 4th year/5th year		
	<u>t</u>	(<u>df</u>)		Sig.		
	0.06	16		p> .05		

Appendix A11.5 continued

Table K

8.2 Pupil co-operates
on routine work

Male	3.69	3.40	32	3.92	2.31	12
<u>n</u>	9			6		
Dependent variable = item 8.2				Independent variable = 4th year/5th year		
	<u>t</u>	(<u>df</u>)		Sig.		
	0.21	42		p> .05		

Female	2.60	1.80	15	4.67	2.31	3
<u>n</u>	4			2		
Dependent variable = item 8.2				Independent variable = 4th year/5th year		
	<u>t</u>	(<u>df</u>)		Sig.		
	1.74	16		p> .05		

8.3 Pupil is distracted
from work

Male	4.56	4.13	32	2.17	2.86	12
<u>n</u>	9			6		
Dependent variable = item 8.3				Independent variable = 4th year/5th year		
	<u>t</u>	(<u>df</u>)		Sig.		
	1.84	42		p> .05		

Female	6.60	7.02	15	13.33	5.51	3
<u>n</u>	4			2		
Dependent variable = item 8.3				Independent variable = 4th year/5th year		
	<u>t</u>	(<u>df</u>)		Sig.		
	1.55	16		p> .05		

Appendix A11.5 continued

Table K

8.4 Pupil distracted
from work by
observer

Male	0.88	2.00	32	0.17	0.58	12
<u>n</u>	9			6		
Dependent variable = item 8.4	Independent variable = 4th year/5th year					
	<u>t</u>	(<u>df</u>)		Sig.		
	1.20	42		p> .05		

Female	0.33	0.90	15	0.33	0.58	3
<u>n</u>	4			2		
Dependent variable = item 8.4	Independent variable = 4th year/5th year					
	<u>t</u>	(<u>df</u>)		Sig.		
	0.00	16		p> .05		

8.5 Pupil is
aggressively
disruptive

Male	1.44	3.60	32	0.00	0.00	12
<u>n</u>	9			6		
	NO ANALYSIS					

Female	3.13	7.40	15	0.00	0.00	3
<u>n</u>	4			2		
	NO ANALYSIS					

Appendix A11.5 continued

Table K

8.6 Pupil is horse-
playing

Male	2.16	4.10	32	0.08	0.29	12
<u>n</u>	9			6		
Dependent variable = item 8.6				Independent variable = 4th year/5th year		
	<u>t</u>	(<u>df</u>)		Sig.		
	1.74	42		p> .05		

Female	2.93	4.61	15	0.67	1.15	3
<u>n</u>	4			2		
Dependent variable = item 8.6				Independent variable = 4th year/5th year		
	<u>t</u>	(<u>df</u>)		Sig.		
	0.83	16		p> .05		

8.7 Pupil is waiting
on teacher

Male	1.28	2.14	32	1.50	1.62	12
<u>n</u>	9			6		
Dependent variable = item 8.7				Independent variable = 4th year/5th year		
	<u>t</u>	(<u>df</u>)		Sig.		
	0.32	42		p> .05		

Female	1.07	1.53	15	0.33	0.58	3
<u>n</u>	4			2		
Dependent variable = item 8.7				Independent variable = 4th year/5th year		
	<u>t</u>	(<u>df</u>)		Sig.		
	0.80	16		p> .05		

Appendix A11.5 continued

Table K

8.8 Pupil is partly distracted						
Male	2.59	3.34	32	1.67	2.06	12
<u>n</u>	9			6		
Dependent variable = item 8.8				Independent variable = 4th year/5th year		
	<u>t</u>	(<u>df</u>)		Sig.		
	0.90	42		p> .05		
<hr/>						
Female	7.47	6.91	15	7.67	7.37	3
<u>n</u>	4			2		
Dependent variable = item 8.8				Independent variable = 4th year/5th year		
	<u>t</u>	(<u>df</u>)		Sig.		
	0.05	16		p> .05		
<hr/>						
8.9 Pupil is interested in teacher						
Male	1.03	1.53	32	0.92	1.44	12
<u>n</u>	9			6		
Dependent variable = item 8.9				Independent variable = 4th year/5th year		
	<u>t</u>	(<u>df</u>)		Sig.		
	0.22	42		p> .05		
<hr/>						
Female	0.93	2.15	15	0.67	1.15	3
<u>n</u>	4			2		
Dependent variable = item 8.9				Independent variable = 4th year/5th year		
	<u>t</u>	(<u>df</u>)		Sig.		
	0.21	16		p> .05		
<hr/>						

Appendix A11.5 continued

Table K

8.10 Pupil is interested in work of a child						
Male	1.13	1.95	32	1.25	2.86	12
<u>n</u>	9			6		
Dependent variable = item 8.10			Independent variable = 4th year/5th year			
	<u>t</u>	(<u>df</u>)		Sig.		
	0.17	42		p> .05		
<hr/>						
Female	0.53	1.13	15	0.00	0.00	3
<u>n</u>	4			2		
Dependent variable = item 8.10			Independent variable = 4th year/5th year			
	<u>t</u>	(<u>df</u>)		Sig.		
	0.80	16		p> .05		
<hr/>						
8.11 Pupil works on an unapproved activity						
Male	0.53	1.54	32	0.00	0.00	12
<u>n</u>	9			6		
NO ANALYSIS						
<hr/>						
Female	0.87	1.88	15	0.00	0.00	3
<u>n</u>	4			2		
NO ANALYSIS						
<hr/>						
8.12 Pupil responds to internal stimuli						
Male	0.06	0.35	32	0.17	0.58	12
<u>n</u>	9			6		
<hr/>						

Appendix A11.5 continued

Table K

Dependent variable = item 8.12			Independent variable = 4th year/5th year			
	<u>t</u>		<u>(df)</u>		Sig.	
	0.73		42		p> .05	
<hr/>						
Female	1.73	2.52	15	1.00	1.73	3
<u>n</u>	4			2		
Dependent variable = item 8.12			Independent variable = 4th year/5th year			
	<u>t</u>		<u>(df)</u>		Sig.	
	0.48		16		p> .05	
<hr/>						
8.13 Pupil not observed						
Male	0.06	0.35	32	0.00	0.00	12
<u>n</u>	9			6		
NO ANALYSIS						
<hr/>						
Female	0.00	0.00	15	0.00	0.00	3
<u>n</u>	4			2		
NO ANALYSIS						
<hr/>						
8.14 Not coded						
Male	0.00	0.00	32	0.00	0.00	12
<u>n</u>	9			6		
NO ANALYSIS						
<hr/>						
Female	0.33	1.29	15	0.00	0.00	3
<u>n</u>	4			2		
NO ANALYSIS						
<hr/>						

Appendix A11.6

Table L : Two-Tailed T-Test Analysis to Compare the Number of Instances of Classroom Activity as Assessed by the Pupil Record Sheet for School Y Male and Female Subject Adolescents During the 4th Year of Secondary Schooling

Subject Adolescents					
4th Year					
Category	<u>M</u>	<u>SD</u>	No. of obs	<u>t</u> (<u>df</u> =45)	Sig.
Activity of Target Pupil					
8.1 Pupil co-operates on task work					
Male	31.22	12.06	32	2.49	p< .05
<u>n</u>		9			
Female	20.00	18.49	15		
<u>n</u>		4			
8.2 Pupil co-operates on routine work					
Male	3.69	3.40	32	1.16	p> .05
<u>n</u>		9			
Female	2.60	1.80	15		
<u>n</u>		4			
8.3 Pupil is distracted from work					
Male	4.56	4.13	32	1.25	p> .05
<u>n</u>		9			
Female	6.60	7.02	15		
<u>n</u>		4			

Appendix A11.6 continued

Table L

Category	Subject Adolescents				
	4th Year				Sig.
	<u>M</u>	<u>SD</u>	No.	<u>t</u>	
			of obs	(<u>df</u> =45)	
8.4 Pupil distracted from work by observer					
Male	0.88	2.00	32		
<u>n</u>	9			1.00	p> .05
Female	0.33	0.90	15		
<u>n</u>	4				
8.5 Pupil is aggressively disruptive					
Male	1.44	3.60	32		
<u>n</u>	9			1.06	p> .05
Female	3.13	7.40	15		
<u>n</u>	4				
8.6 Pupil is horse- playing					
Male	2.16	4.10	32		
<u>n</u>	9			0.58	p> .05
Female	2.93	4.61	15		
<u>n</u>	4				
8.7 Pupil is waiting on teacher					
Male	1.28	2.14	32		
<u>n</u>	9			0.35	p> .05
Female	1.07	1.53	15		
<u>n</u>	4				

Appendix A11.6 continued

Table L

Category	Subject Adolescents				
	4th Year				Sig.
	<u>M</u>	<u>SD</u>	No.	<u>t</u>	
			of obs	(<u>df</u> =45)	
8.8 Pupil is partly distracted					
Male	2.59	3.34	32		
<u>n</u>	9			3.28	p< .01
Female	7.47	6.91	15		
<u>n</u>	4				
8.9 Pupil is interested in teacher					
Male	1.03	1.53	32		
<u>n</u>	9			0.18	p> .05
Female	0.93	2.15	15		
<u>n</u>	4				
8.10 Pupil is interested in work of a child					
Male	1.13	1.95	32		
<u>n</u>	9			1.09	p> .05
Female	0.53	1.13	15		
<u>n</u>	4				
8.11 Pupil works on an unapproved activity					
Male	0.53	1.54	32		
<u>n</u>	9			0.65	p> .05
Female	0.87	1.88	15		
<u>n</u>	4				

Appendix A11.6 continued

Table L

Category	Subject Adolescents				
	4th Year				
	<u>M</u>	<u>SD</u>	No.	<u>t</u>	Sig.
			of obs	(<u>df</u> =45)	
8.12 Pupil responds to internal stimuli					
Male	0.06	0.35	32		
<u>n</u>	9			3.72	p< .001
Female	1.73	2.52	15		
<u>n</u>	4				
8.13 Pupil not observed					
Male	0.06	0.35	32		
<u>n</u>	9			0.68	p> .05
Female	0.00	0.00	15		
<u>n</u>	4				
8.14 Not coded					
Male	0.00	0.00	32		
<u>n</u>	9			1.48	p> .05
Female	0.33	1.29	15		
<u>n</u>	4				

Appendix A11.7

Table M : Two-Tailed T-Test Analysis to Compare the Number of Instances of Classroom Activity as Assessed by the Pupil Record Sheet for School Y Male and Female Subject Adolescents During the 5th Year of Secondary Schooling

Subject Adolescents					
5th Year					
Category	<u>M</u>	<u>SD</u>	No. of obs	<u>t</u> (<u>df</u> =13)	Sig.
Activity of Target Pupil					
8.1 Pupil co-operates on task work					
Male	37.58	7.28	12		
<u>n</u>	6			3.88	p< .01
Female	19.33	7.37	3		
<u>n</u>	2				
8.2 Pupil co-operates on routine work					
Male	3.92	2.31	12		
<u>n</u>	6			0.50	p> .05
Female	4.67	2.31	3		
<u>n</u>	2				
8.3 Pupil is distracted from work					
Male	2.17	2.86	12		
<u>n</u>	6			5.09	p< .001
Female	13.33	5.51	3		
<u>n</u>	2				

Appendix A11.7 continued

Table M

Category	Subject Adolescents				
	5th Year				Sig.
	<u>M</u>	<u>SD</u>	No.	<u>t</u>	
			of obs	(<u>df</u> =13)	
8.4 Pupil distracted from work by observer					
Male	0.17	0.58	12		
<u>n</u>	6			0.45	p> .05
Female	0.33	0.58	3		
<u>n</u>	2				
8.5 Pupil is aggressively disruptive					
Male	0.00	0.00	12		
<u>n</u>	6			NO ANALYSIS	
Female	0.00	0.00	3		
<u>n</u>	2				
8.6 Pupil is horse- playing					
Male	0.08	0.29	12		
<u>n</u>	6			1.72	p> .05
Female	0.67	1.15	3		
<u>n</u>	2				
8.7 Pupil is waiting on teacher					
Male	1.50	1.62	12		
<u>n</u>	6			1.20	p> .05
Female	0.33	0.58	3		
<u>n</u>	2				

Appendix A11.7 continued

Table M

Category	Subject Adolescents				
	5th Year				
	<u>M</u>	<u>SD</u>	No.	<u>t</u>	Sig.
			of obs	(<u>df</u> =13)	
8.8 Pupil is partly distracted					
Male	1.67	2.06	12		
<u>n</u>	6			2.69	p< .05
Female	7.67	7.37	3		
<u>n</u>	2				
8.9 Pupil is interested in teacher					
Male	0.92	1.44	12		
<u>n</u>	6			0.28	p> .05
Female	0.67	1.15	3		
<u>n</u>	2				
8.10 Pupil is interested in work of a child					
Male	1.25	2.86	12		
<u>n</u>	6			0.73	p> .05
Female	0.00	0.00	3		
<u>n</u>	2				
8.11 Pupil works on an unapproved activity					
Male	0.00	0.00	12		
<u>n</u>	6			NO ANALYSIS	
Female	0.00	0.00	3		
<u>n</u>	2				

Appendix A11.7 continued

Table M

Category	Subject Adolescents				
	5th Year				
	<u>M</u>	<u>SD</u>	No.	<u>t</u>	Sig.
			of obs	(<u>df</u> =13)	
8.12 Pupil responds to internal stimuli					
Male	0.17	0.58	12		
<u>n</u>	6			1.50	p> .05
Female	1.00	1.73	3		
<u>n</u>	2				
8.13 Pupil not observed					
Male	0.00	0.00	12		
<u>n</u>	6			NO ANALYSIS	
Female	0.00	0.00	3		
<u>n</u>	2				
8.14 Not coded					
Male	0.00	0.00	12		
<u>n</u>	6			NO ANALYSIS	
Female	0.00	0.00	3		
<u>n</u>	2				

Appendix A11.8

Table N : One-Way ANOVA Analysis on the Number of Instances of Classroom Activity as Assessed by the Pupil Record Sheet for School Y Adolescents by Group (i.e. Items 1.1 to 7c2 and Items 9.1 to Number of Volunteers)

School Y				
Category	Subject (No. of obs=15)	Control A (No. of obs=14)	Control B (No. of obs=55)	
Target pupil and Adult Interaction				
1.1 Pupil attempts to gain adult attention	0.93 ^a (1.83) ^b	0.43 (0.94)	0.38 (0.99)	
Dependent variable = item 1.1		Independent variable = Subject/Control A/ Control B		
	DF	MS	F	Sig.
Between groups	2	1.82	1.33	p> .05
within groups	81	1.37		
1.2 Pupil is focus of adult attention		6.87 (3.52)	2.71 (1.94)	3.38 (5.29)

^aMean number of instances of classroom activity

^bSD

Appendix A11.8 continued

Table N

Dependent variable = item 1.2		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	83.23	3.88	p< .05
within groups	81	21.43		
1.3 Pupil is part of audience		4.73 (7.52)	7.43 (4.54)	10.85 (14.27)
Dependent variable = item 1.3		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	246.88	1.66	p> .05
within groups	81	148.83		
1.4 Pupil listens-other child is focus of attention		1.87 (3.31)	0.00 (0.00)	0.09 (0.55)
Dependent variable = item 1.4		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	19.88	9.46	p< .001
within groups	81	2.10		
2.1 Pupil interacts with teacher		6.33 (7.85)	10.50 (5.54)	14.71 (13.96)

Appendix A11.8 continued

Table N

Dependent variable = item 2.1		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	447.40	3.07	p> .05
within groups	81	145.58		
<hr/>				
2.2 Pupil interacts with observer		0.27 (1.03)	0.00 (0.00)	0.00 (0.00)
Dependent variable = item 2.2		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.44	2.38	p> .05
within groups	81	0.18		
<hr/>				
2.3 Pupil interacts with another adult		6.93 (6.05)	0.00 (0.00)	0.00 (0.00)
Dependent variable = item 2.3		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	296.15	46.77	p< .001
within groups	81	6.33		
<hr/>				
3.1 Adult interacts about task work		11.47 (6.64)	9.43 (5.18)	12.84 (13.72)
<hr/>				

Appendix A11.8 continued

Table N

Dependent variable = item 3.1		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	67.63	0.49	p> .05
within groups	81	137.42		
<hr/>				
3.2 Adult interacts about routine work		1.87 (1.96)	0.50 (1.02)	0.35 (1.29)
Dependent variable = item 3.2		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	13.81	7.09	p< .01
within groups	81	1.95		
<hr/>				
3.3 Adult praises work task or behaviour		0.47 (0.74)	0.07 (0.27)	0.20 (0.80)
Dependent variable = item 3.3		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.62	1.16	p> .05
within groups	81	0.54		
<hr/>				
3.4 Adult criticizes work or behaviour		0.07 (0.26)	0.64 (1.01)	1.29 (4.64)
<hr/>				

Appendix A11.8 continued

Table N

Dependent variable = item 3.4		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	9.70	0.67	p> .05
within groups	81	14.51		
<hr/>				
3.5 Adult ignores attempted initiation of interaction by pupil		0.07 (0.26)	0.07 (0.27)	0.04 (0.27)
Dependent variable = item 3.5		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.01	0.14	p> .05
within groups	81	0.07		
<hr/>				
4.1 Adult gives pupil individual attention		7.00 (3.89)	3.00 (2.25)	3.51 (5.43)
Dependent variable = item 4.1		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	81.03	3.51	p< .05
within groups	81	23.11		
<hr/>				
4.2 Adult gives pupil's group attention		1.40 (1.99)	2.36 (3.97)	0.82 (1.79)
<hr/>				

Appendix A11.8 continued

Table N

Dependent variable = item 4.2		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	13.66	2.56	p> .05
within groups	81	5.35		
<hr/>				
4.3 Adult interacts with class		4.67 (8.16)	5.21 (4.19)	10.36 (14.43)
Dependent variable = item 4.3		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	281.29	1.84	p> .05
within groups	81	153.17		
<hr/>				
4.4 Adult gives another child attention		0.07 (0.26)	0.00 (0.00)	0.09 (0.55)
Dependent variable = item 4.4		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.05	0.21	p> .05
within groups	81	0.22		
<hr/>				
Target Pupil Interact with Other Children				
5.1 Pupil successfully begins contact		2.80 (2.18)	3.29 (3.77)	3.20 (3.04)
<hr/>				

Appendix A11.8 continued

Table N

Dependent variable = item 5.1		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	1.11	0.12	p> .05
within groups	81	9.26		
<hr/>				
5.2 Pupil co-operates in interaction		4.20 (2.65)	4.71 (3.52)	4.40 (3.89)
Dependent variable = item 5.2		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.98	0.07	p> .05
within groups	81	13.29		
<hr/>				
5.3 Pupil fails in attempted interaction		0.07 (0.26)	0.00 (0.00)	0.11 (0.57)
Dependent variable = item 5.3		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.69	0.31	p> .05
within groups	81	0.23		
<hr/>				
5.4 Pupil ignores attempted interaction		0.40 (0.91)	0.14 (0.36)	0.13 (0.47)

Appendix A11.8 continued

Table N

Dependent variable = item 5.4		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.45	1.43	p> .05
within groups	81	0.31		
<hr/>				
5.5 Pupil sustains interaction		5.87 (4.41)	8.93 (6.90)	5.73 (5.25)
Dependent variable = item 5.5		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	58.79	2.00	p> .05
within groups	81	29.35		
<hr/>				
6.1 Non-verbal contact via material		0.00 (0.00)	0.07 (0.27)	0.09 (0.35)
Dependent variable = item 6.1		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.05	0.53	p> .05
within groups	81	0.09		
<hr/>				
6.2 Physical contact		0.40 (0.91)	0.43 (0.94)	0.47 (2.04)
<hr/>				

Appendix A11.8 continued

Table N

Dependent variable = item 6.2		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.04	0.01	p> .05
within groups	81	3.05		
<hr/>				
6.3 Verbal contact		12.93	16.50	12.98
		(5.65)	(12.11)	(10.15)
Dependent variable = item 6.3		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	72.64	0.74	p> .05
within groups	81	97.80		
<hr/>				
7a1 Child on same task as pupil		12.87	16.79	13.25
		(6.59)	(12.34)	(10.19)
Dependent variable = item 7a1		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	77.09	0.76	p> .05
within groups	81	101.19		
<hr/>				
7a2 Child on different task to pupil		0.47	0.21	0.20
		(1.81)	(0.80)	(1.48)
<hr/>				

Appendix A11.8 continued

Table N

Dependent variable = item 7a2		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.43	0.20	p> .05
within groups	81	2.13		
<hr/>				
7b1 Pupil interacts with one child of the same sex				
		11.40 (5.57)	9.93 (8.74)	11.76 (9.76)
Dependent variable = item 7b1		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	18.79	0.23	p> .05
within groups	81	81.09		
<hr/>				
7b2 Pupil interacts with one child of the opposite sex				
		0.60 (1.30)	4.07 (8.04)	0.64 (1.93)
Dependent variable = item 7b2		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	69.15	5.26	p< .01
within groups	81	13.15		
<hr/>				
7b3 Pupil interacts with several children of the opposite sex				
		0.40 (1.12)	0.79 (2.08)	0.80 (3.48)

Appendix A11.8 continued

Table N

Dependent variable = item 7b3		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.97	0.11	p> .05
within groups	81	9.00		

7b4 Pupil interacts with
a mix sex group

1.00 2.21 0.33
(3.36) (4.30) (1.41)

Dependent variable =
item 7b4

Independent variable =
Subject/Control A/
Control B

	DF	MS	<u>F</u>	Sig.
Between groups	2	20.39	3.26	p< .05
within groups	81	6.25		

7c1 Interaction occurs
from pupil's own base

11.40 13.00 12.07
(4.90) (8.93) (9.93)

Dependent variable =
item 7c1

Independent variable =
Subject/Control A/
Control B

	DF	MS	<u>F</u>	Sig.
Between groups	2	9.36	0.11	p> .05
within groups	81	82.61		

7c2 Interaction occurs
from another base

1.93 3.86 1.47
(2.49) (4.66) (3.11)

Appendix A11.8 continued

Table N

Dependent variable = item 7c2		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	31.73	2.88	p> .05
within groups	81	11.02		
9.1 Pupil in base		45.73 (5.15)	50.43 (3.08)	47.87 (3.21)
Dependent variable = item 9.1		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	79.97	1.17	p< .01
within groups	81	12.97		
9.2 Pupil out of base		2.33 (3.44)	0.79 (1.37)	1.35 (3.21)
Dependent variable = item 9.2		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	9.22	1.00	p> .05
within groups	81	9.21		
9.3 Pupil is mobile		1.13 (1.55)	0.07 (0.27)	0.35 (0.93)
Dependent variable = item 9.3		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	4.80	4.80	p< .05
within groups	81	1.00		

Appendix A11.8 continued

Table N

9.4 Pupil out of room		0.00 (0.00)	0.07 (0.27)	0.05 (0.40)
Dependent variable = item 9.4		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.02	0.18	p> .05
within groups	81	0.12		
10.1 Teacher is present with pupil		8.40 (6.49)	10.64 (5.56)	14.67 (13.85)
Dependent variable = item 10.1		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	273.94	1.96	p> .05
within groups	81	140.04		
10.2 Teacher interacts elsewhere		21.33 (9.51)	13.86 (9.27)	17.65 (11.02)
Dependent variable = item 10.2		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	202.42	1.83	p> .05
within groups	81	110.34		
10.3 Teacher is monitor- ing class		5.27 (3.92)	17.29 (9.64)	17.93 (10.93)

Appendix A11.8 continued

Table N

Dependent variable = item 10.3		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	969.60	9.98	p< .001
within groups	81	97.13		
<hr/>				
10.4 Teacher is house- keeping		12.07 (6.36)	8.57 (6.52)	4.85 (4.49)
Dependent variable = item 10.4		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	334.02	12.24	p< .001
within groups	81	27.30		
<hr/>				
10.5 Teacher is out of room		2.87 (5.84)	1.00 (2.32)	0.53 (1.30)
Dependent variable = item 10.5		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	32.26	4.09	p< .05
within groups	81	7.89		
<hr/>				
No. of teachers in classroom		1.33 ^C (0.49)	1.00 (0.00)	1.09 (0.29)

^CMean number of persons in the classroom

Appendix A11.8 continued

Table N

Dependent variable = item No. of teachers		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.47	4.78	p< .05
within groups	81	0.10		

No. of pupils in classroom		7.00 (2.07)	15.93 (3.36)	15.62 (4.32)
-------------------------------	--	----------------	-----------------	-----------------

Dependent variable = item No. of pupils		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	464.82	31.02	p< .001
within groups	81	14.99		

No. of children in target pupil's base		1.00 (0.38)	1.14 (0.36)	1.05 (0.52)
--	--	----------------	----------------	----------------

Dependent variable = item No. of children in base		Independent variable = Subject/Control A/ Control B		
	DF	MS	<u>F</u>	Sig.
Between groups	2	0.08	0.33	p> .05
within groups	81	0.23		

Appendix A11.8 continued

Table N

No. of volunteers
in classroom

1.20 0.00 0.00
(0.56) (0.00) (0.00)

Dependent variable =
item No. of volunteers

Independent variable =
Subject/Control A/
Control B

	DF	MS	<u>F</u>	Sig.
Between groups	2	8.87	163.31	p< .001
within groups	81	0.05		

Appendix A11.9a

Table 0 : Two-Way ANOVA Analysis on the Number of Instances of Classroom Behaviour as Assessed by the Pupil Record Sheet for School Y Adolescents by Group (i.e. Items 8.1 to 8.14)

School Y				
Category				
	Subject (<u>n</u> = 8) (No. of obs=15)	Control A (<u>n</u> = 6) (No. of obs=14)	Control B (<u>n</u> = 16) (No. of obs=55)	
<hr/>				
Activity and Location of Target Pupil and Teacher				
8.1 Pupil co-operates on task work				
33.93 ^a 28.50 45.91				
(10.32) ^b (17.69) (15.85)				
Dependent variable = item 8.1		Independent variable = Subject/Control A/Control B		
Source	DF	MS	F	Sig.
Group (A)	2	2176.69	9.95	p< .001
Sex (B)	1	200.71	0.92	p> .05
A x B	2	933.24	4.27	p< .05
Error	78			
<hr/>				
8.2 Pupil co-operates on routine work				
4.07 0.14 1.58				
(2.25) (0.53) (2.79)				

^aMean number of instances of activities
^bSD

Appendix A11.9a continued

Table O

Dependent variable = item 8.2			Independent variable = Subject/Control A/ Control B	
Source	DF	MS	<u>F</u>	Sig.
Group (A)	2	48.88	8.55	p< .001
Sex (B)	1	29.91	5.23	p< .05
A x B	2	9.12	1.60	p> .05
Error	78			

8.3 Pupil is distracted from work		4.40 (5.67)	13.29 (14.13)	2.47 (6.31)
Dependent variable = item 8.3		Independent variable = Subject/Control A/ Control B		
Source	DF	MS	<u>F</u>	Sig.
Group (A)	2	642.99	13.64	p< .001
Sex (B)	1	157.16	3.33	p> .05
A x B	2	681.64	14.46	p< .001
Error	78			

8.4 Pupil distracted from work by observer		0.20 (0.56)	0.64 (1.34)	0.31 (1.57)
Dependent variable = item 8.4		Independent variable = Subject/Control A/ Control B		
Source	DF	MS	<u>F</u>	Sig.
Group (A)	2	0.65	0.32	p> .05
Sex (B)	1	2.39	1.19	p> .05
A x B	2	0.91	0.45	p> .05
Error	78			

Appendix A11.9a continued

Table 0

<hr/>				
8.5 Pupil is aggressively disruptive				
		0.00	0.93	0.89
		(0.00)	(2.16)	(2.80)
Dependent variable = item 8.5		Independent variable = Subject/Control A/Control B		
Source	DF	MS	<u>F</u>	Sig.
Group (A)	2	3.98	0.65	p> .05
Sex (B)	1	3.22	0.53	p> .05
A x B	2	1.69	0.28	p> .05
Error	78			
<hr/>				
8.6 Pupil is horse-playing				
		0.20	1.00	0.44
		(0.56)	(1.88)	(1.94)
Dependent variable = item 8.6		Independent variable = Subject/Control A/Control B		
Source	DF	MS	<u>F</u>	Sig.
Group (A)	2	3.42	1.13	p> .05
Sex (B)	1	10.60	3.51	p> .05
A x B	2	3.85	1.28	p> .05
Error	78			
<hr/>				
8.7 Pupil is waiting on teacher				
		1.27	0.00	0.45
		(1.53)	(0.00)	(1.29)
<hr/>				

Appendix A11.9a continued

Table O

Dependent variable = item 8.7			Independent variable = Subject/Control A/ Control B	
Source	DF	MS	<u>F</u>	Sig.
Group (A)	2	5.46	3.58	p< .05
Sex (B)	1	1.21	0.79	p> .05
A x B	2	1.18	0.77	p> .05
Error	78			

8.8 Pupil is partly
distracted

2.87 6.21 2.62
(4.16) (4.19) (5.17)

Dependent variable = item 8.8			Independent variable = Subject/Control A/ Control B	
Source	DF	MS	<u>F</u>	Sig.
Group (A)	2	73.26	3.15	p< .05
Sex (B)	1	0.12	0.01	p> .05
A x B	2	49.17	2.11	p> .05
Error	78			

8.9 Pupil is interested
in teacher

0.87 0.00 0.33
(1.36) (0.00) (1.19)

Dependent variable = item 8.9			Independent variable = Subject/Control A/ Control B	
Source	DF	MS	<u>F</u>	Sig.
Group (A)	2	2.89	2.22	p> .05
Sex (B)	1	0.08	0.06	p> .05
A x B	2	0.16	0.12	p> .05
Error	78			

Appendix A11.9a continued

Table O

8.10 Pupil is interested				
in work of a child				
		1.00	0.50	0.67
		(2.59)	(1.29)	(2.17)
Dependent variable =		Independent variable =		
item 8.10		Subject/Control A/		
		Control B		
Source	DF	MS	<u>F</u>	Sig.
Group (A)	2	0.22	0.05	p> .05
Sex (B)	1	22.74	5.12	p< .05
A x B	2	0.12	0.03	p> .05
Error	78			

8.11 Pupil works on an				
unapproved activity				
		0.00	0.00	0.00
		(0.00)	(0.00)	(0.00)
NO ANALYSIS				

8.12 Pupil responds to				
internal stimuli				
		0.33	0.07	0.16
		(0.90)	(0.27)	(0.86)
Dependent variable =		Independent variable =		
item 8.12		Subject/Control A/		
		Control B		
Source	DF	MS	<u>F</u>	Sig.
Group (A)	2	0.21	0.33	p> .05
Sex (B)	1	0.22	0.34	p> .05
A x B	2	1.24	1.98	p> .05
Error	78			

8.13 Pupil not observed				
		0.00	0.07	0.00
		(0.00)	(0.27)	(0.00)

Appendix A11.9a continued

Table O

Dependent variable = item 8.13			Independent variable = Subject/Control A/ Control B	
Source	DF	MS	<u>F</u>	Sig.
Group (A)	2	0.03	2.77	p> .05
Sex (B)	1	0.01	0.86	p> .05
A x B	2	0.02	1.96	p> .05
Error	78			
<hr/>				
8.14 Not coded		0.00	0.00	0.00
		(0.00)	(0.00)	(0.00)
NO ANALYSIS				
<hr/>				

Appendix A11.9b

Table P : The Distribution of Instances of Classroom Activity as Assessed by the Pupil Record Sheet for School Y Male and Female Adolescents by Group (i.e. Items 8.1 to 8.14)

Category	School Y		
	Subject	Control A	Control B
	(<u>n</u> = 8) (No. of obs=15)	(<u>n</u> = 6) (No. of obs=14)	(<u>n</u> = 16) (No. of obs=55)
<hr/>			
Activity of Target Pupil			
8.1 Pupil co-operates on task work			
Male	37.58 ^a 12 ^b (7.28) ^c	36.25 8 (15.32)	44.58 33 (17.91)
<u>n</u>	6	4	9
Female	19.33 3 (7.37)	18.17 6 (16.14)	47.91 22 (12.26)
<u>n</u>	2	2	7
8.2 Pupil co-operates on routine work			
Male	3.92 12 (2.31)	0.25 8 (0.71)	2.33 33 (3.30)
<u>n</u>	6	4	9
Female	4.67 3 (2.31)	0.00 6 (0.00)	0.45 22 (1.06)
<u>n</u>	2	2	7

^aMean number of instances of activity

^bNumber of observation sessions

^cSD

Appendix A11.9b continued

Table P

8.3 Pupil is distracted from work				
Male	2.17	5.50	3.52	
	12	8	33	
	(2.86)	(6.76)	(7.86)	
<u>n</u>	6	4	9	
Female	13.33	23.67	0.91	
	3	6	22	
	(5.51)	(15.13)	(2.02)	
<u>n</u>	2	2	7	
8.4 Pupil distracted from work by observer				
Male	0.17	0.75	0.09	
	12	8	33	
	(0.58)	(1.49)	(0.52)	
<u>n</u>	6	4	9	
Female	0.33	0.50	0.64	
	3	6	22	
	(0.58)	(1.22)	(2.40)	
<u>n</u>	2	2	7	
8.5 Pupil is aggressively disruptive				
Male	0.00	0.38	0.79	
	12	8	33	
	(0.00)	(0.74)	(2.30)	
<u>n</u>	6	4	9	
Female	0.00	1.67	1.05	
	3	6	22	
	(0.00)	(3.20)	(3.47)	
<u>n</u>	2	2	7	

Appendix A11.9b continued

Table P

8.6 Pupil is horse-				
playing				
Male	0.08	1.75	0.73	
	12	8	33	
	(0.29)	(2.25)	(2.48)	
<u>n</u>	6	4	9	
Female	0.67	0.00	0.00	
	3	6	22	
	(1.15)	(0.00)	(0.00)	
<u>n</u>	2	2	7	
8.7 Pupil is waiting				
on teacher				
Male	1.50	0.00	0.52	
	12	8	33	
	(1.62)	(0.00)	(1.15)	
<u>n</u>	6	4	9	
Female	0.33	0.00	0.36	
	3	6	22	
	(0.58)	(0.00)	(1.50)	
<u>n</u>	2	2	7	
8.8 Pupil is partly				
distracted				
Male	1.67	6.25	3.00	
	12	8	33	
	(2.06)	(4.46)	(5.77)	
<u>n</u>	6	4	9	
Female	7.67	6.17	2.05	
	3	6	22	
	(7.37)	(4.22)	(4.18)	
<u>n</u>	2	2	7	

Appendix A11.9b continued

Table P

8.9 Pupil is interested in teacher			
Male	0.92	0.00	0.27
	12	8	33
	(1.44)	(0.00)	(1.10)
<u>n</u>	6	4	9
Female	0.67	0.00	0.41
	3	6	22
	(1.15)	(0.00)	(1.33)
<u>n</u>	2	2	7
8.10 Pupil is interested in work of a child			
Male	1.25	0.88	1.12
	12	8	33
	(2.86)	(1.64)	(2.72)
<u>n</u>	6	4	9
Female	0.00	0.00	0.00
	3	6	22
	(0.00)	(0.00)	(0.00)
<u>n</u>	2	2	7
8.11 Pupil works on an unapproved activity			
Male	0.00	0.00	0.00
	12	8	33
	(0.00)	(0.00)	(0.00)
<u>n</u>	6	4	9
Female	0.00	0.00	0.00
	3	6	22
	(0.00)	(0.00)	(0.00)
<u>n</u>	2	2	7

Appendix A11.9b continued

Table P

<hr/>			
8.12 Pupil responds to internal stimuli			
Male	0.17	0.13	0.27
	12	8	33
	(0.58)	(0.35)	(1.10)
<u>n</u>	6	4	9
Female	1.00	0.00	0.00
	3	6	22
	(1.73)	(0.00)	(0.00)
<u>n</u>	2	2	7
8.13 Pupil not observed			
Male	0.00	0.13	0.00
	12	8	33
	(0.00)	(0.35)	(0.00)
<u>n</u>	6	4	9
Female	0.00	0.00	0.00
	3	6	22
	(0.00)	(0.00)	(0.00)
<u>n</u>	2	2	7
8.14 Not coded			
Male	0.00	0.00	0.00
	12	8	33
	(0.00)	(0.00)	(0.00)
<u>n</u>	6	4	9
Female	0.00	0.00	0.00
	3	6	22
	(0.00)	(0.00)	(0.00)
<u>n</u>	2	2	7
<hr/>			